



AGES 3 to 5

EARLY LEARNING



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UTAH CORE STATE STANDARDS
for
**EARLY
LEARNING**
FOR AGES 3 to 5



Adopted May 2020

by the
Utah State Board of Education
250 East 500 South
P.O. Box 144200
Salt Lake City, Utah 84114-4200

<https://www.schools.utah.gov>



The Utah State Board of Education, in January of 1984, established policy requiring the identification of specific core standards to be met by all preschool–12 students in order to graduate from Utah’s secondary schools. The Utah State Board of Education regularly updates the Utah Core Standards, while parents, teachers, and local school boards continue to control the curriculum choices that reflect local values.

The Utah Core Standards are aligned to scientifically based content standards. They drive high quality instruction through statewide comprehensive expectations for all students. The standards outline essential knowledge, concepts, and skills to be mastered at each grade level or within a critical content area. The standards provide a foundation for ensuring learning within the classroom.



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The Utah Early Learning Core Standards are a collaborative effort among the Utah State Board of Education, the Utah Office of Child Care, Head Start, Higher Education, United Way, and public schools.

The Standards were reviewed independently by district administrators, early childhood teachers and administrators, university professors, State Board of Education specialists, members of the community through public comment, and Board Members of the Utah State Board of Education.

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INTRODUCTION

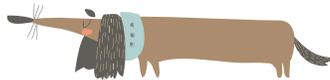
The purpose of the **Utah Early Learning Standards: Ages 3 to 5** document is to give administrators, early childhood professionals, and families of preschool-aged students guidance and resources regarding developmentally appropriate standards and goals for young children and students. Early childhood education is comprehensive and promotes cognitive, physical, language, and social emotional development. These standards foster school readiness and build a foundation for later academic and social success.

The Early Learning Standards have been written by multiple experts in the field of early childhood development and are designed to be inclusive of all children. Educators should be responsive to children’s current strengths, knowledge, and skills when planning and creating experiences to support learning while also being cognizant of the background and specific needs of each child. The following content areas are included in the standards:

- English Language Arts
- Fine Arts
- Health Education
- Lifelong Learning Practices
- Mathematics
- Physical Education
- Science
- Social Studies

The implementation of these Standards in early childhood programs will improve kindergarten readiness and reduce achievement gaps. The standards should not be used to exclude children from entering kindergarten. Related concepts may be added when appropriate to assure that every child reaches their potential.

GUIDING PRINCIPLES



Through play, relationships, and instruction, early learning provides children with an opportunity to develop skills and knowledge across all content areas. By guiding and empowering young children through positive experiences, they begin to develop responsibility, persistence, citizenship, communication skills, reasoning, effective questioning, and more.

Young children’s minds grow and develop at an extremely rapid rate. Each child is complex and has various needs. It is critical to consider the whole child and foster social, intellectual, emotional, physical, and language development. Children must feel physically and emotionally safe and secure for effective learning to take place.

Learning occurs long before children begin school. Parents and families are the first and most important teachers in a child’s life. Strong partnerships between schools and families foster positive relationships and learning at home.

Learning opportunities occur during play and through developmentally appropriate practices. Effective teachers design play activities with specific learning goals in mind. They provide individualized, intentional, and differentiated instruction to facilitate student success. Teachers should model kindness and respect as they guide children’s behavior.

Children learn in diverse ways. Early childhood professionals need to communicate with families and review classroom data and observations to identify each student’s strengths and needs. Teachers should use this information to guide their instruction and make adaptations as needed.

Early childhood programs should welcome all children regardless of their ability, culture, language, or background. Effective educators create opportunities for their students to explore and discuss their unique individual characteristics, experiences, and personal backgrounds through social engagement with their classmates and teachers. Through these activities, students gain an understanding that every person has value, regardless of their similarities or differences.

HOW TO USE THIS DOCUMENT

The Utah Early Learning Standards are organized into **strands** which represent significant areas of learning within age-level progressions and content areas. Each strand introduction provides an overall view of the concepts needed for foundational understanding. Each strand contains **standards**. A standard represents an essential element of learning that is expected. While some standards within a strand may be more comprehensive than others, all standards are essential for mastery.

Each of the general learning areas contains the following information:

- Introduction to the content area
- Strand
- Strand description
- Sub-strand and sub-strand descriptions (English Language Arts and Lifelong Learning Practices)
- Standard(s) for three- and four-year-olds listed separately (with the exception of Science)
- Vertical alignment of standards for three- and four-year-olds shown side-by-side

The phrase “with prompting and support” is included in multiple standards throughout the document. This phrase implies that the skill/standard should be emerging, and that the child should demonstrate some independence towards achieving that skill/standard. Teachers will monitor students while working on these skills to make sure they are challenging enough for growth while being mindful of students frustration levels. Teachers may offer more support for students by providing additional time, exposure, discussions, scaffolding, and patience as they develop these skills.

ENGLISH LANGUAGE ARTS

INTRODUCTION



Literacy is the ability to read, write, speak, and listen. When students utilize these skills, they begin to express and understand ideas and opinions, make decisions, solve problems, and achieve goals. Achieving literacy is a lifelong learning process. Literacy enables students to participate fully in their community and society.

Language is the basis for understanding and communicating in most aspects of life. The development of language begins in infancy, and by the preschool years, many children have a vocabulary that includes several thousand words and continues to increase at a remarkable rate. One of the best predictors of reading success is the number of spoken words a preschooler understands and uses.

Research has supported the use of evidence-based literacy practices using systematic, explicit, cumulative instruction when teaching the seven essential components of literacy: oral language, phonological awareness, phonics, fluency, vocabulary, comprehension, and writing. According to research, it is recommended that preschool teachers prepare children for later reading instruction. They can do so by introducing the five critical building blocks for literacy including phonological awareness, letter identification, vocabulary knowledge, print concepts, and a positive attitude toward reading (Henry, 2019). The lack of phonemic awareness is the most powerful determinant of the likelihood of failure to read (Adams, 1998). Early phonological awareness skills usually develop during the preschool years and include rhyming, alliteration, segmenting words into syllables, and identifying the first sounds in words. Research suggests these early phonological awareness skills facilitate the development of letter sound knowledge (Cardos-Martins et al., 2011). The levels of phonological awareness can build on each other advancing from word awareness to syllable awareness, to onset-rime awareness, to individual phoneme awareness. “Children’s language develops on a continuum and moves from large to increasingly smaller segments of language.” (Cunningham & Zibulsky, 2014).

ADULTS SUPPORT LEARNING IN ENGLISH LANGUAGE ARTS WHEN THEY:

- Engage in conversations with children.
- Read daily from a variety of texts, including narrative and informational genres.
- Create a language- and print-rich environment, including reading, listening, writing, and dramatic play centers, eye level alphabet charts, picture/word labels, and samples of children’s work. Modifications and support in children’s primary language may be provided as necessary.
- Provide activities that increase phonological awareness. Phonological awareness includes phonemic awareness, onset-rime awareness, syllable awareness, and word awareness.
- Use a wide variety of media and presentation forms, including animated and engaging storytelling, pictures or drawings, posters, appropriate short multimedia presentations, drama, show and tell, signs, paintings, sculptures, puppets, and hand signs.
- Sing a wide variety of songs, including those that reflect the cultural makeup of the world.
- Provide a variety of texts such as menus, books, magazines, charts, record sheets, recipes, telephone directories, journals, theater programs, newspapers, maps, instruction booklets, movie or music labels, food and product labels (including those in different languages), and store flyers.
- Provide activities that increase awareness of the rhythm of language, such as clapping the syllables in children’s names or other familiar words.
- Provide opportunities for multiple readings/retellings of nursery rhymes or stories.
- While reading to children, ask questions about what may happen next, how the book relates to their own experiences, how the characters in the story are feeling, etc. Encourage children to re-enact stories using dramatic play or puppets.
- Supply a variety of age-appropriate writing tools and materials in all areas of the classroom, including thin short pencils, crayons, markers, whiteboards, glue sticks, magnetic letters, paintbrushes, etc.
- Model proper writing in different ways, such as writing down what children say, labeling their drawings, writing questions that could be asked of a visitor, or making a list of foods.



Standards for 3-Year-Olds

Strand 1: **ACADEMIC AND SOCIAL LANGUAGE: SPEAKING AND LISTENING**

Language development is crucial in the preschool years to establish foundational skills for all future academic and social success. Language skills include the ability to speak as well as listen.

- **Standard ELA 3 yr.1.1** Speak in simple sentences to communicate wants and needs.
- **Standard ELA 3 yr.1.2** Begin to understand and use nouns, verbs, prepositions, and pronouns.
- **Standard ELA 3 yr.1.3** Begin to ask and answer simple questions (for example, who, what, where).
- **Standard ELA 3 yr.1.4** With prompting and support, describe attributes of familiar people, places, things, and events.
- **Standard ELA 3 yr.1.5** With prompting and support, use and talk about new vocabulary through rich texts, projects, guided conversation, and play.
- **Standard ELA 3 yr.1.6** With prompting and support, sort objects into categories (for example, shapes, foods) and begin to discuss commonalities and differences.
- **Standard ELA 3 yr.1.7** With prompting and support, explore opposites (antonyms) (for example, happy/sad, up/down, big/little).
- **Standard ELA 3 yr.1.8** With prompting and support, engage in conversations with peers and adults.
- **Standard ELA 3 yr.1.9** With prompting and support, begin to recognize that there are rules for conversation (for example, listening to others, staying on topic, taking turns speaking).
- **Standard ELA 3 yr.1.10** Follow one-step directions to complete a task or routine (for example, "Please find a seat on the rug." "Please put the ball in the basket.").

Strand 2: **READING**

By exposing children to a wide variety of texts and surrounding them with a print-rich environment, they begin to develop foundational reading skills. These skills are divided into five sub-strands: concepts of print, phonological awareness, word recognition, recall information, and comprehension.

Sub-strand: **CONCEPTS OF PRINT**

Foundational reading skills include learning how a book is properly held and manipulated, understanding that print carries meaning, and that illustrations/photographs add meaning to stories.

- **Standard ELA 3 yr.2.1** With prompting and support, correctly hold a book.
- **Standard ELA 3 yr.2.2** With prompting and support, participate in activities that explore how print conveys meaning and how the illustrations/photographs relate to the text.
- **Standard ELA 3 yr.2.3** With prompting and support, identify print in everyday life including numbers, alphabet letters, letters in their own name, and environmental print.
- **Standard ELA 3 yr.2.4** With prompting and support, recognize that print is read from top to bottom, left to right, and from front to back.
- **Standard ELA 3 yr.2.5** Explore the difference between pictures and words.
- **Standard ELA 3 yr.2.6** Begins in four-year-old standards.
- **Standard ELA 3 yr.2.7** Begins in four-year-old standards.

Sub-strand: **PHONOLOGICAL AWARENESS**

Phonological Awareness refers to a child's ability to recognize the way sound functions within words. This includes rhyming, identifying parts of words such as syllables, segmenting individual sounds (also called phonemes), and exploring how those sounds blend to make words. It is important to note that phonemic awareness practice is auditory and does not include text or written letters.

- **Standard ELA 3 yr.2.8** With prompting and support, explore sounds (phonemes) in spoken language.
- **Standard ELA 3 yr.2.9** With prompting and support, explore rhyming words in familiar songs/books.
- **Standard ELA 3 yr.2.10** With prompting and support, explore syllables in simple words (for example, clap children's names).
- **Standard ELA 3 yr.2.11** Begins in four-year-old standards.
- **Standard ELA 3 yr.2.12** With prompting and support, begin to identify the initial sounds of words.

Sub-strand: WORD RECOGNITION

Word recognition in preschool includes the knowledge that words are made up of letters and sounds.

- **Standard ELA 3 yr.2.13** With prompting and support, explore that words are made up of letters and sounds.
- **Standard ELA 3 yr.2.14** With prompting and support, begin to identify the names and sounds of some upper- and lowercase letters of the alphabet, including those in their own name.
- **Standard ELA 3 yr.2.15** Recognize their own name in print.

Sub-strand: RECALL INFORMATION

When students are able to practice recalling names of objects that they are familiar with, they can begin to build the bridge to fluency.

- **Standard ELA 3 yr.2.16** Begins in four-year-old standards.

Sub-strand: COMPREHENSION

Comprehension refers to the ability to derive meaning from written and spoken language.

- **Standard ELA 3 yr.2.17** With prompting and support, listen attentively to simple texts.
- **Standard ELA 3 yr.2.18** With prompting and support, ask and answer simple questions relating to a text, media, or information presented orally.

Strand 3: WRITING

Writing refers to how children represent spoken words with written language. The development of fine motor control in early childhood is essential for early writing skills. Fine motor skills develop at different rates for each child. Forming legible letters is an emerging expectation for 4-year-olds. Refer to Strand One: Fine Motor within the Physical Education Standards for more information.

- **Standard ELA 3 yr.3.1** With prompting and support, begin to experiment with writing and represent ideas visually (for example, scribble, stamp, glue pictures on paper).
- **Standard ELA 3 yr.3.2** Begins in four-year-old standards.
- **Standard ELA 3 yr.3.3** Begins in four-year-old standards.

Standards for 4-Year-Olds

Strand 1: **ACADEMIC AND SOCIAL LANGUAGE: SPEAKING AND LISTENING**

Language development is crucial in the preschool years to establish foundational skills for all future academic and social success. Language skills include the ability to speak as well as listen.

- **Standard ELA 4 yr.1.1** Speak in sentences of varying lengths to communicate wants, needs, experiences, thoughts, and feelings.
- **Standard ELA 4 yr.1.2** Use nouns, verbs, prepositions, pronouns, and adjectives when speaking with others.
- **Standard ELA 4 yr.1.3** Begin to ask and answer complex questions (for example, who, what, where, when, why, how).
- **Standard ELA 4 yr.1.4** Describe attributes of familiar people, places, things, and events.
- **Standard ELA 4 yr.1.5** Use and talk about new vocabulary through rich texts, projects, guided conversation, and play.
- **Standard ELA 4 yr.1.6** Discuss how objects can be sorted into categories (for example, shapes, foods) based on commonalities and differences.
- **Standard ELA 4 yr.1.7** Identify and name opposites (antonyms) (for example, happy/sad, up/down, big/little).
- **Standard ELA 4 yr.1.8** Engage in conversations with peers and adults by talking about activities, personal stories, pictures, topics, and text.
- **Standard ELA 4 yr.1.9** Follow agreed upon rules for conversation (for example, listening to others, staying on topic, and taking turns speaking).
- **Standard ELA 4 yr.1.10** Follow two-step directions to complete a task or routine (for example, "Please find your coat and wait for me at the door." "Time to wash your hands and find a seat at the table to get ready for a snack.").

Strand 2: **READING**

By exposing children to a wide variety of texts, and surrounding them with a print-rich environment, they begin to develop foundational reading skills. These skills are divided into five sub-strands: concepts of print, phonological awareness, word recognition, recall information, and comprehension.

Sub-strand: CONCEPTS OF PRINT

Foundational reading skills include learning how a book is properly held and manipulated, understanding print carries meaning, and that illustrations/photographs add meaning to stories.

- **Standard ELA 4 yr.2.1** Correctly hold a book.
- **Standard ELA 4 yr.2.2** Discuss that print conveys meaning and how the illustrations/photographs relate to the text.
- **Standard ELA 4 yr.2.3** Identify print in everyday life including numbers, alphabet letters, letters in their own name, and environmental print.
- **Standard ELA 4 yr.2.4** With prompting and support, demonstrate that print is read from top to bottom, left to right, and from front to back.
- **Standard ELA 4 yr.2.5** Demonstrate that spoken words are represented in written language (for example, point to written words while reciting a known nursery rhyme or reading a recipe together during a cooking activity).
- **Standard ELA 4 yr.2.6** With prompting and support, begin to recognize that letters are grouped to form words.
- **Standard ELA 4 yr.2.7** With prompting and support, discuss the role of the author and illustrator/photographer in presenting the ideas or information in a text.



Sub-strand: PHONOLOGICAL AWARENESS

Phonological Awareness refers to a child's ability to recognize the many ways that sounds function within words. This includes rhyming, identifying parts of words such as syllables, segmenting individual sounds (also called phonemes), and exploring how audible sounds blend to make words. It is important to note that phonemic awareness practice is auditory and does not include text or written letters.

- **Standard ELA 4 yr.2.8** Identify and discriminate between sounds (phonemes) in spoken language (for example, point to a picture that begins with the same sound as dog).
- **Standard ELA 4 yr.2.9** Recognize rhyming words in familiar songs/books (for example, provide rhyming words, show a thumbs up if the words rhyme or thumbs down if the words do not rhyme).
- **Standard ELA 4 yr.2.10** With prompting and support, count syllables as words are being spoken (for example, clap, stomp, jump, use hand signals).
- **Standard ELA 4 yr.2.11** With prompting and support, blend (put together), and segment (take apart) single-syllable words into individual phonemes auditorily (for example, segment: bat= /b/ /a/ /t/, blend: /b/ /a/ /t/ = bat).
- **Standard ELA 4 yr.2.12** Begin to recognize the beginning sounds of words and progress towards recognizing ending sounds of words.

Sub-strand: WORD RECOGNITION

Word recognition in preschool includes the knowledge that words are made up of letters and sounds.

- **Standard ELA 4 yr.2.13** With prompting and support, recognize that written words are made up of letters and sounds.
- **Standard ELA 4 yr.2.14** Identify the names and sounds of some upper- and lowercase letters of the alphabet, including those in their own name.
- **Standard ELA 4 yr.2.15** Begin to recognize some printed words that are seen frequently (for example, their own name, the names of classmates, labels in the classroom environment).

Sub-strand: RECALL INFORMATION

When students practice recalling names of objects that they are familiar with, they can begin to build a bridge to fluency.

- **Standard ELA 4 yr.2.16** With prompting and support, rapidly recall the names of a series of objects or pictures (for example, dog, cat, horse, mouse, fish, monkey, lion).

Sub-strand: COMPREHENSION

Comprehension refers to the ability to derive meaning from written and spoken language.

- **Standard ELA 4 yr.2.17** With prompting and support, listen attentively to and retell simple texts, including event sequence and characters, through conversation, art, movement, or drama.
- **Standard ELA 4 yr.2.18** With prompting and support, ask and answer questions and make connections about text, media, or information presented orally.

Strand 3: WRITING

Writing refers to how children represent spoken words with written language. The development of fine motor control in early childhood is essential for early writing skills. Fine motor skills develop at different rates for each child. Forming legible letters is an emerging expectation for 4-year-olds. Refer to Strand One: Fine Motor within the Physical Education Standards for more information

- **Standard ELA 4 yr.3.1** Represent ideas visually (for example, scribble with letter-like formations, simple drawings).
- **Standard ELA 4 yr.3.2** Represent spoken words with written language using letter-like marks and scribbles.
- **Standard ELA 4 yr.3.3** Print some letters of the alphabet, including those in their own name.

Vertical Alignment for Ages 3 to 5

ENGLISH LANGUAGE ARTS

Strand 1: **ACADEMIC AND SOCIAL LANGUAGE: SPEAKING AND LISTENING**

Language development is crucial in the preschool years to establish foundational skills for all future academic and social success. Language skills include the ability to speak as well as listen.

3-YEAR-OLDS	4-YEAR-OLDS
ELA 3 yr.1.1: Speak in simple sentences to communicate wants and needs.	ELA 4 yr.1.1: Speak in sentences of varying lengths to communicate wants, needs, experiences, thoughts, and feelings.
ELA 3 yr.1.2: Begin to understand and use nouns, verbs, prepositions, and pronouns.	ELA 4 yr.1.2: Use nouns, verbs, prepositions, pronouns, and adjectives when speaking with others.
ELA 3 yr.1.3: Begin to ask and answer simple questions (for example, who, what, where).	ELA 4 yr.1.3: Begin to ask and answer complex questions (for example, who, what, where, when, why, how).
ELA 3 yr.1.4: With prompting and support, describe attributes of familiar people, places, things, and events.	ELA 4 yr.1.4: Describe attributes of familiar people, places, things, and events.
ELA 3 yr.1.5: With prompting and support, use and talk about new vocabulary through rich texts, projects, guided conversation, and play.	ELA 4 yr.1.5: Use and talk about new vocabulary through rich texts, projects, guided conversation, and play.
ELA 3 yr.1.6: With prompting and support, sort objects into categories (for example, shapes, foods) and begin to discuss commonalities and differences.	ELA 4 yr.1.6: Discuss how objects can be sorted into categories (for example, shapes, foods) based on commonalities and differences.
ELA 3 yr.1.7: With prompting and support, explore opposites (antonyms) (for example, happy/sad, up/down, big/little).	ELA 4 yr.1.7: Identify and name opposites (antonyms) (for example, happy/sad, up/down, big/little).
ELA 3 yr.1.8: With prompting and support, engage in conversations with peers and adults.	ELA 4 yr.1.8: Engage in conversations with peers and adults by talking about activities, personal stories, pictures, topics, and text.
ELA 3 yr.1.9: With prompting and support, begin to recognize that there are rules for conversation (for example, listening to others, staying on topic, taking turns speaking).	ELA 4 yr.1.9: Follow agreed upon rules for conversation (for example, listening to others, staying on topic, and taking turns speaking).

3-YEAR-OLDS	4-YEAR-OLDS
ELA 3 yr.1.10: Follow one-step directions to complete a task or routine (for example, "Please find a seat on the rug." "Please put the ball in the basket.").	ELA 4 yr.1.10: Follow two-step directions to complete a task or routine (for example, "Please find your coat and wait for me at the door." "Time to wash your hands and find a seat at the table to get ready for a snack.").

Strand 2: **READING**

By exposing children to a wide variety of texts, and surrounding them with a print-rich environment, they begin to develop foundational reading skills. These skills are divided into five sub-strands: concepts of print, phonological awareness, word recognition, recall information, and comprehension.

Sub-strand: **CONCEPTS OF PRINT**

Foundational reading skills include learning how a book is properly held and manipulated, understanding that print carries meaning, and that illustrations/photographs add meaning to stories.

3-YEAR-OLDS	4-YEAR-OLDS
ELA 3yr.2.1: With prompting and support, correctly hold a book.	ELA 4 yr.2.1: Correctly hold a book.
ELA 3 yr.2.2: With prompting and support, participate in activities that explore how print conveys meaning and how the illustrations/photographs relate to the text.	ELA 4 yr.2.2: Discuss that print conveys meaning and how the illustrations/photographs relate to the text.
ELA 3 yr.2.3: With prompting and support, identify print in everyday life including numbers, alphabet letters, letters in their own name, and environmental print.	ELA 4 yr.2.3: Identify print in everyday life including numbers, alphabet letters, letters in their own name, and environmental print.
ELA 3 yr.2.4: With prompting and support, recognize that print is read from top to bottom, left to right, and from front to back.	ELA 4 yr.2.4: With prompting and support, demonstrate that print is read from top to bottom, left to right, and from front to back.
ELA 3 yr.2.5: Explore the difference between pictures and words.	ELA 4 yr.2.5: Demonstrate that spoken words are represented in written language (for example, point to written words while reciting a known nursery rhyme or reading a recipe together during a cooking activity).
ELA 3 yr.2.6: Begins in four-year-old standards.	ELA 4 yr.2.6: With prompting and support, begin to recognize that letters are grouped to form words.
ELA 3 yr.2.7: Begins in four-year-old standards.	ELA 4 yr.2.7: With prompting and support, discuss the role of the author and illustrator/photographer in presenting the ideas or information in a text.

Sub-strand: **PHONOLOGICAL AWARENESS**

Phonological Awareness refers to a child's ability to recognize the way sounds function within words. This includes rhyming, identifying parts of words such as syllables, segmenting individual sounds (also called phonemes), and exploring how audible sounds blend to make words. It is important to note that phonemic awareness practice is auditory and does not include text or written letters.

3-YEAR-OLDS	4-YEAR-OLDS
ELA 3 yr.2.8: With prompting and support, explore sounds (phonemes) in spoken language	ELA 4 yr.2.8: Identify and discriminate between sounds (phonemes) in spoken language (for example, point to a picture that begins with the same sound as dog).
ELA 3 yr.2.9: With prompting and support, explore rhyming words in familiar songs/books.	ELA 4 yr.2.9: Recognize rhyming words in familiar songs/books (for example, provide rhyming words, show a thumbs up if the words rhyme or thumbs down if the words do not rhyme).
ELA 3 yr.2.10: With prompting and support, explore syllables in simple words (for example, clap children's names).	ELA 4 yr.2.10: With prompting and support, count syllables as words are being spoken (for example, clap, stomp, jump, use hand signals).
ELA 3 yr.2.11: Begins in four-year old standards.	ELA 4 yr.2.11: With prompting and support, blend (put together), and segment (take apart) single-syllable words into individual phonemes auditorily (for example, segment: bat= /b/ /a/ /t/, blend: /b/ /a/ /t/ = bat).
ELA 3 yr.2.12: With prompting and support, begin to identify the initial sounds of words.	ELA 4 yr.2.12: Begin to recognize the beginning sounds of words and progress towards recognizing ending sounds of words.

Sub-strand: **WORD RECOGNITION**

Word recognition in preschool includes the knowledge that words are made up of letters and sounds.

3-YEAR-OLDS	4-YEAR-OLDS
ELA 3 yr.2.13: With prompting and support, explore that words are made up of letters and sounds.	ELA 4 yr.2.13: With prompting and support, recognize that written words are made up of letters and sounds.
ELA 3 yr.2.14: With prompting and support, begin to identify the names and sounds of some upper- and lowercase letters of the alphabet, including those in their own name.	ELA 4 yr.2.14: Identify the names and sounds of some upper- and lowercase letters of the alphabet, including those in their own name.
ELA 3 yr.2.15: Recognize their own name in print.	ELA 4 yr.2.15: Begin to recognize some printed words that are seen frequently (for example, their own name, the names of classmates, labels in the classroom environment).

Sub-strand: **RECALL INFORMATION**

When students practice recalling names of objects that they are familiar with, they can begin to build a bridge to fluency.

3-YEAR-OLDS	4-YEAR-OLDS
ELA 3 yr.2.16: Begins in four-year-old standards.	ELA 4 yr.2.16: With prompting and support, rapidly recall the names of a series of objects or pictures (for example, dog, cat, horse, mouse, fish, monkey, lion).

Sub-strand: **COMPREHENSION**

Comprehension refers to the ability to derive meaning from written and spoken language.

3-YEAR-OLDS	4-YEAR-OLDS
ELA 3 yr.2.17: With prompting and support, listen attentively to simple texts.	ELA 4 yr.2.17: With prompting and support, listen attentively to and retell simple texts, including event sequence and characters through conversation, art, movement, or drama.
ELA 3 yr.2.18: With prompting and support, ask and answer simple questions relating to a text, media, or information presented orally.	ELA 4 yr.2.18: With prompting and support, ask and answer questions and make connections about text, media, or information presented orally.

Strand 3: WRITING

Writing refers to how children represent spoken words with written language. The development of fine motor control in early childhood is essential for early writing skills. Fine motor skills develop at different rates for each child. Forming legible letters is an emerging expectation for 4-year-olds. Refer to Strand One: Fine Motor within the Physical Education Standards for more information.

3-YEAR-OLDS	4-YEAR-OLDS
ELA 3 yr.3.1: With prompting and support, begin to experiment with writing and represent ideas visually (for example, scribbles, stamps, gluing pictures on paper).	ELA 4 yr.3.1: Represent ideas visually (for example, scribble with letter-like formations, simple drawings).
ELA 3 yr.3.2: Begins in four-year-old standards.	ELA 4 yr.3.2: Represent spoken words with written language using letter-like marks and scribbles.
ELA 3 yr.3.3: Begins in four-year-old standards.	ELA 4 yr.3.3: Print some letters of the alphabet, including those in their own name.

FINE ARTS



INTRODUCTION

Children use creativity to explore, discover, and make sense of the world around them. As outlined in the Utah State Standards, the study of drama, dance, music, and visual arts provide a venue for creativity to flourish. Fine Arts provide opportunities for children to explore realities, relationships, and ideas that cannot be learned or demonstrated simply in words or numbers.

Learning in Fine Arts is valuable for building curiosity and supporting children in expressing and communicating their ideas and experiences. Additionally, integrating the arts throughout the classroom supports children's engagement in cooperative learning and constructing knowledge in all content areas:

- Visual arts instruction improves reading readiness.
- Musical experiences support understanding foundational mathematical concepts.
- Engaging in fine arts reduces children's stress and increases their cognition, self-awareness, self-direction, social and cultural awareness, independence, language skills, physical and social-emotional development, and ability to make sense of the world around them.

Collaboration, creativity, and cultural awareness are essential skills and concepts for children to develop and explore in our global environment. Nurturing and integrating these skills and concepts provide the foundation for children's lifelong educational success.

ADULTS SUPPORT LEARNING IN FINE ARTS WHEN THEY:

- Encourage conversation to help children express their ideas, emotions, and understanding in a variety of ways.
- Gain an understanding of children's preferences, interests, backgrounds, and culture to develop instruction and create an engaging learning environment.
- Encourage children to observe, interpret, and understand the expression of others.
- Provide opportunities for children to work collaboratively with others.
- Support children's self-awareness by providing opportunities for children to display, perform, and discuss their creative works.
- Engage and follow the children's lead in creative processes.
- Acknowledge children's efforts and persistence in artistic expression.

Standards for 3-Year-Olds

Strand 1: DRAMA

Drama provides creative opportunities for children to portray a variety of events, characters, or stories through taking on different roles, interacting with props, and engaging in dramatic interactions. Children explore roles individually and collaboratively when acting out experiences and observing the dramatic expression of peers and teachers.

- **Standard FA 3 yr.1.1** With prompting and support, express ideas, information, and feelings through dramatic play.
- **Standard FA 3 yr.1.2** With prompting and support, attend to an adult telling stories or nursery rhymes and act out different parts.
- **Standard FA 3 yr.1.3** Imitate real-life or pretend roles in play.
- **Standard FA 3 yr.1.4** With prompting and support, begin to work independently and cooperatively in dramatic play.
- **Standard FA 3 yr.1.5** With prompting and support, attend to and show appreciation for the dramatization of others (for example, clap, high fives, “good job”).
- **Standard FA 3 yr.1.6** With prompting and support, participate in a scene or play with a beginning and end.

Strand 2: DANCE

Dance provides children the opportunity to use their bodies to move to music and express themselves through movement.

- **Standard FA 3 yr.2.1** Move in rhythm with the music.
- **Standard FA 3 yr.2.2** Move the body to express feelings and ideas.
- **Standard FA 3 yr.2.3** Demonstrate self-regulation through large motor balance, stability, and control in dance within a defined space.
- **Standard FA 3 yr.2.4** Find different ways to control movements of the body, arms, and legs to develop coordination and mobility.
- **Standard FA 3 yr.2.5** With prompting and support, begin to dance with others while respecting space boundaries and maintaining body control.

Strand 3: MUSIC

Music offers students the opportunity to learn songs, create music, develop self-expression, and build cultural understanding with self and others.

- **Standard FA 3 yr.3.1** With prompting and support, participate in listening to and singing simple songs and fingerplays.
- **Standard FA 3 yr.3.2** Explore and experiment with musical instruments.
- **Standard FA 3 yr.3.3** Show awareness and appreciation of different kinds of music.
- **Standard FA 3 yr.3.4** With prompting and support, express thoughts, feelings, and energy through music.
- **Standard FA 3 yr.3.5** With prompting and support, begin to explore folk songs and singing games from various cultures.
- **Standard FA 3 yr.3.6** With prompting and support, begin to identify favorite songs.

Strand 4: VISUAL ARTS

Visual arts provide sensory, expressive, and social opportunities through the use of various media and materials to create drawings, pictures, or 3D art.

- **Standard FA 3 yr.4.1** Show interest and create works of art using a variety of tools (crayons, markers, scissors, etc.) and materials (clay, leaves, cardboard, etc.).
- **Standard FA 3 yr.4.2** Recognize basic colors (for example, red, yellow, blue, orange, purple and green).
- **Standard FA 3 yr.4.3** With prompting and support, explore and identify physical characteristics of the environment including colors, textures, and light.
- **Standard FA 3 yr.4.4** With prompting and support, talk with peers and/or adults about the art they created.
- **Standard FA 3 yr.4.5** With prompting and support, select art objects to display, including paintings, photos of block design, sculptures, etc.



Standards for 4-Year-Olds

Strand 1: DRAMA

Drama provides creative opportunities for children to portray a variety of events, characters, or stories through taking on different roles, interacting with props, and engaging in dramatic interactions. Children explore roles individually and collaboratively when acting out experiences and observing the dramatic expression of peers and teachers.

- **Standard FA 4 yr.1.1** Identify and express ideas, information, and feelings through dramatic art (for example, telling stories and playing make-believe).
- **Standard FA 4 yr.1.2** Use dialogue, actions, and objects to tell a story.
- **Standard FA 4 yr.1.3** Assume the roles of characters in dramatic play situations, or stories through drama, props, and language.
- **Standard FA 4 yr.1.4** With prompting and support, work independently and cooperatively in dramatic play.
- **Standard FA 4 yr.1.5** With prompting and support, attend to and show appreciation for the dramatization of others.
- **Standard FA 4 yr.1.6** With prompting and support, act out a story with a beginning, middle, and an end.

Strand 2: DANCE

Dance provides children the opportunity to use their bodies to move to music and express themselves through movement.

- **Standard FA 4 yr.2.1** Move to different patterns of beat and rhythm in music.
- **Standard FA 4 yr.2.2** Use creative movement to demonstrate feelings, ideas, concepts, and tell stories.
- **Standard FA 4 yr.2.3** With prompting and support, start, stop, and respond to musical cues.
- **Standard FA 4 yr.2.4** With prompting and support, find different ways to move the body, arms, and legs, and begin to move body parts one at a time.
- **Standard FA 4 yr.2.5** With prompting and support, dance for and with others while respecting space and maintaining body control.

Strand 3: MUSIC

Music offers students the opportunity to learn songs, create music, develop self-expression, and build cultural understanding with self and others.

- **Standard FA 4 yr.3.1** Participate in musical activities by listening to, singing, and creating music.
- **Standard FA 4 yr.3.2** Show increasing recognition of the various components of music in terms of dynamics (loud/soft), pitch (high/low), and duration (long/short, fast/slow).
- **Standard FA 4 yr.3.3** Demonstrate elements of music by bouncing or clapping out the rhythm and discussing how it makes them feel.
- **Standard FA 4 yr.3.4** Express thoughts, feelings, and energy through music.
- **Standard FA 4 yr.3.5** With prompting and support, begin to sing songs from various cultures.
- **Standard FA 4 yr.3.6** With prompting and support, share a favorite song.

Strand 4: VISUAL ARTS

Visual arts provide sensory, expressive, and social opportunities through the use of various media and materials to create drawings, pictures, or 3D art.

- **Standard FA 4 yr.4.1** Create works of art that reflect experiences using a variety of tools (crayons, markers, scissors, etc.) and materials (clay, leaves, cardboard, etc.).
- **Standard FA 4 yr.4.2** Recognize and name colors (for example, red, yellow, blue, purple, orange, green, black, white, brown, pink, and gray).
- **Standard FA 4 yr.4.3** Explore, identify, and describe the physical characteristics of the environment including colors, textures, and light.
- **Standard FA 4 yr.4.4** Talk with peers and/or adults about their art and their creative process.
- **Standard FA 4 yr.4.5** With prompting and support, show appreciation by selecting art objects to display, including paintings, photos of block design, sculptures, etc., and begin to explain the reasons for selecting the preferred artwork.

Vertical Alignment for Ages 3 to 5

FINE ARTS

Strand 1: **DRAMA**

Drama provides creative opportunities for children to portray a variety of events, characters, or stories through taking on different roles, interacting with props, and engaging in dramatic interactions. Children explore roles individually and collaboratively when acting out experiences and observing the dramatic expression of peers and teachers.

3-YEAR-OLDS	4-YEAR-OLDS
FA 3 yr.1.1: With prompting and support, express ideas, information, and feelings through dramatic play.	FA 4 yr.1.1: Identify and express ideas, information, and feelings through dramatic art (for example, telling stories and playing make-believe).
FA 3 yr.1.2: With prompting and support, attend to an adult telling stories or nursery rhymes and act out different parts.	FA 4 yr.1.2: Use dialogue, actions, and objects to tell a story.
FA 3 yr.1.3: Imitate real-life or pretend roles in play.	FA 4 yr.1.3: Assume the roles of characters in dramatic play situations, or stories through drama, props, and language.
FA 3 yr.1.4: With prompting and support, begin to work independently and cooperatively in dramatic play.	FA 4 yr.1.4: With prompting and support, work independently and cooperatively in dramatic play.
FA 3 yr.1.5: With prompting and support, attend to and show appreciation for the dramatization of others (for example, clap, high fives, “good job”).	FA 4 yr.1.5: With prompting and support, attend to and show appreciation for the dramatization of others.
FA 3 yr.1.6: With prompting and support, participate in a scene or play with a beginning and end.	FA 4 yr.1.6: With prompting and support, act out a story with a beginning, middle, and an end.

Strand 2: DANCE

Dance provides children the opportunity to use their bodies to move to music and express themselves through movement.

3-YEAR-OLDS	4-YEAR-OLDS
FA 3 yr.2.1: Move in rhythm with the music.	FA 4 yr.2.1: Move to different patterns of beat and rhythm in music.
FA 3 yr.2.2: Move the body to express feelings and ideas.	FA 4 yr.2.2: Use creative movement to demonstrate feelings, ideas, concepts, and tell stories.
FA 3 yr.2.3: Demonstrate self-regulation through large motor balance, stability, and control in dance within a defined space.	FA 4 yr.2.3: With prompting and support, start, stop, and respond to musical cues.
FA 3 yr.2.4: Find different ways to control movements of the body, arms, and legs to develop coordination and mobility.	FA 4 yr.2.4: With prompting and support, find different ways to move the body, arms, and legs, and begin to move body parts one at a time.
FA 3 yr.2.5: With prompting and support, begin to dance with others while respecting space boundaries and maintaining body control.	FA 4 yr.2.5: With prompting and support, dance for and with others while respecting space and maintaining body control.

Strand 3: MUSIC

Music offers students the opportunity to learn songs, create music, develop self-expression, and build cultural understanding with self and others.

3-YEAR-OLDS	4-YEAR-OLDS
FA 3 yr.3.1: With prompting and support, participate in listening to and singing simple songs and fingerplays.	FA 4 yr.3.1: Participate in musical activities by listening to, singing, and creating music.
FA 3 yr.3.2: Explore and experiment with musical instruments.	FA 4 yr.3.2: Show increasing recognition of the various components of music in terms of dynamics (loud/soft), pitch (high/low), and duration (long/short, fast/slow).
FA 3 yr.3.3: Show awareness and appreciation of different kinds of music.	FA 4 yr.3.3: Demonstrate elements of music by bouncing or clapping out the rhythm and discussing how it makes them feel.
FA 3 yr.3.4: With prompting and support, express thoughts, feelings, and energy through music.	FA 4 yr.3.4: Express thoughts, feelings, and energy through music.
FA 3 yr.3.5: With prompting and support, begin to explore folk songs and singing games from various cultures.	FA 4 yr.3.5: With prompting and support, begin to sing songs from various cultures.
FA 3 yr.3.6: With prompting and support, begin to identify favorite songs.	FA 4 yr.3.6: With prompting and support, share a favorite song.

Strand 4: **VISUAL ARTS**

Visual arts provide sensory, expressive, and social opportunities through the use of various media and materials to create drawings, pictures, or 3D art.

3-YEAR-OLDS	4-YEAR-OLDS
FA 3 yr.4.1: Show interest and create works of art using a variety of tools (crayons, markers, scissors, etc.) and materials (clay, leaves, cardboard, etc.).	FA 4 yr.4.1: Create works of art that reflect experiences using a variety of tools (crayons, markers, scissors, etc.) and materials (clay, leaves, cardboard, etc.).
FA 3 yr.4.2: Recognize basic colors (for example, red, yellow, blue, orange, purple, and green).	FA 4 yr.4.2: Recognize and name colors (for example, red, yellow, blue, purple, orange, green, black, white, brown, pink, and gray).
FA 3 yr.4.3: With prompting and support, explore and identify physical characteristics of the environment including colors, textures, and light.	FA 4 yr.4.3: Explore, identify, and describe the physical characteristics of the environment including colors, textures, and light.
FA 3 yr.4.4: With prompting and support, talk with peers and/or adults about the art they created.	FA 4 yr.4.4: Talk with peers and/or adults about their art and their creative process.
FA 3 yr.4.5: With prompting and support, select art objects to display including paintings, photos of block design, sculptures, etc.	FA 4 yr.4.5: With prompting and support, show appreciation by selecting art objects to display, including paintings, photos of block designs, sculptures, etc., and begin to explain the reasons for selecting the preferred artwork.



HEALTH EDUCATION



INTRODUCTION

The success of Utah's young children is strongly linked to their health. The goal of Health Education is to support early childhood educators and families in developing healthy, responsible children with knowledge and skills that lead to lifelong healthy behaviors. The inclusion of health practices in a child's education positively contributes to their ability to learn, focus, and achieve health and wellness throughout their lives. The Utah Early Learning Standards for Health Education are an introduction to physical, mental, emotional, and social health.

The Health Standards consist of four strands:

Human Development focuses on independence in personal care and hygiene. Children with experience establishing habits and routines for caring for and protecting their bodies in a developmentally appropriate way tend to have healthier growth and development (Britto et al., 2017).

Health Foundations and Protective Factors of Healthy Self focuses on learning characteristics of safe and healthy relationships with peers and trusted adults (for example, parent, guardian, relative, teacher, counselor, clergy). Children with experience in building strong protective factors through positive reciprocal relationships are less likely to develop mental illness or substance use disorders (Shonkoff et al., 2012).

Mental and Emotional Health focuses on awareness and care for the mental and emotional health of self and others. Children with experience using strategies to identify and manage their thoughts, feelings, and behaviors have shown to be more skilled in self-regulation and self-control (Montroy et al., 2016; Schore, 2015).

Nutrition focuses on understanding the importance of nutritional food on health throughout life, including food choices, such as identifying healthy or less healthy foods, and how to properly fuel the body. Proper nutrition is linked to learning readiness, academic achievement, emotional health, supporting the immune system, and reducing the occurrence of many diseases (Britto et al., 2017).

ADULTS SUPPORT LEARNING IN HEALTH EDUCATION WHEN THEY:

- Encourage the child to participate in bedtime routines, including brushing their teeth, etc.
- Provide examples of what a good friend is and is not.
- Provide suggestions for appropriate turn taking.
- Talk about foods in the environment and discuss healthy foods during snack time.
- Help children acknowledge their feelings and teach them appropriate ways to handle those feelings.

Standards for 3-Year-Olds

Strand 1: **HUMAN DEVELOPMENT**

Students will learn independence in basic hygiene skills and understand different types of touch.

- **Standard HE 3 yr.1.1** Participate in and develop personal hygiene and care.
- **Standard HE 3 yr.1.2** Develop an awareness between appropriate and inappropriate touch.

Strand 2: **HEALTH FOUNDATIONS AND PROTECTIVE FACTORS OF A HEALTHY SELF**

Students will learn the characteristics of safe and healthy relationships.

- **Standard HE 3 yr.2.1** With prompting and support, recognize trusted adults (for example, parent, guardian, relative, teacher, counselor, clergy) and describe how to recognize the characteristics that make them trusted and safe.
- **Standard HE 3 yr.2.2** Identify and practice how to make friends and be a good friend by calling peers by name and engaging in parallel and associative play.
- **Standard HE 3 yr.2.3** With prompting and support, begin to join in, maintain interactions, and interact cooperatively with others by sharing, turn-taking, resolving conflicts, and recognizing others' needs.
- **Standard HE 3 yr.2.4** With prompting and support, attend to and show appreciation for the actions or choices of others (for example, compliment others).

Strand 3: MENTAL AND EMOTIONAL HEALTH

Students will identify emotions and react appropriately to different emotions.

- **Standard HE 3 yr.3.1** With prompting and support, express, identify, and label emotions (for example, happy, sad, angry, afraid) and feelings (for example, thirsty, hungry, hot, cold, tired).
- **Standard HE 3 yr.3.2** With prompting and support, begin to demonstrate methods to calm down (for example, deep breathing, count to ten, mindfulness).
- **Standard HE 3 yr.3.3** With prompting and support, begin to develop self-control by regulating one's own impulses and feelings, following simple directions, waiting for turns, transitioning between activities, and complying with limitations.

Strand 4: NUTRITION

Students will understand why food choices are important for health.

- **Standard HE 3 yr.4.1** Begin to identify the difference between healthy and less healthy food choices.
- **Standard HE 3 yr.4.2** Begin to identify why eating healthy food is important.
- **Standard HE 3 yr.4.3** With prompting and support, try new foods from a variety of food groups.



Standards for 4-Year-Olds

Strand 1: **HUMAN DEVELOPMENT**

Students will learn independence in basic hygiene skills and understand different types of touch.

- **Standard HE 4 yr.1.1** Show independence in personal hygiene and care.
- **Standard HE 4 yr.1.2** With prompting and support, distinguish between appropriate and inappropriate touch.

Strand 2: **HEALTH FOUNDATIONS AND PROTECTIVE FACTORS OF A HEALTHY SELF**

Students will learn the characteristics of safe and healthy relationships.

- **Standard HE 4 yr.2.1** With prompting and support, identify trusted adults (for example, parent, guardian, relative, teacher, counselor, clergy) and describe how to recognize the characteristics that make them trusted and safe.
- **Standard HE 4 yr.2.2** Identify and practice how to make friends and be a good friend by developing and using friendship skills with peers and participating in cooperative play.
- **Standard HE 4 yr.2.3** With prompting and support, join in, invite, and interact cooperatively with others by sharing, turn-taking, resolving conflicts, and recognizing others' needs.
- **Standard HE 4 yr.2.4** With prompting and support, attend to and show appreciation for the actions or choices of others (for example, compliment others).

Strand 3: MENTAL AND EMOTIONAL HEALTH

Students will identify emotions and react appropriately to different emotions.

- **Standard HE 4 yr.3.1** Express, identify, and label emotions of self and others (for example, happy, sad, angry, afraid, frustrated, bored) and feelings (for example, thirsty, hungry, hot, cold, tired).
- **Standard HE 4 yr.3.2** With prompting and support, begin to demonstrate methods to calm down (for example, deep breathing, count to ten, mindfulness).
- **Standard HE 4 yr.3.3** With prompting and support, develop and practice self-control by regulating one's own impulses and feelings, following simple directions, waiting for turns, transitioning between activities, and complying with limitations.

Strand 4: NUTRITION

Students will understand why food choices are important for health.

- **Standard HE 4 yr.4.1** Identify a variety of healthy foods.
- **Standard HE 4 yr.4.2** Identify why eating healthy food is important and begin to categorize into food groups.
- **Standard HE 4 yr.4.3** With prompting and support, try new foods from a variety of food groups.



Vertical Alignment for Ages 3 to 5

HEALTH EDUCATION

Strand 1: HUMAN DEVELOPMENT

Students will learn independence in basic hygiene skills and understand different types of touch.

3-YEAR-OLDS	4-YEAR-OLDS
HE 3 yr.1.1: Participate in and develop personal hygiene and care.	HE 4 yr.1.1: Show independence in personal hygiene and care.
HE 3 yr.1.2: Develop an awareness between appropriate and inappropriate touch.	HE 4 yr.1.2: With prompting and support, distinguish between appropriate and inappropriate touch.

Strand 2: HEALTH FOUNDATIONS AND PROTECTIVE FACTORS OF A HEALTHY SELF

Students will learn the characteristics of safe and healthy relationships.

3-YEAR-OLDS	4-YEAR-OLDS
HE 3 yr.2.1: With prompting and support, recognize trusted adults (for example, parent, guardian, relative, teacher, counselor, clergy) and describe how to recognize the characteristics that make them trusted and safe.	HE 4 yr.2.1: With prompting and support, identify trusted adults (for example, parent, guardian, relative, teacher, counselor, clergy) and describe how to recognize the characteristics that make them trusted and safe.
HE 3 yr.2.2: Identify and practice how to make friends and be a good friend by calling peers by name and engaging in parallel and associative play.	HE 4 yr.2.2: Identify and practice how to make friends and be a good friend by developing and using friendship skills with peers and participating in cooperative play.
HE 3 yr.2.3: With prompting and support, begin to join in, maintain interactions, and interact cooperatively with others by sharing, turn taking, resolving conflicts, and recognizing others' needs.	HE 4 yr.2.3: With prompting and support, join in, invite, and interact cooperatively with others by sharing, turn-taking, resolving conflicts, and recognizing others' needs.
HE 3 yr.2.4: With prompting and support, attend to and show appreciation for the actions or choices of others (for example, compliment others).	HE 4 yr.2.4: With prompting and support, attend to and show appreciation for the actions or choices of others (for example, compliment others).

Strand 3: MENTAL AND EMOTIONAL HEALTH

Students will identify emotions and react appropriately to different emotions.

3-YEAR-OLDS	4-YEAR-OLDS
HE 3 yr.3.1: With prompting and support, express, identify, and label emotions (for example, happy, sad, angry, afraid) and feelings (for example, thirsty, hungry, hot, cold, tired).	HE 4 yr.3.1: Express, identify, and label emotions of self and others (for example, happy, sad, angry, afraid, frustrated, bored) and feelings (for example, thirsty, hungry, hot, cold, tired).
HE 3 yr.3.2: With prompting and support, begin to demonstrate methods to calm down (for example, deep breathing, count to ten, mindfulness).	HE 4 yr.3.2: With prompting and support, begin to demonstrate methods to calm down (for example, deep breathing, count to ten, mindfulness).
HE 3 yr.3.3: With prompting and support, begin to develop self-control by regulating one's own impulses and feelings, following simple directions, waiting for turns, transitioning between activities, and complying with limitations.	HE 4 yr.3.3: With prompting and support, develop and practice self-control by regulating one's own impulses and feelings, following simple directions, waiting for turns, transitioning between activities, and complying with limitations.

Stand 4: NUTRITION

Students will understand why food choices are important for health.

3-YEAR-OLDS	4-YEAR-OLDS
HE 3 yr.4.1: Begin to identify the difference between healthy and less healthy food choices.	HE 4 yr.4.1: Identify a variety of healthy foods.
HE 3 yr.4.2: Begin to identify why eating healthy food is important.	HE 4 yr.4.2: Identify why eating healthy food is important and begin to categorize into food groups.
HE 3 yr.4.3: With prompting and support, try new foods from a variety of food groups.	HE 4 yr.4.3: With prompting and support, try new foods from a variety of food groups.

LIFELONG LEARNING PRACTICES

INTRODUCTION

Lifelong Learning Practices are key to student success and include skills to foster children’s social and academic interactions as well as support a child’s desire for learning. Approaches to Learning includes the concepts of curiosity, engagement, interest in learning, independence, flexibility, perseverance, imagination, and problem-solving. Social development includes self-awareness, regulation and recognition of emotions, emotional responsiveness, and the ability to interact with others effectively in social settings. These foundational skills are essential for learning success. Early childhood is a sensitive time period to acquire these lifelong learning skills (National Scientific Council on the Developing Child, 2007).

“There is abundant evidence that when districts and schools explicitly and meaningfully commit to focusing on the students’ comprehensive development as a central part of their academic growth, the academic success and the welfare of students rise powerfully together” (National Commission on Social, Emotional, and Academic Development, 2019). When children are actively engaged through play, exploration, and inquiry, it supports the social, emotional, physical, and academic needs of the whole child.

Learning occurs naturally through play and has many benefits for children to enhance their overall development. Play promotes joyful learning that fosters self-regulation, language, cognitive, and social competencies as well as content knowledge across disciplines and is essential for all children, birth through age 8 (Yogman, et al. (2018). All young children need daily sustained opportunities for play, both indoors and outdoors. In all its forms—including physical play, object play, pretend or dramatic play, constructive play, and games with rules—play supports children’s learning (National Association for the Education of Young Children [NAEYC] 2020).

Promoting fundamental approaches to learning and healthy social interaction prepares the architecture and development of the brain. These skills provide a foundation for optimal learning.

The Early Learning Standards support the Utah State Board of Education’s aspirations for Lifelong Learning Practices identified in Utah’s Portrait of a Graduate (2019). In the Early Learning Standards, two areas of Lifelong Learning Practices are addressed: Approaches to Learning and Social Interaction and Development.

Approaches to Learning describes the underlying processes involved in effective learning in the early childhood years (Vitiello & Greenfield, 2017) and throughout life (McCoy et al., 2019). Engaging in learning opportunities that challenge children to advance their knowledge and skill promotes learning motivation and persistence. As children are given opportunities to joyfully engage and explore, they develop a lifelong love of learning (Hyson, 2008). As children grow, they develop increasingly organized and complex strategies for engaging and focusing attention on learning experiences, processing information, regulating behavior, and coordinating these processes to construct new knowledge (National Research Council, 2000).

The Approaches to Learning Standards provide opportunities for children to develop initiative and persistence, creativity and curiosity, and effective strategies for self-regulation.

The Social Interaction and Development Standards are essential for children’s learning success. Ho and Funk (2018) identify research suggesting that children with healthy social emotional skills “tend to be happier, show greater motivation to learn, have a more positive attitude toward school, more eagerly participate in class activities, and demonstrate higher academic performance than less mentally healthy peers.” For many children, preschool may be their first experience in a nonfamilial structured social environment. They are beginning to acquire those abilities which will allow them to become self-aware, recognize and regulate emotions, build relationships, develop social engagement, and practice conflict resolution. Although many of these skills will be learned and refined by interacting with peers, children benefit from the guidance of knowledgeable and caring adults to develop a sense of belonging.



ADULTS SUPPORT LIFELONG LEARNING WHEN THEY:

- Encourage balance and healthy lifestyles.
- Teach strategies to develop critical thinking and problem solving.
- Help children develop citizenship skills to be responsible, accountable, and helpful.
- Create a learning environment that inspires a sense of wonder, delight, curiosity, and creativity.
- Recognize and honor variations in cultural contexts relating to how children play and make sense of their experiences. Provide materials that are culturally relevant and inclusive of children that make up the learning community.
- Use open-ended activities and questions to provide opportunities for children to make choices, encourage reflection, and solve problems.
- Provide daily opportunities and materials for open-ended, child-directed play.
- Use appropriate observation, assessment, and documentation strategies to identify prior knowledge and interest to intentionally plan inquiry experiences.
- Acknowledge the processes and effort children use when they engage in learning or experience success.
- Engage with children individually on a regular basis.
- Gain an understanding of children's preferences, interests, background, and culture.
- Embed opportunities throughout the day to provide positive, affirming, and supportive, feedback to children.
- Provide direct instruction on appropriate social interaction skills.
- Design activities that require social interaction.
- Demonstrate problem-solving techniques in relationships.
- Acknowledge, respect, and validate children's expression of all emotions as teaching opportunities.

Standards for 3-Year-Olds

LIFELONG LEARNING PRACTICES—APPROACHES TO LEARNING

In the Approaches to Learning Standards, children develop self-regulation and executive functioning, learning engagement (initiative and persistence), and creativity and curiosity.

Strand 1: **SELF-REGULATION AND EXECUTIVE FUNCTIONING**

Self-Regulation, which is the ability to regulate one's own behavior while engaging with others and in the learning environment, is a key developmental task of the preschool years. Executive Functioning includes the essential learning skills of attention focusing, working memory, information processing, and reflection.

- **Standard LLP 3 yr.1.1** With prompting and support, begin to develop the ability to self-regulate external behaviors (for example, during music and movement, students will learn how to start and stop their own body, notice when they are tired, or need to be active).
- **Standard LLP 3 yr.1.2** With prompting and support, begin to develop the ability to focus attention on key components of an object or task (*Attention focusing*, for example, follow the sequence of a story or conversation).
- **Standard LLP 3 yr.1.3** With prompting and support, begin to develop strategies for connecting and remembering information (*Working memory and information processing*, for example, review the pictures on the daily schedule to see what activity comes before recess).
- **Standard LLP 3 yr.1.4** With prompting and support, begin to develop the ability to recognize and show awareness of thinking processes (*Reflection*, for example, the child explains that she took a deep breath to help herself calm down).

Strand 2: LEARNING ENGAGEMENT (INITIATIVE AND PERSISTENCE)

Learning Engagement is the way children continue to develop the ability to actively explore and participate in the learning environment. This engagement involves supporting the child as the child develops self-directed, goal-oriented exploration and discovery.

Sub-strand: INITIATIVE

Initiative involves children continuously developing the skills for engaging in learning, planning, and implementing strategies for accomplishing their goals.

- **Standard LLP 3 yr.2.1** With prompting and support, begin to express a simple plan and identify steps to accomplish a task or sustain play (for example, children draw or describe what they want to do during play).
- **Standard LLP 3 yr.2.2** With prompting and support, develop an increasing ability to explore the immediate environment through observation, manipulation, or asking simple questions (for example, notice, explore, and talk about how plants on the playground change with the seasons).
- **Standard LLP 3 yr.2.3** With prompting and support, develop an increasing ability to connect new information or experiences to previous knowledge (for example, make connections about similarities across home and classroom experiences).

Sub-strand: PERSISTENCE

Persistence describes the child's ability to focus on engagement with learning materials and activities for increasing periods of time. Teachers support children as they learn that making mistakes and trying different strategies are part of the learning process. Teachers support persistence as they assist children to recognize their ability to complete challenging or difficult tasks.

- **Standard LLP 3 yr.2.4** With prompting and support, develop an increasing ability and willingness to engage in a self-selected task through challenges or difficulties (for example, the child continues to work on an age-appropriate puzzle, even when experiencing difficulty manipulating the pieces).
- **Standard LLP 3 yr.2.5** With prompting and support, develop the ability to sustain engagement in active learning small- and large-group activities working alone or cooperatively.

Strand 3: CREATIVITY AND CURIOSITY

The creativity and curiosity strand focuses on supporting children's natural curiosity and creativity as they explore and learn about the world around them. Adults encourage children to develop flexibility and originality as they use materials and activities to investigate their immediate environments.

- **Standard LLP 3 yr.3.1** With prompting and support, discover answers and solutions to questions to expand their knowledge and skills.
- **Standard LLP 3 yr.3.2** With prompting and support begin to engage in problem solving strategies (for example, identify cause and effect and first steps needed to solve a problem).
- **Standard LLP 3 yr.3.3** With prompting and support, explore a variety of ways to use materials during play and exploration (for example, a block can be used as a phone in dramatic play).
- **Standard LLP 3 yr.3.4** With prompting and support, show flexibility in approaching open-ended tasks (for example, be willing to experiment and risk trying out a new idea or approach).

LIFELONG LEARNING PRACTICES—SOCIAL INTERACTION AND DEVELOPMENT

Social development includes self-awareness, regulation and recognition of emotions, emotional responsiveness, and the ability to interact with others effectively in social settings.

Strand 4: SELF-AWARENESS

Children identify their personal characteristics and nurture self-confidence as they approach tasks.

- **Standard LLP 3 yr.4.1** Demonstrate awareness of identity including personal information, characteristics, preferences, and abilities (for example, name, age, parent/caregiver, family members, gender, physical attributes, likes/dislikes).
- **Standard LLP 3 yr.4.2** Participate in self-selected or organized activities by exploring learning materials including indoor and outdoor equipment (for example, independent choice of activities).
- **Standard LLP 3 yr.4.3** Begin to demonstrate awareness of personal boundaries (for example, move when asked to give another child personal space).
- **Standard LLP 3 yr.4.4** Communicate wants and needs with actions or words.
- **Standard LLP 3 yr.4.5** Begin to contribute and take pride in the classroom community (for example, participate in classroom jobs).



Strand 5: EMOTIONS

Children identify and regulate their emotions, manage stress, and show self-discipline as well as recognize the emotional experiences of others. Emotions are included in the Health Education Standards and are imperative to Lifelong Learning Practices. The Emotional Health Standards found in Health Education Strand 3 are incorporated below.

- **Standard LLP 3 yr.5.1** In familiar settings, separate and reunite with parent or caregiver with minimal distress (for example, a child separates from a caregiver without crying).
- **Standard LLP 3 yr.5.2** Recognize that different feelings are experienced throughout the day.
- **Standard HE 3 yr.3.1** With prompting and support, express, identify, and label emotions (for example, happy, sad, angry, afraid) and feelings (for example, thirsty, hungry, hot, cold, tired).
- **Standard HE 3 yr.3.2** With prompting and support, begin to demonstrate methods to calm down (for example, deep breathing, count to ten, mindfulness).
- **Standard HE 3 yr.3.3** With prompting and support, begin to develop self-control by regulating one's own impulses and feelings, following simple directions, waiting for turns, transitioning between activities, and complying with limitations.

Strand 6: RELATIONSHIPS

Children develop relationships through communication and social engagement. Children begin to learn to cooperate and resolve conflict with peers and adults.

Sub-strand: COMMUNICATION

Communication begins with awareness of others, learning social cues, and building relationships. Healthy relationships are included in the Health Education Standards and are imperative to Lifelong Learning Practices. The Relationship Standards found in Health Education Strand 2 are incorporated below.

- **Standard LLP 3 yr.6.1** With prompting and support, begin to respond appropriately to the tone of voice, facial expressions, and gestures of peers and adults.
- **Standard LLP 3 yr.6.2** With prompting and support, begin to participate in back and forth conversation with peers or adults.
- **Standard HE 3 yr.2.2** Identify and practice how to make friends and be a good friend by calling peers by name and engaging in parallel play.

Sub-strand: **SOCIAL ENGAGEMENT**

Children build appropriate social skills as they learn to negotiate friendships, join in play, and interact cooperatively. Healthy relationships are included in the Health Education Standards and are imperative to Lifelong Learning Practices. The Relationship Standards found in Health Education Strand 2 are incorporated below.

- **Standard LLP 3 yr.6.3** With prompting and support, show interest in peers with positive nonverbal gestures (for example, a child will smile at or move close to another child).
- **Standard LLP 3 yr.6.4** With prompting and support, show awareness of and respect others' personal space.
- **Standard LLP 3 yr.6.5** With prompting and support, begin to play with others while maintaining self-control.

■ **Standard HE 3 yr.2.3** With prompting and support, begin to join in, maintain interactions, and interact cooperatively with others by sharing, turn-taking, resolving conflicts, and recognizing others' needs.

■ **Standard HE 3 yr.2.4** With prompting and support, attend to and show appreciation for the actions or choices of others (for example, compliment others).

Sub-strand: **CONFLICT RESOLUTION / PROBLEM SOLVING**

Children will begin to recognize that problems exist and learn how to resolve simple conflicts utilizing communication and problem-solving skills.

- **Standard LLP 3 yr.6.6** Develop awareness of appropriate communication or actions when social problems arise to identify the problem and explore basic solutions (for example, how to gain someone's attention appropriately, how to express frustration appropriately, how to seek help from an adult).

Standards for 4-Year-Olds

LIFELONG LEARNING PRACTICES – APPROACHES TO LEARNING

In the Approaches to Learning Standards, children develop self-regulation and executive functioning, learning engagement (initiative and persistence), and creativity and curiosity.

Strand 1: **SELF-REGULATION AND EXECUTIVE FUNCTIONING**

Self-Regulation, which is the ability to regulate one's own behavior while engaging with others and in the learning environment, is a key developmental task of the preschool years. Executive Functioning includes the essential learning skills of attention focusing, working memory, information processing, and reflection.

- **Standard LLP 4 yr.1.1** With prompting and support, display increasing ability to self-regulate external behaviors (for example, follow simple directions, wait for turns, and transition between activities).
- **Standard LLP 4 yr.1.2** With prompting and support, display increasing ability to focus attention on key, meaningful components of an object or task (*Attention focusing*, for example, sort and classify objects into categories and provide on-topic responses).
- **Standard LLP 4 yr.1.3** With prompting and support, develop increasingly effective strategies to connect and remember information (*Working memory and information processing*, for example, use self-talk, tell others the events of the day).
- **Standard LLP 4 yr.1.4** With prompting and support, develop the ability to recognize and show awareness of thinking processes (*Reflection*, for example, the child explains what strategies are used to build in blocks).



Strand 2: LEARNING ENGAGEMENT (INITIATIVE AND PERSISTENCE)

Learning Engagement is the way children continue to develop the ability to actively explore and participate in the learning environment. This engagement involves supporting the child as the child develops self-directed, goal-oriented exploration and discovery.

Sub-strand: INITIATIVE

Initiative involves children continuously developing the skills for engaging in learning, planning, and implementing strategies for accomplishing their goals.

- **Standard LLP 4 yr.2.1** With prompting and support, plan out the multiple steps needed and identify strategies to use to accomplish a goal or to guide play.
- **Standard LLP 4 yr.2.2** Display an increasing ability to investigate their immediate environment by using a variety of tools, questions, and strategies to better understand their interests and experiences (for example, discover why worms come out of the ground after it rains).
- **Standard LLP 4 yr.2.3** Develop an increasing ability to connect new information or experiences with previous knowledge through interactions with teachers, peers, and the environment (for example, help develop classroom rules using the previous experience with rules in the classroom or home).

Sub-strand: PERSISTENCE

Persistence describes the child's ability to focus on engagement with learning materials and activities for increasing periods of time. Teachers support children as they learn that making mistakes and trying different strategies are part of the learning process. Teachers support persistence as they assist children to recognize their ability to complete challenging or difficult tasks.

- **Standard LLP 4 yr.2.4** Develop an increasing ability and willingness to continue with a task through challenges or difficulties (for example, continue to build in the block area even when the child has difficulty finding a piece they need).
- **Standard LLP 4 yr.2.5** Develop the ability to sustain engagement in active learning small- and large- group activities, working alone or cooperatively.

Strand 3: CREATIVITY AND CURIOSITY

The creativity and curiosity strand focuses on supporting children's natural curiosity and creativity as they explore and learn about the world around them. Adults encourage children to develop flexibility and originality as they use materials and activities to investigate their immediate environments.

- **Standard LLP 4 yr.3.1** Ask and answer questions to seek additional information about materials, challenges, and activities they experience in their immediate environment to expand their knowledge and skills.
- **Standard LLP 4 yr.3.2** With prompting and support, display an increasing ability to engage in a variety of problem-solving strategies (for example, recognize cause and effect, use trial and error, make predictions, and identify steps for problem solving).
- **Standard LLP 4 yr.3.3** Explore and use materials during play and exploration in new and different ways (for example, a cardboard box becomes a spaceship, racecar, or a cave).
- **Standard LLP 4 yr.3.4** Show flexibility in approaching open-ended tasks (for example, be willing to experiment and risk trying out a new idea or approach).

LIFELONG LEARNING PRACTICES—SOCIAL INTERACTION AND DEVELOPMENT

Social development includes self-awareness, regulation and recognition of emotions, emotional responsiveness, and the ability to interact with others effectively in social settings.

Strand 4: SELF-AWARENESS

Children identify their personal characteristics and nurture self-confidence as they approach tasks.

- **Standard LLP 4 yr.4.1** Demonstrate awareness of one's own identity, including personal information, characteristics, preferences, and abilities (for example, name, age, parent/caregiver, family members, gender, physical attributes, likes/dislikes) and participate in respectful discussions about similarities and differences with others.
- **Standard LLP 4 yr.4.2** Participate in self-selected or organized activities by exploring learning materials including outdoor equipment (for example, a child chooses paint or markers for artwork).
- **Standard LLP 4 yr.4.3** Begin to maintain personal boundaries while participating in movement or daily classroom activities.
- **Standard LLP 4 yr.4.4** Communicate wants and needs including thoughts and feelings with actions or words.
- **Standard LLP 4 yr.4.5** Begin to contribute and take pride in the classroom community (for example, volunteer to help others).

Strand 5: EMOTIONS

Children identify and regulate their emotions, manage stress, and show self-discipline as well as recognize the emotional experiences of others. Emotions are included in the Health Education Standards and are imperative to Lifelong Learning Practices. The Emotional Health Standards found in Health Education Strand 3 are incorporated below.

- **Standard LLP 4 yr.5.1** Separate and reunite with parents or caregivers without stress.
- **Standard LLP 4 yr.5.2** Recognize that feelings can change and different feelings are experienced throughout the day.
- **Standard HE 4 yr.3.1** Express, identify, and label emotions of self and others (for example, happy, sad, angry, afraid, frustrated, bored) and feelings (for example, thirsty, hungry, hot, cold, tired).
- **Standard HE 4 yr.3.2** With prompting and support, begin to demonstrate methods to calm down (for example, deep breathing, count to ten, mindfulness).
- **Standard HE 4 yr.3.3** With prompting and support, develop and practice self-control by regulating one's own impulses and feelings, following simple directions, waiting for turns, transitioning between activities, and complying with limitations.



Strand 6: **RELATIONSHIPS**

Children develop relationships through communication and social engagement. Children begin to learn to cooperate and resolve conflict with peers and adults.

Sub-strand: **COMMUNICATION**

Communication begins with awareness of others, learning social cues and building relationships. Healthy relationships are included in the Health Education Standards and are imperative to Lifelong Learning Practices. The Relationship Standards found in Health Education Strand 2 are incorporated below.

- **Standard LLP 4 yr.6.1** With prompting and support, respond appropriately to the tone of voice, facial expressions, and gestures of peers and adults.
- **Standard LLP 4 yr.6.2** With prompting and support, communicate with others by attending to and responding to peers and adults individually or in a group (for example, taking turns in conversation).
- **Standard HE 4 yr.2.2** Identify and practice how to make friends and be a good friend by developing friendships with peers and participating in cooperative play.

Sub-strand: **SOCIAL ENGAGEMENT**

Children build appropriate social skills as they learn to negotiate friendships, join in play, and interact cooperatively. Healthy relationships are included in the Health Education Standards and are imperative to Lifelong Learning Practices. The Relationship Standards found in Health Education Strand 2 are incorporated below.

- **Standard LLP 4 yr.6.3** Show interest in peers by getting their attention in appropriate ways (for example, call a child by name or tap him/her on the shoulder).
- **Standard LLP 4 yr.6.4** Maintain awareness of and respect others' personal space.
- **Standard LLP 4 yr.6.5** Begin to maintain self-control during play with others.
- **Standard HE 4 yr.2.3** With prompting and support, join in, invite, and interact cooperatively with others by sharing, turn-taking, resolving conflicts, and recognizing others' needs.
- **Standard HE 4 yr.2.4** With prompting and support, attend to and show appreciation for the actions or choices of others (for example, compliment others).

Sub-strand: CONFLICT RESOLUTION / PROBLEM SOLVING

Children will begin to recognize that problems exist and learn how to resolve simple conflicts utilizing communication and problem-solving skills.

- **Standard LLP 4 yr.6.6** Use appropriate communication or actions when social problems arise to identify the problem and explore basic solutions (for example, how to gain someone’s attention appropriately, how to express frustration appropriately, how to seek help from an adult).

Vertical Alignment for Ages 3 to 5

LIFELONG LEARNING

LIFELONG LEARNING PRACTICES – APPROACHES TO LEARNING

In the Approaches to Learning Standards, children develop self-regulation and executive functioning, learning engagement (initiative and persistence), and creativity and curiosity.

Strand 1: **SELF-REGULATION AND EXECUTIVE FUNCTIONING**

Self-Regulation, which is the ability to regulate one’s own behavior while engaging with others and in the learning environment, is a key developmental task of the preschool years. Executive Functioning includes the essential learning skills of attention focusing, working memory, information processing, and reflection.

3-YEAR-OLDS	4-YEAR-OLDS
LLP 3 yr.1.1: With prompting and support, begin to develop the ability to self-regulate external behaviors (for example, during music and movement, students will learn how to start and stop their own body, notice when they are tired, or need to be active).	LLP 4 yr.1.1: With prompting and support, display increasing ability to self-regulate external behaviors (for example, follow simple directions, wait for turns, and transition between activities).
LLP 3 yr.1.2: With prompting and support, begin to develop the ability to focus attention on key components of an object or task (<i>Attention focusing</i> , for example, follow the sequence of a story or conversation).	LLP 4 yr.1.2: With prompting and support, display increasing ability to focus attention on key, meaningful components of an object or task (<i>Attention focusing</i> , for example, sort and classify objects into categories, and provide on-topic responses).
LLP 3 yr.1.3: With prompting and support, begin to develop strategies for connecting and remembering information (<i>Working memory and information processing</i> , for example, review the pictures on the daily schedule to see what activity comes before recess).	LLP 4 yr.1.3: With prompting and support, develop increasingly effective strategies to connect and remember information (<i>Working memory and information processing</i> , for example, use self-talk, tell others the events of the day).
LLP 3 yr.1.4: With prompting and support, begin to develop the ability to recognize and show awareness of thinking processes (<i>Reflection</i> , for example, the child explains that she took a deep breath to help herself calm down).	LLP 4 yr.1.4: With prompting and support, develop the ability to recognize and show awareness of thinking processes (<i>Reflection</i> , for example, the child explains what strategies are used to build in blocks).

Strand 2: **LEARNING ENGAGEMENT (INITIATIVE AND PERSISTENCE)**

Learning Engagement is the way children continue to develop the ability to actively explore and participate in the learning environment. This engagement involves supporting the child as the child develops self-directed, goal-oriented exploration and discovery.

Sub-strand: **INITIATIVE**

Initiative involves children continuously developing the skills for engaging in learning, planning, and implementing strategies for accomplishing their goals.

3-YEAR-OLDS	4-YEAR-OLDS
LLP 3 yr.2.1: With prompting and support, begin to express a simple plan and identify steps to accomplish a task or sustain play (for example, children draw or describe what they want to do during play).	LLP 4 yr.2.1: With prompting and support, plan out the multiple steps needed and identify strategies to use to accomplish a goal or to guide play.
LLP 3 yr.2.2: With prompting and support, develop an increasing ability to explore the immediate environment through observation, manipulation, or asking simple questions (for example, notice, explore, and talk about how plants on the playground change with the seasons).	LLP 4 yr.2.2: Display an increasing ability to investigate their immediate environment by using a variety of tools, questions, and strategies to better understand their interests and experiences (for example, discover why worms come out of the ground after it rains).
LLP 3 yr.2.3: With prompting and support, develop an increasing ability to connect new information or experiences to previous knowledge (for example, make connections about similarities across home and classroom experiences).	LLP 4 yr.2.3: Develop an increasing ability to connect new information or experiences with previous knowledge through interactions with teachers, peers, and the environment (for example, help develop classroom rules using the previous experience with rules in the classroom or home).

Sub-strand: **PERSISTENCE**

Persistence describes the child’s ability to focus on engagement with learning materials and activities for increasing periods of time. Adults support children as they learn that making mistakes and trying different strategies are part of the learning process. Adults support persistence as they assist children to recognize their ability to complete challenging or difficult tasks.

3-YEAR-OLDS	4-YEAR-OLDS
<p>LLP 3 yr.2.4: With prompting and support, develop an increasing ability and willingness to engage in a self-selected task through challenges or difficulties (for example, the child continues to work on an age-appropriate puzzle, even when experiencing difficulty manipulating the pieces).</p>	<p>LLP 4 yr.2.4: Develop an increasing ability and willingness to continue with a task through challenges or difficulties (for example, continue to build in the block area even when the child has difficulty finding a piece they need).</p>
<p>LLP 3 yr.2.5: With prompting and support, develop the ability to sustain engagement in active learning small- and large-group activities working alone or cooperatively.</p>	<p>LLP 4 yr.2.5: Develop the ability to sustain engagement in active learning small- and large- group activities working alone or cooperatively.</p>

Strand 3: CREATIVITY AND CURIOSITY

The creativity and curiosity strand focuses on supporting children's natural curiosity and creativity as they explore and learn about the world around them. Adults encourage children to develop flexibility and originality as they use materials and activities to investigate their immediate environments.

3-YEAR-OLDS	4-YEAR-OLDS
LLP 3 yr.3.1: With prompting and support, discover answers and solutions to questions to expand knowledge and skills.	LLP 4 yr.3.1: Ask and answer questions to seek additional information about materials, challenges, and activities they experience in their immediate environment to expand their knowledge and skills.
LLP 3 yr.3.2: With prompting and support begin to engage in problem solving strategies (for example, identify cause and effect and first steps needed to solve a problem).	LLP 4 yr.3.2: With prompting and support, display an increasing ability to engage in a variety of problem-solving strategies (for example, recognize cause and effect, use trial and error, make predictions, and identify steps for problem solving).
LLP 3 yr.3.3: With prompting and support, explore a variety of ways to use materials during play and exploration (for example, a block can be used as a phone in dramatic play).	LLP 4 yr.3.3: Explore and use materials during play and exploration in new and different ways (for example, a cardboard box becomes a spaceship, racecar, or cave).
LLP 3 yr.3.4: With prompting and support, show flexibility in approaching open-ended tasks (for example, be willing to experiment and risk trying out a new idea or approach).	LLP 4 yr.3.4: Show flexibility in approaching open-ended tasks (for example, be willing to experiment and risk trying out a new idea or approach).

LIFELONG LEARNING PRACTICES—SOCIAL INTERACTION AND DEVELOPMENT

Social development includes self-awareness, regulation and recognition of emotions, emotional responsiveness, and the ability to interact with others effectively in social settings.

Strand 4: SELF-AWARENESS

Children identify their personal characteristics and nurture self-confidence as they approach tasks effectively.

3-YEAR-OLDS	4-YEAR-OLDS
LLP 3 yr.4.1: Demonstrate awareness of identity including personal information, characteristics, preferences, and abilities (for example, name, age, parent/caregiver, family members, gender, physical attributes, likes/dislikes).	LLP 4 yr.4.1: Demonstrate awareness of one’s own identity, including personal information, characteristics, preferences, and abilities (for example, name, age, parent/caregiver, family members, gender, physical attributes, likes/dislikes) and participate in respectful discussions about similarities and differences with others.
LLP 3 yr.4.2: Participate in self-selected or organized activities by exploring learning materials including indoor and outdoor equipment (for example, independent choice of activities).	LLP 4 yr.4.2: Participate in self-selected or organized activities by exploring learning materials including outdoor equipment (for example, a child chooses paint or markers for artwork).
LLP 3 yr.4.3: Begin to demonstrate awareness of personal boundaries (for example, move when asked to give another child personal space).	LLP 4 yr.4.3: Begin to maintain personal boundaries while participating in movement or daily classroom activities.
LLP 3 yr.4.4: Communicate wants and needs with actions or words.	LLP 4 yr.4.4: Communicate wants and needs including thoughts and feelings with actions or words.
LLP 3 yr.4.5: Begin to contribute and take pride in the classroom community (for example, participate in classroom jobs).	LLP 4 yr.4.5: Begin to contribute and take pride in the classroom community (for example, volunteer to help others).

Strand 5: EMOTIONS

Children identify and regulate their emotions, manage stress, and show self-discipline as well as recognize the emotional experiences of others. Emotions are included in the Health Education Standards and are imperative to Lifelong Learning Practices. The Emotional Health Standards found in Health Education Strand 3 are incorporated below.

3-YEAR-OLDS	4-YEAR-OLDS
LLP 3 yr.5.1: In familiar settings, separate and reunite with parent or caregiver with minimal distress (for example, a child separates from a caregiver without crying).	LLP 4 yr.5.1: Separate and reunite with parents or caregivers without stress.
LLP 3 yr.5.2: Recognize that different feelings are experienced throughout the day.	LLP 4 yr.5.2: Recognize that feelings can change and different feelings are experienced throughout the day.
HE 3 yr.3.1: With prompting and support, express, identify, and label emotions (for example, happy, sad, angry, afraid) and feelings (for example, thirsty, hungry, hot, cold, tired).	HE 4 yr.3.1: Express, identify, and label emotions of self and others (for example, happy, sad, angry, afraid, frustrated, bored) and feelings (for example, thirsty, hungry, hot, cold, tired).
HE 3 yr.3.2: With prompting and support, begin to demonstrate methods to calm down (for example, deep breathing, count to ten, mindfulness).	HE 4 yr.3.2: With prompting and support, begin to demonstrate methods to calm down (for example, deep breathing, count to ten, mindfulness).
HE 3 yr.3.3: With prompting and support, begin to develop self-control by regulating one's own impulses and feelings, following simple directions, waiting for turns, transitioning between activities, and complying with limitations.	HE 4 yr.3.3: With prompting and support, develop and practice self-control by regulating one's own impulses and feelings, following simple directions, waiting for turns, transitioning between activities, and complying with limitations.

Strand 6: RELATIONSHIPS

Children develop relationships through communication and social engagement. Children begin to learn to cooperate and resolve conflict with peers and adults.

Sub-strand: COMMUNICATION

Communication begins with awareness of others, learning social cues, and building relationships. Healthy relationships are included in the Health Standards and are imperative to Lifelong Learning Practices. The Relationship Standards found in Health Education strand 2 are incorporated below.

3-YEAR-OLDS	4-YEAR-OLDS
LLP 3 yr.6.1: With prompting and support, begin to respond appropriately to the tone of voice, facial expressions, and gestures of peers and adults.	LLP 4 yr.6.1: With prompting and support, respond appropriately to the tone of voice, facial expressions, and gestures of peers and adults.
LLP 3 yr.6.2: With prompting and support, begin to participate in back and forth conversation with peers or adults.	LLP 4 yr.6.2: With prompting and support, communicate with others by attending to and responding to peers and adults individually or in a group (for example, taking turns in conversation).
HE 3 yr.2.2: Identify and practice how to make friends and be a good friend by calling peers by name and engaging in parallel play.	HE 4 yr.2.2: Identify and practice how to make friends and be a good friend by developing friendships with peers and participating in cooperative play.



Sub-strand: **SOCIAL ENGAGEMENT**

Children build appropriate social skills as they learn to negotiate friendships, join in play, and interact cooperatively. Healthy relationships are included in the Health Education Standards and are imperative to Lifelong Learning Practices. The Relationship Standards found in Health Education Strand 2 are incorporated below.

3-YEAR-OLDS	4-YEAR-OLDS
LLP 3 yr.6.3: With prompting and support, show interest in peers with positive non-verbal gestures (for example, a child will smile at or move close to another child).	LLP 4 yr.6.3: Show interest in peers by getting their attention in appropriate ways (for example, call a child by name or tap him/her on the shoulder).
LLP 3 yr.6.4: With prompting and support, show awareness of and respect others' personal space.	LLP 4 yr.6.4: Maintain awareness of and respect others' personal space.
LLP 3 yr.6.5: With prompting and support, begin to play with others while maintaining self-control.	LLP 4 yr.6.5: Begin to maintain self-control during play with others.
HE 3 yr.2.3: With prompting and support, begin to join in, maintain interactions, and interact cooperatively with others by sharing, turn-taking, resolving conflicts, and recognizing others' needs.	HE 4 yr.2.3: With prompting and support, join in, invite, and interact cooperatively with others by sharing, turn-taking, resolving conflicts, and recognizing others' needs.
HE 3 yr.2.4: With prompting and support, attend to and show appreciation for the actions or choices of others (for example, compliment others).	HE 4 yr.2.4: With prompting and support, attend to and show appreciation for the actions or choices of others (for example, compliment others).

Sub-strand: **CONFLICT RESOLUTION / PROBLEM SOLVING**

Children will begin to recognize problems exist and learn how to resolve simple conflicts utilizing communication and problem-solving skills.

3-YEAR-OLDS	4-YEAR-OLDS
LLP 3 yr.6.6: Develop awareness of appropriate communication or actions when social problems arise to identify the problem and explore basic solutions (for example, how to gain someone's attention appropriately, how to express frustration appropriately, how to seek help from an adult).	LLP 4 yr.6.6: Use appropriate communication or actions when social problems arise to identify the problem and explore basic solutions (for example, how to gain someone's attention appropriately, how to express frustration appropriately, how to seek help from an adult).

MATHEMATICS



INTRODUCTION

Mathematics is a way of thinking about patterns, relationships, and seeking multiple solutions to problems. Children’s knowledge of math concepts and language are used in all learning domains.

Children learn mathematics best when their natural interests and curiosity are nurtured through intentional instruction. Quality learning environments should focus on actual hands-on experiences during play and interaction with others to incorporate well-designed mathematical experiences. Preschool children should experience language-rich environments that help them connect mathematical concepts, problem-solving, and reasoning skills to previous knowledge.

ADULTS SUPPORT LEARNING IN MATHEMATICS WHEN THEY:

- Give children adequate time to explore and experiment with manipulatives before starting teacher planned instruction.
- Design experiences where children explore and experience their environment to identify spatial relationships such as, “How many children fit inside the castle in the outdoor area?”
- Model and encourage correct mathematical language throughout the day.
- Use mathematical language to extend children’s understanding within the context of their experiences, such as: “Do you want half a glass of milk or a full glass of milk?” or “Would you like more or fewer grapes than I have?”
- Explore addition and subtraction, and compare objects using measurable attributes (length, width, or size) in the context of classroom play or teacher-guided activities.
- Integrate mathematical experiences, including stories, chants, and songs to reinforce mathematical concepts such as “Five Little Speckled Frogs,” “Five Little Ducks,” and “The Three Billy Goats Gruff.”
- Provide a variety of manipulatives and materials in math centers.
- Integrate mathematics throughout the day (for example, counting snacks, identifying shapes, ordering objects by length or size).
- Design home experiences to incorporate math skills (for example, count steps from the bed to the door, count chairs, find shapes in furniture, find patterns in the tablecloth).
- Use a variety of tools to incorporate mathematical concepts (for example, water table, sandbox, modeling clay, blocks).

Standards for 3-Year-Olds

Strand 1: **COUNTING AND CARDINALITY**

Counting and cardinality includes the ability to identify numerals by name, count in sequence, use one-to-one correspondence, and describe quantities of objects counted.

- **Standard Math 3 yr.1.1** Count to ten by ones.
- **Standard Math 3 yr.1.2** Recognize that numbers have a known sequence (for example, “1, 2, 3, 4, 5. What comes next?”).
- **Standard Math 3 yr.1.3** Begin to recognize the difference between letters and numbers.
- **Standard Math 3 yr.1.4** Begin to name written numerals 0–5.
- **Standard Math 3 yr.1.5** Begin to develop an understanding of the relationship between some numbers and quantities by using one-to-one correspondence.
- **Standard Math 3 yr.1.6** Begin to point to and count up to five objects.
- **Standard Math 3 yr.1.7** Begin to respond to the question “How many?”.

Strand 2: **OPERATIONS AND ALGEBRAIC THINKING**

Operations and algebraic thinking involve identifying and manipulating simple patterns, the understanding of addition as putting together and adding to, and the understanding of subtraction as taking apart and removing from.

- **Standard Math 3 yr.2.1** Begins in 4-year-old standard.
- **Standard Math 3 yr.2.2** Begins in 4-year-old standard.
- **Standard Math 3 yr.2.3** Begins in 4-year-old standard.
- **Standard Math 3 yr.2.4** Begins in 4-year-old standard.
- **Standard Math 3 yr.2.5** Identify simple patterns in the environment and begin to duplicate and extend simple patterns (for example, ababab).

Strand 3: MEASUREMENT AND DATA

Measurement and Data involve the ability to describe and compare measurable attributes of objects, classify objects, and count the number of objects in each category.

- **Standard Math 3 yr.3.1** Identify and describe measurable attributes (for example, big, small, tall, short).
- **Standard Math 3 yr.3.2** Begins in 4-year-old standard.
- **Standard Math 3 yr.3.3** Sort objects into given categories including color, size, shape, etc.
- **Standard Math 3 yr.3.4** With prompting and support, compare the number of objects in each category to identify which groups contain more or less, or are the same.

Strand 4: GEOMETRY

Geometry involves the ability to identify, describe, compare, and create shapes.

- **Standard Math 3 yr.4.1** Match, point to, and begin to identify basic shapes by name.
- **Standard Math 3 yr.4.2** Begins in 4-year-old standard.
- **Standard Math 3 yr.4.3** Begins in 4-year-old standard.
- **Standard Math 3 yr.4.4** With prompting and support, begin to identify attributes of basic two-dimensional shapes (for example, a rectangle has two long sides and two short sides).
- **Standard Math 3 yr.4.5** Explore shapes using a variety of media (for example, blocks, stickers, play dough/clay, art supplies).
- **Standard Math 3 yr.4.6** Explore combining basic shapes together to represent an object (for example, use a square and a triangle to make a house).

Standards for 4-Year-Olds

Strand 1: **COUNTING AND CARDINALITY**

Counting and cardinality includes the ability to identify by name, count in sequence, use one-to-one correspondence, and describe quantities of objects counted.

- **Standard Math 4 yr.1.1** Count to 20 by ones.
- **Standard Math 4 yr.1.2** In the sequence of 1–10, identify numbers that come before or after one another.
- **Standard Math 4 yr.1.3** Count a number of objects from 0–10 and begin to associate them with a written numeral.
- **Standard Math 4 yr.1.4** Name written numerals 0–10.
- **Standard Math 4 yr.1.5** Use one-to-one correspondence when counting objects to ten.
- **Standard Math 4 yr.1.6** When counting objects to ten, understand that the last number counted in a set tells how many.
- **Standard Math 4 yr.1.7** Count two sets of objects up to 10 to determine which has more.

Strand 2: **OPERATIONS AND ALGEBRAIC THINKING**

Operations and algebraic thinking involve identifying and manipulating simple patterns, the understanding of addition as putting together and adding to, and the understanding of subtraction as taking apart and removing from.

- **Standard Math 4 yr.2.1** Understand and represent addition up to five (adding to or putting together) and subtraction (taking from or taking apart) with concrete objects, fingers, movement, and simple drawings.
- **Standard Math 4 yr.2.2** With prompting and support, solve addition and subtraction word problems created by the teacher using up to five concrete objects to represent the problem (for example, “Bring me three blocks, now bring me two more. How many blocks do we have?”).
- **Standard Math 4 yr.2.3** Take apart numbers less than or equal to five by using objects with different attributes (for example, 5 can be taken apart into sets of 2 blue and 3 yellow or 1 square and 4 circles).
- **Standard Math 4 yr.2.4** Use concrete objects to make sums of 5 using quantities from 0–5. (for example, 0 and 5 make a set of 5, 2 and 3 make a set of 5.)

- **Standard Math 4 yr.2.5** Duplicate, extend, and create simple patterns (for example, ababab).

Strand 3: **MEASUREMENT AND DATA**

Measurement and Data involve the ability to describe and compare measurable attributes of objects, classify objects, and count the number of objects in each category.

- **Standard Math 4 yr.3.1** Describe objects using vocabulary specific to measurable attributes (for example, length [long/short], weight [heavy/light], size [big/small], and distance [near/far]).
- **Standard Math 4 yr.3.2** Directly compare two objects using measurable attributes (for example, length [longer/shorter], weight [heavier/lighter], and size [bigger/smaller]).
- **Standard Math 4 yr.3.3** Classify/sort objects into given categories (for example, color, size, shape) by specified attributes.
- **Standard Math 4 yr.3.4** Compare the number of objects in each category to identify which groups contain more or less, or are the same.

Strand 4: **GEOMETRY**

Geometry involves the ability to identify, describe, compare, and create shapes.

- **Standard Math 4 yr.4.1** Describe objects in the environment by using names of shapes and identify the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
- **Standard Math 4 yr.4.2** Identify and name basic shapes regardless of their size and/or orientation (the way the object is turned or flipped).
- **Standard Math 4 yr.4.3** Begin to explore that shapes can be two-dimensional (flat) or three-dimensional (solid).
- **Standard Math 4 yr.4.4** Describe attributes of basic two-dimensional shapes including size, number of sides, number of corners, etc.
- **Standard Math 4 yr.4.5** Create basic shapes using a variety of media (for example, blocks, stickers, play dough/clay, art supplies).
- **Standard Math 4 yr.4.6** Explore combining basic shapes to create new shapes (for example, two triangles make a rhombus).

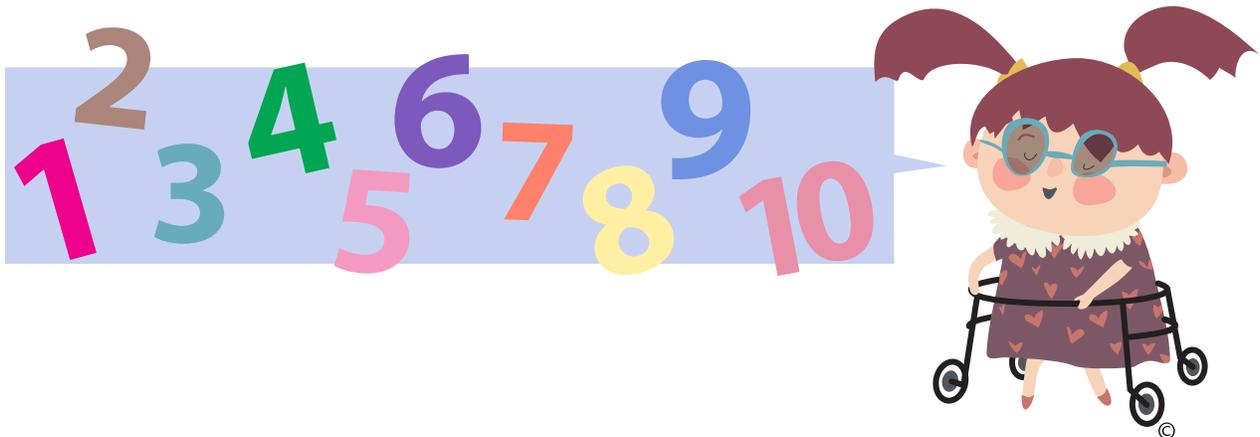
Vertical Alignment for Ages 3 to 5

MATHEMATICS

Strand 1: COUNTING AND CARDINALITY

Counting and cardinality includes the ability to identify numerals by name, count in sequence, use one-to-one correspondence, and describe quantities of objects counted.

3-YEAR-OLDS	4-YEAR-OLDS
Math 3 yr.1.1: Count to ten by ones.	Math 4 yr.1.1: Count to 20 by ones.
Math 3 yr.1.2: Recognize that numbers have a known sequence (for example, “1, 2, 3, 4, 5. What comes next?”).	Math 4 yr.1.2: In the sequence of 1–10, identify numbers that come before or after one another.
Math 3 yr.1.3: Begin to recognize the difference between letters and numbers.	Math 4 yr.1.3: Count a number of objects from 0–10 and begin to associate them with a written numeral.
Math 3 yr.1.4: Begin to name written numerals 0–5.	Math 4 yr.1.4: Name written numerals 0–10.
Math 3 yr.1.5: Begin to develop an understanding of the relationship between some numbers and quantities by using one-to-one correspondence.	Math 4 yr.1.5: Use one-to-one correspondence when counting objects to ten.
Math 3 yr.1.6: Begin to point to and count up to five objects.	Math 4 yr.1.6: When counting objects to ten, understand that the last number counted in a set tells how many.
Math 3 yr.1.7: Begin to respond to the question “How many?”.	Math 4 yr.1.7: Count two sets of objects up to 10 to determine which has more.



Strand 2: OPERATIONS AND ALGEBRAIC THINKING

Operations and algebraic thinking involve identifying and manipulating simple patterns, the understanding of addition as putting together and adding to, and the understanding of subtraction as taking apart and removing from.

3-YEAR-OLDS	4-YEAR-OLDS
Math 3 yr.2.1: Begins in 4-year-old standard.	Math 4 yr.2.1: Understand and represent addition up to five (adding to or putting together) and subtraction (taking from or taking apart) with concrete objects, fingers, movement, and simple drawings.
Math 3 yr.2.2: Begins in 4-year-old standard.	Math 4 yr.2.2: With prompting and support, solve addition and subtraction word problems created by the teacher using up to five concrete objects to represent the problem (for example, "Bring me three blocks, now bring me two more. How many blocks do we have?").
Math 3 yr.2.3: Begins in 4-year-old standard.	Math 4 yr.2.3: Take apart numbers less than or equal to five by using objects with different attributes (for example, 5 can be taken apart into sets of 2 blue and 3 yellow or 1 square and 4 circles).
Math 3 yr.2.4: Begins in 4-year-old standard.	Math 4 yr.2.4: Use concrete objects to make sums of 5 using quantities from 0–5 (for example, 0 and 5 make a set of 5, 2 and 3 make a set of 5).
Math 3 yr.2.5: Identify simple patterns in the environment and begin to duplicate and extend simple patterns (for example, ababab).	Math 4 yr.2.5: Duplicate, extend, and create simple patterns (for example, ababab).

Strand 3: MEASUREMENT AND DATA

Measurement and Data involve the ability to describe and compare measurable attributes of objects, classify objects, and count the number of objects in each category.

3-YEAR-OLDS	4-YEAR-OLDS
Math 3 yr.3.1: Identify and describe measurable attributes (for example, big, small, tall, short).	Math 4 yr.3.1: Describe objects using vocabulary specific to measurable attributes (for example, length [long/short], weight [heavy/light], size [big/small], and distance [near/far]).
Math 3 yr.3.2: Begins in 4-year-old standard.	Math 4 yr.3.2: Directly compare two objects using measurable attributes (for example, length [longer/shorter], weight [heavier/lighter], and size [bigger/smaller]).
Math 3 yr.3.3: Sort objects into given categories including color, size, shape, etc.	Math 4 yr.3.3: Classify/sort objects into given categories (for example, color, size, shape) by specified attributes.
Math 3 yr.3.4: With prompting and support, compare the number of objects in each category to identify which groups contain more or less, or are the same.	Math 4 yr.3.4: Compare the number of objects in each category to identify which groups contain more or less, or are the same.

Strand 4: GEOMETRY

Geometry involves the ability to identify, describe, compare, and create shapes.

3-YEAR-OLDS	4-YEAR-OLDS
Math 3 yr.4.1: Match, point to, and begin to identify basic shapes by name.	Math 4 yr.4.1: Describe objects in the environment by using names of shapes and identify the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
Math 3 yr.4.2: Begins in 4-year-old standard.	Math 4 yr.4.2: Identify and name basic shapes regardless of their size and/or orientation (the way the object is turned or flipped).
Math 3 yr.4.3: Begins in 4-year-old standard.	Math 4 yr.4.3: Begin to explore that shapes can be two-dimensional (flat) or three-dimensional (solid).
Math 3 yr.4.4: With prompting and support, begin to identify attributes of basic two-dimensional shapes (for example, a rectangle has two long sides and two short sides).	Math 4 yr.4.4: Describe attributes of basic two-dimensional shapes including size, number of sides, number of corners, etc.
Math 3 yr.4.5: Explore shapes using a variety of media (for example, blocks, stickers, play dough/clay, art supplies).	Math 4 yr.4.5: Create basic shapes using a variety of media (for example, blocks, stickers, play dough/clay, art supplies).
Math 3 yr.4.6: Explore combining basic shapes together to represent an object (for example, use a square and a triangle to make a house).	Math 4 yr.4.6: Explore combining basic shapes to create new shapes (for example, two triangles make a rhombus).

PHYSICAL EDUCATION



INTRODUCTION

The goal of physical education is to develop healthy, responsible children who have the knowledge, skills, and dispositions to work together, think critically, and participate in a variety of activities that lead to a lifelong healthy lifestyle. Physical development is integral to building children's self-esteem, confidence, fitness, and well-being. Research tells us that children who are physically active for 60 minutes a day (24 hours), are healthier, have higher self-confidence, learn more effectively, and are less likely to be absent (National Association for Sport and Physical Education [NASPE], 2011). As children refine their physical movements, they develop higher-order thinking skills that are necessary for future social and academic success. Children develop life skills through participation in cooperative and competitive activity.

Quality physical education utilizes developmentally appropriate experiences to develop competence and confidence in a variety of activities such as sports, dance, outdoor recreation, and physical fitness. The emphasis should be on providing success and enjoyment for all children. Children need well-rounded playtime with opportunities to develop both gross (large) and fine (small) motor control.

Definitions:

- Motor skills are defined as both small muscle and large muscle movements.
 - ▶ Gross (large) motor skills, including walking, kicking, hopping, galloping, running, sliding, skipping, leaping, and jumping, are the foundation of movement.
 - ▶ Fine (small) motor skills, including the two-finger pincer grasp and manipulation of small objects, support the development of pre-writing skills.
- Locomotor skills include walking, hopping, running, jumping, galloping leaping, and sliding.
- Non-locomotor skills include balancing on one foot, moving body parts in isolation, bending, twisting, turning.

ADULTS SUPPORT LEARNING IN PHYSICAL EDUCATION WHEN THEY:

- Continually encourage, challenge, and strengthen children’s gross and fine motor skills by teaching, modeling, and providing many opportunities to:
 - ▶ Run, gallop, throw, catch, hop, kick, dance, jump, climb, pull, carry, stretch, bend, twist, and move isolated parts of the body.
 - ▶ Practice building with large and small blocks, molding clay, using scissors or tongs, stringing beads, placing pegs in holes, assembling puzzles, using a computer mouse, and using a variety of writing utensils (pencils, crayons, markers) and art mediums (painting, printing, manipulating clay, stamping).
- Participate in fine and gross motor activities alongside the children.
- Teach, model, and maintain proper safety rules.
- Provide opportunities for both organized and spontaneous play.

Standards for 3-Year-Olds

Strand 1: **MOTOR SKILLS AND MOVEMENT**

Motor skill development includes both small muscle and large muscle movements. Gross (large) motor skills include walking, kicking, hopping, galloping, running, sliding, skipping, leaping, and jumping. Fine (small) motor skills include activities to strengthen the hand and wrist, helping students to begin to develop pre-writing skills.

Sub-strand: **GROSS MOTOR**

- **Standard PE 3 yr.1.1** Participate in activities that develop control and balance during movement that moves the child from one place to another (for example, walk forward in a straight line, hop, run and stop, change direction, and jump over low objects).
- **Standard PE 3 yr.1.2** Participate in activities that develop coordination and balance in movement that does not move the child from one place to another (for example, balance on one foot, and move body parts in isolation).
- **Standard PE 3 yr.1.3** Participate in activities that develop control of large muscles to manipulate objects (for example, throw and catch a ball, use a club to move a ball, ride wheeled toys).

Sub-strand: **FINE MOTOR**

- **Standard PE 3 yr.1.4** Manipulate small pieces or objects (puzzle pieces, interlocking cubes, tongs, etc.) and build with a variety of blocks.
- **Standard PE 3 yr.1.5** With prompting and support, develop small muscle control by making lines, circles, and scribbles with writing tools (for example, chalk, crayons, paint, markers, digital tools).
- **Standard PE 3 yr.1.6** Begins in 4-year-old standard.
- **Standard PE 3 yr.1.7** Begins in 4-year-old standard.

Strand 2: **EFFICIENT MOVEMENT AND PERFORMANCE**

Efficient movement and performance are attained by demonstrating increasing control over body movements and an awareness of personal boundaries.

- **Standard PE 3 yr.2.1** Begin to demonstrate awareness that personal boundaries exist.

Strand 3: **PHYSICAL ACTIVITY AS A TOOL FOR WELLNESS**

Children will identify activities that bring satisfaction and pleasure through participating and through reflecting on physical activity and how it can promote a lifetime of wellness.

- **Standard PE 3 yr.3.1** Recognize how exercise and physical activity influence our physical and emotional wellness (for example, feel the change in breathing or heart rate, talk about how it helps our muscles and body, ask what physical activities a child enjoys).



Standards for 4-Year-Olds

Strand 1: **MOTOR SKILLS AND MOVEMENT**

Motor skill development includes both small muscle and large muscle movements. Gross (large) motor skills include walking, kicking, hopping, galloping, running, sliding, skipping, leaping, and jumping. Fine (small) motor skills include activities to strengthen the hand and wrist, helping students to begin to develop pre-writing skills.

Sub-strand: **GROSS MOTOR**

- **Standard PE 4 yr.1.1** Demonstrate control and balance during movement that moves the child from one place to another (for example, walk forward in a straight line, hop, run and stop, change direction, and jump over low objects).
- **Standard PE 4 yr.1.2** Demonstrate coordination and balance in movement that does not move the child from one place to another (for example, balance on one foot, and move body parts in isolation).
- **Standard PE 4 yr.1.3** Demonstrate control of large muscles to manipulate objects (for example, throw and catch a ball, use a club to move a ball, ride wheeled toys).

Sub-strand: **FINE MOTOR**

- **Standard PE 4 yr.1.4** Demonstrate wrist, hand, and finger control (for example, screw on and off lids, button, zip, push an object, use scissors, create art).
- **Standard PE 4 yr.1.5** Hold a pencil and other writing tools with a beginning pincer grasp (thumb to index finger grasp).
- **Standard PE 4 yr.1.6** Demonstrate eye-hand coordination (for example, pour from one object to another, strike a stationary object).
- **Standard PE 4 yr.1.7** Demonstrate eye-hand coordination by independently creating simple handwriting strokes such as straight and intersecting lines, circles, and other simple shapes using a variety of writing tools.

Strand 2: **EFFICIENT MOVEMENT AND PERFORMANCE**

Efficient movement and performance are attained by demonstrating increasing control over body movements and an awareness of personal boundaries.

- **Standard PE 4 yr.2.1** Begin to maintain personal boundaries while participating in movement activities.

Strand 3: **PHYSICAL ACTIVITY AS A TOOL FOR WELLNESS**

Children will identify activities that bring satisfaction and pleasure through participating and through reflecting on physical activity and how it can promote a lifetime of wellness.

- **Standard PE 4 yr.3.1** Recognize how exercise and physical activity influence our physical and emotional wellness (for example, feel the change in breathing or heart rate, talk about how it helps our muscles and body, ask what physical activities a child enjoys).



Vertical Alignment for Ages 3 to 5

PHYSICAL EDUCATION

Strand 1: **MOTOR SKILLS AND MOVEMENT**

Motor skill development includes both small muscle and large muscle movements. Gross (large) motor skills include walking, kicking, hopping, galloping, running, sliding, skipping, leaping, and jumping. Fine (small) motor skills include activities to strengthen the hand and wrist, helping students to begin to develop pre-writing skills.

Substrand: **GROSS MOTOR**

3-YEAR-OLDS	4-YEAR-OLDS
PE 3 yr.1.1: Participate in activities that develop control and balance during movement that moves the child from one place to another (for example, walk forward in a straight line, hop, run and stop, change direction, and jump over low objects).	PE 4 yr.1.1: Demonstrate control and balance during movement that moves the child from one place to another (for example, walk forward in a straight line, hop, run and stop, change direction, and jump over low objects).
PE 3 yr.1.2: Participate in activities that develop coordination and balance in movement that does not move the child from one place to another (for example, balance on one foot, and move body parts in isolation).	PE 4 yr.1.2: Demonstrate coordination and balance in movement that does not move the child from one place to another (for example, balance on one foot, and move body parts in isolation).
PE 3 yr.1.3: Participate in activities that develop control of large muscles to manipulate objects (for example, throw and catch a ball, use a club to move a ball, ride wheeled toys).	PE 4 yr.1.3: Demonstrate control of large muscles to manipulate objects (for example, throw and catch a ball, use a club to move a ball, ride wheeled toys).

Substrand: **FINE MOTOR**

3-YEAR-OLDS	4-YEAR-OLDS
PE 3 yr.1.4: Manipulate small pieces or objects (puzzle pieces, interlocking cubes, tongs, etc.) and build with a variety of blocks.	PE 4 yr.1.4: Demonstrate wrist, hand, and finger control (for example, screw on and off lids, button, zip, push an object, use scissors, create art).
PE 3 yr.1.5: With prompting and support, develop small muscle control by making lines, circles, and scribbles with writing tools (for example, chalk, crayons, paint, markers, digital tools).	PE 4 yr.1.5: Hold a pencil and other writing tools with a beginning pincer grasp (thumb to index finger grasp).
PE 3 yr.1.6: Begins in 4-year-old standard.	PE 4 yr.1.6: Demonstrate eye-hand coordination (for example, pour from one object to another, strike a stationary object).
PE 3 yr.1.7: Begins in 4-year-old standard.	PE 4 yr.1.7: Demonstrate eye-hand coordination by independently creating simple handwriting strokes such as straight and intersecting lines, circles, and other simple shapes using a variety of writing tools.

Strand 2: **EFFICIENT MOVEMENT AND PERFORMANCE**

Efficient movement and performance are attained by demonstrating increasing control over body movements and an awareness of personal boundaries.

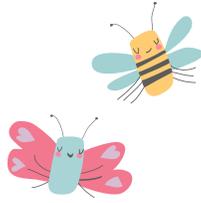
3-YEAR-OLDS	4-YEAR-OLDS
PE 3 yr.2.1: Begin to demonstrate awareness that personal boundaries exist.	PE 4 yr.2.1: Begin to maintain personal boundaries while participating in movement activities.

Strand 3: **PHYSICAL ACTIVITY AS A TOOL FOR WELLNESS.**

Children will identify activities that bring satisfaction and pleasure through participating and through reflecting on physical activity and how it can promote a lifetime of wellness.

3-YEAR-OLDS	4-YEAR-OLDS
PE 3 yr.3.1: Recognize how exercise and physical activity influence our physical and emotional wellness (for example, feel the change in breathing or heart rate, talk about how it helps our muscles and body, ask what physical activities a child enjoys).	PE 4 yr.3.1: Recognize how exercise and physical activity influence our physical and emotional wellness (for example, feel the change in breathing or heart rate, talk about how it helps our muscles and body, ask what physical activities a child enjoys).

SCIENCE



INTRODUCTION

These Early Learning Science Standards are aligned to the 2019 Utah’s K–12 Science and Engineering Education (SEEd) standards. The Science standards are founded on what science is, how science is learned, and the multiple dimensions of scientific work. Young children are captivated by discovering and exploring their natural world. They insist that teachers and family members answer their questions about the world around them. The questions that children ask about how insects fly, what makes a shadow, or what happens when paint colors are mixed are transformed into hypotheses about their world. They use their senses and scientific tools to observe, collect and interpret data, and draw conclusions. Communicating their findings informally in conversations or through the documentation of results leads children to ask new questions and to continue the cycle of scientific investigation.

By cultivating this sense of wonder, adults can help children to become scientific thinkers. As they learn about the world around them, including weather, light, living things, and matter and motion, young children begin to see patterns and understand the processes that affect their personal environments. Adults can support this learning by planning developmentally appropriate, experiential learning activities that allow children to utilize the Three Dimensions of Science (National Research Council, 2012).

The three dimensions of science learning help us to make sense of all that science does and represents. These include:

1. Science and Engineering Practices (What Students Do)
2. Crosscutting Concepts (How Students Think)
3. Disciplinary Core Ideas (What Students Know)



Taken together, these represent how science is used to make sense of phenomena, and they are most meaningful when learned in concert with one another.

Science and Engineering Practices: These practices refer to the things that scientists and engineers do and how they work. Scientists do much more than make hypotheses and test them with experiments. They engage in wonder, design, modeling, construction, communication, and collaboration.

Crosscutting Concepts: Understanding crosscutting concepts enables us to make connections among different subjects and to utilize science in diverse settings. They reach across disciplines and demonstrate how specific ideas are united into overarching principles, such as planning and carrying out investigations to determine patterns of cause and effect.

Disciplinary Core Ideas: Core ideas are traditionally associated with science knowledge and specific subject areas within science. These core ideas are organized within physical, life, and earth sciences.

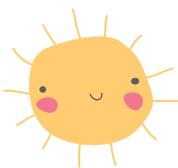
Each standard is framed upon the three dimensions of science to represent a cohesive, multi-faceted science learning outcome. Crosscutting Concepts are underlined throughout the standards.

Many standards contain additional emphasis and example statements. Emphasis statements highlight a required and necessary part of the student learning to satisfy that standard. Example statements help to clarify the meaning of the standard and are not required for instruction.

Early Learning Science Standards are combined into an Early Learning Band for three- and four-year-old students. Individual children's developmental levels need to be considered when planning and implementing science learning activities.

ADULTS SUPPORT LEARNING IN SCIENCE WHEN THEY:

- Allow children to explore their surroundings and ask questions while they are doing so.
- Lead children in discussions of, "What do you think will happen if...?"
- Point out changes in children's environment including the weather, seasons, etc.
- Provide children with language to describe what they see, hear, touch, taste, etc.
- Build ramps, forts, levers, etc. with children and let them discover what will happen when using them.
- Model and support vocabulary associated with the scientific process.
- Support children's curiosity in their exploration of their environment by encouraging problem solving and discovery.



Standards for 3- and 4-Year-Olds

STRAND 1: WEATHER

Weather is the combination of sunlight, wind, snow, or rain, and temperature in a particular place at a particular time. Humans can plan and prepare for different weather conditions.

- **Standard 3–4 yr.1.1** Obtain and communicate information about local, observable weather conditions while exploring and describing patterns found in different seasons. Emphasize the observation and recognition of data. Examples of data may include sunny, cloudy, windy, rainy, snowy, cold, or warm.
- **Standard 3–4 yr.1.2** Obtain and communicate information about human behavior patterns in different weather conditions. Emphasize the observation and recognition of data. Examples of data may include clothing, food, safety, and other preparations for expected weather.

STRAND 2: LIGHT

Sunlight has an effect on surfaces. Objects can be seen when light is available to illuminate them. Light is required for plant growth.

- **Standard 3–4 yr.2.1** Plan and carry out an investigation using the five senses to determine the effect of sunlight on different surfaces and materials. Examples could include determining if the effect is hot or cold or a light or dark surface.
- **Standard 3–4 yr.2.2** Carry out an investigation to show the effect of light in illuminating objects. Emphasize that objects can be seen when light is available to illuminate them. Examples could include observations about light when navigating a room with the lights off compared to the lights on.
- **Standard 3–4 yr.2.3** Plan and carry out an investigation to determine the effect of sunlight and water on plant growth. Examples could include growing plants in light or dark places.

STRAND 3: LIVING THINGS

Living things (plants and animals, including humans) depend on their surroundings to get what they need, including food, water, and shelter, to survive. Behavior patterns between parents and offspring can help animals, including humans, to survive.

- **Standard 3-4 yr.3.1** Obtain and communicate information about the effect of water and food on living things. Examples could include plants depend on water to live, and animals depend on water and food to live.
- **Standard 3-4 yr.3.2** Obtain and communicate information about the pattern between living things and the places where they live. Emphasize that living things need water, air, and resources, and they live in places that have the things they need to survive.
- **Standard 3-4 yr.3.3** Obtain and communicate information about the behavior patterns that help humans and animals survive when they are young. Examples of behavior patterns could include parents responding to needs, providing shelter and sustenance, and ensuring the security of their offspring.

STRAND 4: MATTER AND MOTION

All things are made of matter. Various kinds of matter, such as wood, metal, and water, have different properties that can be observed, described, and classified. Pushing or pulling on an object can change the speed or direction of an object in motion.

- **Standard 3-4 yr.4.1** Plan and carry out an investigation to classify different kinds of materials based on patterns in their observable properties. Examples could include sorting materials based on similar properties such as color, hardness, texture, or whether the materials are solids or liquids.
- **Standard 3-4 yr.4.2** Plan and carry out an investigation to determine the cause and effect of the speed or direction of an object when a push or pull occurs. Examples could include having a marble or other object move a certain distance, follow a particular path, or knock down other objects.

Vertical Alignment for Ages 3 to 5

SCIENCE

STRAND 1: WEATHER

Weather is the combination of sunlight, wind, snow, or rain, and temperature in a particular place at a particular time. Humans can plan and prepare for different weather conditions.

EARLY CHILDHOOD BAND: 3- AND 4-YEAR-OLDS

Sci 3–4 yr.1.1: Obtain and communicate information about local, observable weather conditions while exploring and describing patterns found in different seasons. Emphasize the observation and recognition of data. Examples of data may include sunny, cloudy, windy, rainy, snowy, cold, or warm.

Sci 3–4 yr.1.2: Obtain and communicate information about human behavior patterns in different weather conditions. Emphasize the observation and recognition of data. Examples of data may include clothing, food, safety, and other preparations for expected weather.

STRAND 2: LIGHT

Sunlight has an effect on surfaces. Objects can be seen when light is available to illuminate them. Light is required for plant growth.

EARLY CHILDHOOD BAND: 3- AND 4-YEAR-OLDS

Sci 3–4 yr.2.1: Plan and carry out an investigation using the five senses to determine the effect of sunlight on different surfaces and materials. Examples could include determining if the effect is hot or cold or a light or dark surface.

Sci 3–4 yr.2.2: Plan and carry out an investigation to show the effect of light in illuminating objects. Emphasize that objects can be seen when light is available to illuminate them. Examples could include observations about light when navigating a room with the lights off compared to the lights on.

Sci 3–4yr.2.3: Plan and carry out an investigation to determine the effect of sunlight and water on plant growth. Examples could include growing plants in light or dark places.

STRAND 3: LIVING THINGS

Living things (humans, animals, and plants) depend on their surroundings to get what they need, including food, water, and shelter, to survive. Behavior patterns between parents and offspring can help humans and animals to survive.

EARLY CHILDHOOD BAND: 3- AND 4-YEAR-OLDS

Sci 3–4 yr.3.1: Obtain and communicate information about the effect of water and food on living things. Examples could include plants depend on water to live, humans and animals depend on water and food to live.

Sci 3–4 yr.3.2: Obtain and communicate information about the pattern between living things and the places where they live. Emphasize that living things need water, air, and resources, and they live in places that have the things they need to survive. Examples could include food and shelter.

Sci 3–4 yr.3.3: Obtain and communicate information about the behavior patterns that help humans and animals survive when they are young. Examples of behavior patterns could include parents responding to needs, providing shelter and sustenance, and ensuring the security of their offspring.

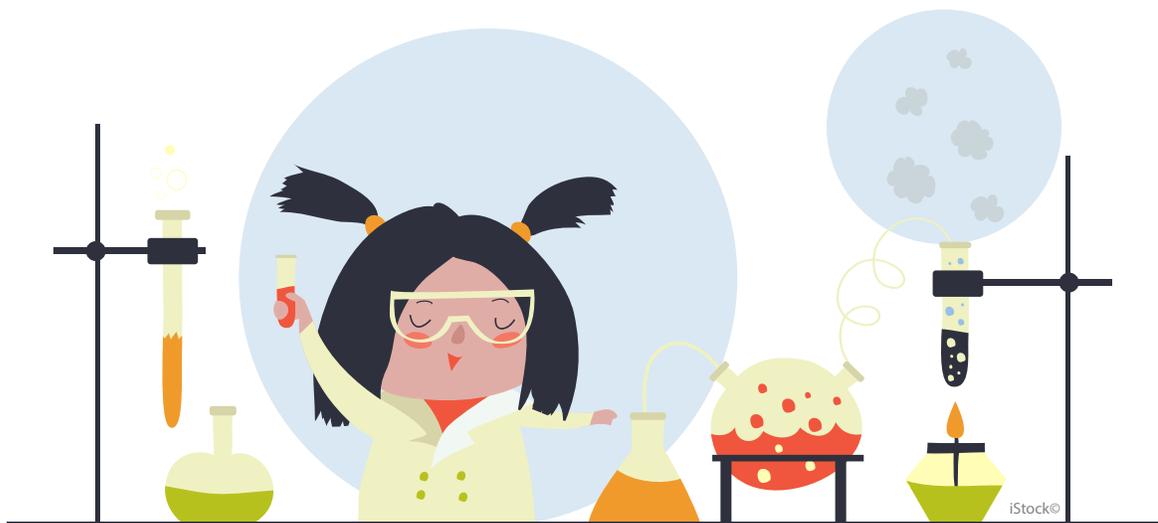
STRAND 4: MATTER AND MOTION

All things are made of matter. Various kinds of matter, such as wood, metal, and water, have different properties that can be observed, described, and classified. Pushing or pulling on an object can change the speed or direction of an object in motion.

EARLY CHILDHOOD BAND: 3- AND 4-YEAR-OLDS

Sci 3–4 yr.4.1: Plan and carry out an investigation to classify different kinds of materials based on patterns in their observable properties. Examples could include sorting materials based on similar properties such as color, hardness, texture, or whether the materials are solids or liquids.

Sci 3–4 yr.4.2: Plan and carry out an investigation to determine the cause and effect of the speed or direction of an object when a push or pull occurs. Examples could include having a marble or other object move a certain distance, follow a particular path, or knock down other objects.



SOCIAL STUDIES



INTRODUCTION

The primary purpose of social studies is to prepare children to become informed and engaged citizens in a culturally diverse, rapidly changing, and interdependent world. Children will learn about diverse cultures, languages, and abilities as well as the importance of including all people.

For many children, preschool may be their first experience in a nonfamily, structured social environment. As such, they are beginning to acquire skills in collaboration, problem-solving, decision-making, and citizenship. Although many of these skills will be learned and refined by interacting with peers, children profit from the guidance of knowledgeable and caring adults.

As children develop relationships with their caregivers and peers, they begin to understand the social structures within their schools. As they mature, this will expand to include their communities, country, and the world. They will understand and appreciate the social structures and norms that create a community and their role as an active participant.

ADULTS SUPPORT LEARNING IN SOCIAL STUDIES WHEN THEY:

- Encourage regular classroom discussions.
- Learn about children's preferences, interests, background, and culture. Adults share information about themselves and find commonalities with children and others.
- Honor children's family culture and maintain a respectful attitude when interacting with others.
- Encourage children to respect and include all classmates, appreciate differences, and meet one another's needs.
- Acknowledge children's efforts and classroom contributions.
- Provide direct instruction on appropriate social interaction skills with specific feedback.
- Design activities that foster social interaction.
- Model behaviors that care for the environment.
- Explain the importance of safety and why that practice is important.
- Provide children with choices and voting opportunities.
- Model healthy use of technology including supporting the use of assistive technology.
- Follow the children's lead, play with them at their level, and encourage cooperative play.

Standards for 3-Year-Olds

Strand 1: **CULTURE AND DIVERSITY**

Early learning programs should include experiences that provide for the study of culture and cultural diversity. Students will have the opportunity to share their family's attributes with peers and discuss similarities and differences.

- **Standard SS 3 yr.1.1** With prompting and support, recognize differences and commonalities in culture, ethnicity, and abilities within the classroom and immediate communities (for example, language, family structure, traditions, disabilities).

Strand 2: **TIME, CONTINUITY, AND CHANGE**

Early learning programs should include experiences that provide for the study of the past and present. Students will identify changes over time to self, family, and community and explore how these changes affect them.

- **Standard SS 3 yr.2.1** With prompting and support, identify examples of change over time related to personal growth and experiences (for example, talking, dressing, feeding, potty training, height, daily schedule).

Strand 3: **PEOPLE, PLACES, AND ENVIRONMENTS**

Early learning programs should include experiences that provide for the study of people, places, and environments. Students will learn how to care for and protect their home and school environments, the earth, and to safely interact within their school and community.

- **Standard SS 3 yr.3.1** Recognize people and places within the home, classroom, school, neighborhood, and community.
- **Standard SS 3 yr.3.2** With prompting and support, identify and follow safety procedures for school and various environments (for example, safety drills, crosswalks, seatbelts, helmets).
- **Standard SS 3 yr.3.3** With prompting and support, describe ways to care for home and school environments and the earth (for example, recycle, use paper and use water only as needed, place trash in the garbage can).

Strand 4: **INDIVIDUAL DEVELOPMENT AND IDENTITY**

Early learning programs should include experiences that provide for the study of individual development and identity. Students will gain an awareness of their personal identity, including their abilities and preferences.

- **Standard SS 3 yr.4.1** Demonstrate awareness of identity including personal information, characteristics, preferences, and abilities (for example, name, age, gender, physical attributes, likes/dislikes, parent/caregiver, family members).

Strand 5: **INDIVIDUALS, GROUPS, AND INSTITUTIONS**

Early learning programs should include experiences that provide for the study of interactions among individuals, groups, and institutions. Students will work cooperatively with others and contribute to the classroom community.

- **Standard SS 3 yr.5.1** With prompting and support, interact cooperatively with others by sharing, turn-taking, resolving conflicts, and recognizing others' needs.
- **Standard SS 3 yr.5.2** With prompting and support, participate in the classroom community by interacting with other children and adults in a formal or group setting (for example, follow established rules, participate in a variety of classroom roles, take care of classroom materials).

Strand 6: **POWER, AUTHORITY, AND GOVERNANCE**

Early learning programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance. Students will contribute to developing classroom rules and procedures and participate in the selection of classroom activities.

- **Standard SS 3 yr.6.1** With prompting and support, participate in the democratic process as it applies to a classroom community (for example, recognize the importance of rules, assist with developing rules, propose solutions to classroom problems, and participate in voting for activities).

Strand 7: PRODUCTION, DISTRIBUTION, AND CONSUMPTION

Early learning programs should include experiences that provide for the study of how people organize and contribute to a family and a community. Students will identify the differences between wants and needs and the purpose of employment.

- **Standard SS 3 yr.7.1** With prompting and support, discuss the difference between basic needs (for example, food, shelter, and clothing) and wants (for example, toys, games, and treats).
- **Standard SS 3 yr.7.2** Begin to recognize that people have jobs to meet needs, including for self, classroom, and community.

Strand 8: SCIENCE, TECHNOLOGY, AND SOCIETY

Early learning programs should include experiences that provide for the study of relationships among science, technology, and society. Students will identify the uses of simple technology (for example, pencils, scissors, spoons) and electronic tablets and computers. Students will understand how to use technology safely and how it affects learning and living.

- **Standard SS 3 yr.8.1** With prompting and support, identify how simple and electronic technology affects the way people live, work, travel, communicate, and play.
- **Standard SS 3 yr.8.2** With prompting and support, recognize the importance of balancing media time with other activities.



Standards for 4-Year-Olds

Strand 1: **CULTURE AND DIVERSITY**

Early learning programs should include experiences that provide for the study of culture and cultural diversity. Students will have the opportunity to share their family's attributes with peers and discuss similarities and differences.

- **Standard SS 4 yr.1.1** Recognize differences and commonalities in culture, ethnicity, and abilities within the classroom and immediate communities (for example, language, family structure, traditions, disabilities).

Strand 2: **TIME, CONTINUITY, AND CHANGE**

Early learning programs should include experiences that provide for the study of the past and present. Students will identify changes over time to self, family, and community and explore how these changes affect them.

- **Standard SS 4 yr.2.1** Identify examples of change over time on topics including self, family, and community and how these changes may affect them (for example, changes in the family, classroom, or neighborhood).

Strand 3: **PEOPLE, PLACES, AND ENVIRONMENTS**

Early learning programs should include experiences that provide for the study of people, places, and environments. Students will learn how to care for and protect their home and school environments, the earth, and to safely interact within their school and community.

- **Standard SS 4 yr.3.1** Recognize people and places across familiar environments and discuss what is gained through interactions (for example, buy food at the store, receive packages from the mail carrier).
- **Standard SS 4 yr.3.2** Identify and follow safety procedures for school and various environments (for example, safety drills, crosswalks, seatbelts, helmets).
- **Standard SS 4 yr.3.3** Describe ways to care for home and school environments and the earth (for example, recycle, use paper and use water only as needed, place trash in the garbage can).

Strand 4: INDIVIDUAL DEVELOPMENT AND IDENTITY

Early learning programs should include experiences that provide for the study of individual development and identity. Students will gain an awareness of their personal identity, including their abilities and preferences.

- **Standard SS 4 yr.4.1** Demonstrate awareness of one’s own identity including personal information, characteristics, preferences, and abilities (for example, name, age, gender, physical attributes, likes/dislikes, parent/caregiver, family members) and participate in respectful discussions about similarities and differences with others.

Strand 5: INDIVIDUALS, GROUPS, AND INSTITUTIONS

Early learning programs should include experiences that provide for the study of interactions among individuals, groups, and institutions. Students will work cooperatively with others and contribute to the classroom community.

- **Standard SS 4 yr.5.1** Begin to demonstrate independence in interacting cooperatively with others by sharing, turn-taking, resolving conflicts, accepting consequences of actions, and recognizing others’ needs.
- **Standard SS 4 yr.5.2** Participate in the classroom community by interacting with other children and adults in a formal or group setting (for example, follow established rules, participate in a variety of classroom roles, take care of classroom materials).

Strand 6: POWER, AUTHORITY, AND GOVERNANCE

Early learning programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance. Students will contribute to developing classroom rules and procedures and participate in the selection of classroom activities.

- **Standard SS 4 yr.6.1** Participate in the democratic process as it applies to a classroom community (for example, recognize the importance of rules, assist with developing rules, propose solutions to classroom problems, and participate in voting for activities).

Strand 7: **PRODUCTION, DISTRIBUTION, AND CONSUMPTION**

Early learning programs should include experiences that provide for the study of how people organize and contribute to family and community. Students will identify the differences between wants and needs and the purpose of employment.

- **Standard SS 4 yr.7.1** Identify the difference between basic needs (for example, food, shelter, clothing) and wants (for example, toys, games, treats).
- **Standard SS 4 yr.7.2** With prompting and support, explain that people have jobs to meet needs, including for self, classroom, and community.

Strand 8: **SCIENCE, TECHNOLOGY, AND SOCIETY**

Early learning programs should include experiences that provide for the study of relationships among science, technology, and society. Students will identify the uses of simple technology (for example, pencils, scissors, spoons) and electronic tablets and computers. Students will understand how to use technology safely and how it affects learning and living.

- **Standard SS 4 yr.8.1** Describe how simple and electronic technology affects the way people live, work, travel, communicate, and play.
- **Standard SS 4 yr.8.2** Recognize the importance of balancing media time with other activities.

Vertical Alignment for Ages 3 to 5

SOCIAL STUDIES

STRAND 1: CULTURE AND DIVERSITY

Early learning programs should include experiences that provide for the study of culture and cultural diversity. Students will have the opportunity to share their family's attributes with peers and discuss similarities and differences.

3-YEAR-OLDS	4-YEAR-OLDS
<p>SS 3 yr.1.1: With prompting and support, recognize differences and commonalities in culture, ethnicity, and abilities within the classroom and immediate communities (for example, language, family structure, traditions, disabilities).</p>	<p>SS 4 yr.1.1: Recognize differences and commonalities in culture, ethnicity, and abilities within the classroom and immediate communities (for example, language, family structure, traditions, disabilities).</p>

STRAND 2: TIME, CONTINUITY, AND CHANGE

Early learning programs should include experiences that provide for the study of the past and present. Students will identify changes over time to self, family, and community and explore how these changes affect them.

3-YEAR-OLDS	4-YEAR-OLDS
<p>SS 3 yr.2.1: With prompting and support, identify examples of change over time related to personal growth and experiences (for example, talking, dressing, feeding, potty training, height, daily schedule).</p>	<p>SS 4 yr.2.1: Identify examples of change over time on topics including self, family, and community and how these changes may affect them (for example, changes in the family, classroom, or neighborhood).</p>



STRAND 3: PEOPLE, PLACES, AND ENVIRONMENTS

Early learning programs should include experiences that provide for the study of people, places, and environments. Students will learn how to care for and protect their home and school environments, the earth, and to safely interact within their school and community.

3-YEAR-OLDS	4-YEAR-OLDS
SS 3 yr.3.1: Recognize people and places within the home, classroom, school, neighborhood, and community.	SS 4 yr.3.1: Recognize people and places across familiar environments and discuss what is gained through interactions (for example, buy food at the store, receive packages from the mail carrier).
SS 3 yr.3.2: With prompting and support, identify and follow safety procedures for school and various environments (for example, safety drills, crosswalks, seatbelts, helmets).	SS 4 yr.3.2: Identify and follow safety procedures for school and various environments (for example, safety drills, crosswalks, seatbelts, helmets).
SS 3 yr.3.3: With prompting and support, describe ways to care for home and school environments and the earth (for example, recycle, use paper and use water only as needed, place trash in the garbage can).	SS 4 yr.3.3: Describe ways to care for home and school environments and the earth (for example, recycle, use paper and use water only as needed, place trash in the garbage can).

STRAND 4: INDIVIDUAL DEVELOPMENT AND IDENTITY

Early learning programs should include experiences that provide for the study of individual development and identity. Students will gain an awareness of their personal identity, including their abilities and preferences.

3-YEAR-OLDS	4-YEAR-OLDS
SS 3 yr.4.: Demonstrate awareness of identity including personal information, characteristics, preferences, and abilities (for example, name, age, gender, physical attributes, likes/dislikes, parent/caregiver, family members).	SS 4 yr.4.1: Demonstrate awareness of one's own identity including personal information, characteristics, preferences, and abilities (for example, name, age, gender, physical attributes, likes/dislikes, parent/caregiver, family members) and participate in respectful discussions about similarities and differences with others.

STRAND 5: INDIVIDUALS, GROUPS AND INSTITUTIONS

Early learning programs should include experiences that provide for the study of interactions among individuals, groups, and institutions. Students will work cooperatively with others and contribute to the classroom community.

3-YEAR-OLDS	4-YEAR-OLDS
<p>SS 3 yr.5.1: With prompting and support, interact cooperatively with others by sharing, turn-taking, resolving conflicts, and recognizing others' needs.</p>	<p>SS 4 yr.5.1: Begin to demonstrate independence in interacting cooperatively with others by sharing, turn-taking, resolving conflicts, accepting consequences of actions, and recognizing others' needs.</p>
<p>SS 3 yr.5.2: With prompting and support, participate in the classroom community by interacting with other children and adults in a formal or group setting (for example, follow established rules, participate in a variety of classroom roles, take care of classroom materials).</p>	<p>SS 4 yr.5.2: Participate in the classroom community by interacting with other children and adults in a formal or group setting (for example, follow established rules, participate in a variety of classroom roles, take care of classroom materials).</p>

STRAND 6: POWER, AUTHORITY, AND GOVERNANCE

Early learning programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance. Students will contribute to developing classroom rules and procedures and participate in the selection of classroom activities.

3-YEAR-OLDS	4-YEAR-OLDS
<p>SS 3 yr.6.1: With prompting and support, participate in the democratic process as it applies to a classroom community (for example, recognize the importance of rules, assist with developing rules, propose solutions to classroom problems, and participate in voting for activities).</p>	<p>SS 4 yr.6.1: Participate in the democratic process as it applies to a classroom community (for example, recognize the importance of rules, assist with developing rules, propose solutions to classroom problems, and participate in voting for activities).</p>

STRAND 7: PRODUCTION, DISTRIBUTION, AND CONSUMPTION

Early learning programs should include experiences that provide for the study of how people organize and contribute to family and community. Students will identify the differences between wants and needs and the purpose of employment.

3-YEAR-OLDS	4-YEAR-OLDS
SS 3 yr.7.1: With prompting and support, discuss the difference between basic needs (for example, food, shelter, and clothing) and wants (for example, toys, games, and treats).	SS 4 yr.7.1: Identify the difference between basic needs (for example, food, shelter, clothing) and wants (for example, toys, games, treats).
SS 3 yr.7.2: Begin to recognize that people have jobs to meet needs, including self, classroom, and community.	SS 4 yr.7.2: With prompting and support, explain that people have jobs to meet needs, including self, classroom, and community.

STRAND 8: SCIENCE, TECHNOLOGY, AND SOCIETY

Early learning programs should include experiences that provide for the study of relationships among science, technology, and society. Students will identify the uses of simple technology (for example, pencils, scissors, spoons) and electronic tablets and computers. Students will understand how to use technology safely and how it affects learning and living.

3-YEAR-OLDS	4-YEAR-OLDS
SS 3 yr.8.1: With prompting and support, identify how simple and electronic technology affects the way people live, work, travel, communicate, and play.	SS 4 yr.8.1: Describe how simple and electronic technology affects the way people live, work, travel, communicate, and play.
SS 3 yr.8.2: With prompting and support, recognize the importance of balancing media time with other activities.	SS 4 yr.8.2: Recognize the importance of balancing media time with other activities.

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