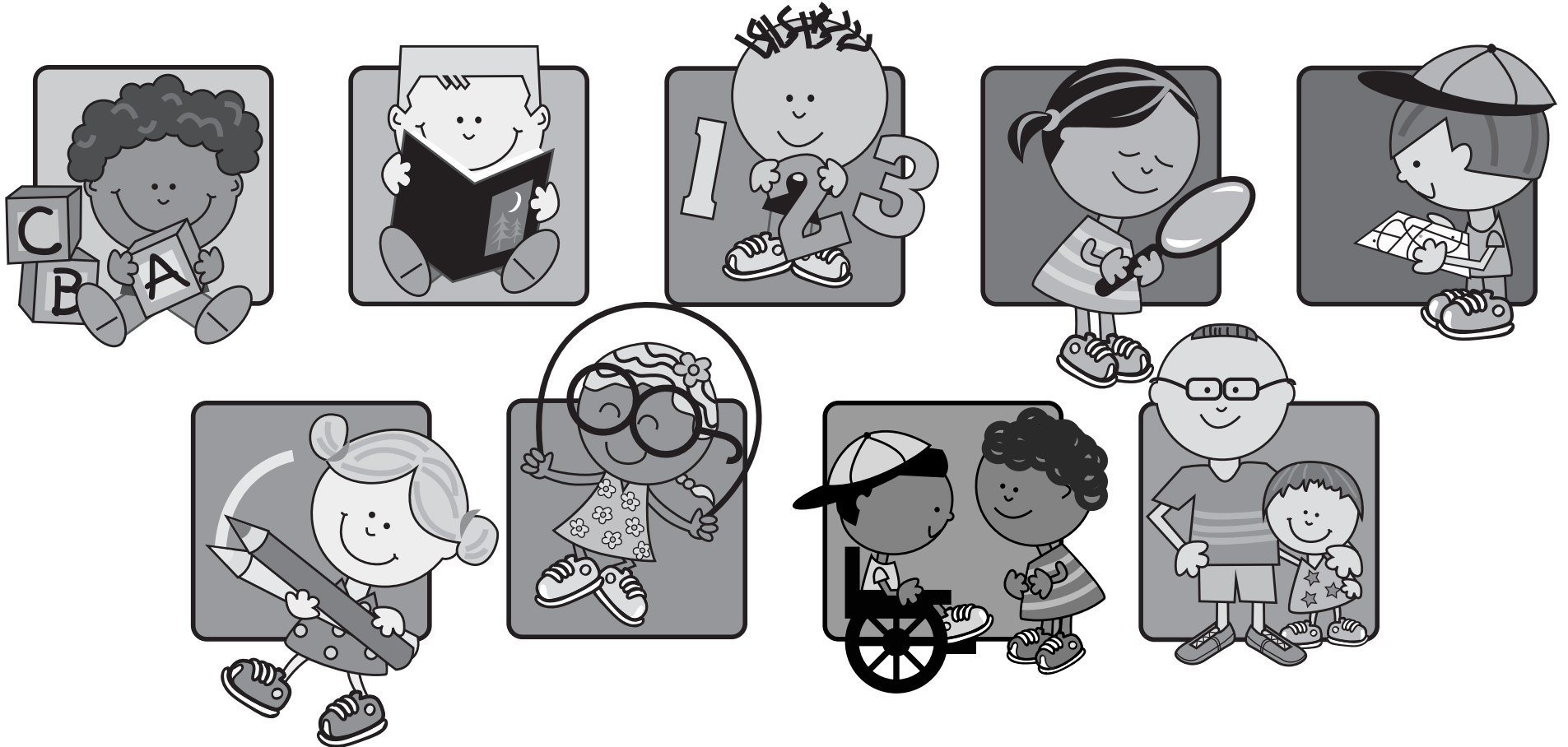


UPDATED IN  
2024

# CONTINUUM

Infant • Young Toddler • Older Toddler • Pre-Kindergarten  
Kindergarten • Grade 1 • Grade 2



**2024 Pennsylvania Learning Standards for Early Childhood**  
**Office of Child Development and Early Learning**

Pennsylvania Department of Education and Department of Human Services

# APPROACHES TO LEARNING THROUGH PLAY

## STANDARD AREA AL.1 Constructing and Gathering Knowledge

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1	GRADE 2
<b>A. Curiosity and Initiative</b>	<b>AL.1 I.A</b> Use the senses as a primary means to explore and learn from the environment.	<b>AL.1 YT.A</b> Show interest in various environmental stimuli.	<b>AL.1 OT.A</b> Explore characteristics of and ask questions about objects, people, activities, and environments.	<b>AL.1 PK.A</b> Explore and ask questions to seek meaningful information about a growing range of topics, ideas, and tasks.	<b>AL.1 K.A</b> Explore and ask questions to seek meaningful information about a growing range of topics, ideas, and tasks.	<b>AL.1 1.A</b> Explore and ask questions to seek meaningful information about a growing range of topics, ideas, and tasks.	<b>AL.1 2.A</b> Explore and ask questions to seek meaningful information about a growing range of topics, ideas, and tasks.
<b>B. Risk-Taking</b>	<b>AL.1 I.B</b> Explore in the comfort of a familiar surrounding or adult.	<b>AL.1 YT.B</b> Explore the environment in close proximity to and in the constant sight of familiar adult.	<b>AL.1 OT.B</b> Explore the environment independently seeking occasional approval from adults.	<b>AL.1 PK.B</b> Demonstrate a willingness to participate in new and challenging experiences.	<b>AL.1 K.B</b> Demonstrate a willingness to participate in an increasing variety of diverse experiences.	<b>AL.1 1.B</b> Participate in a variety of challenging experiences.	<b>AL.1 2.B</b> Participate in a variety of challenging experiences.
<b>C. Stages of Play</b>	<b>AL.1 I.C</b> Engage in parallel play.	<b>AL.1 YT.C</b> Engage in associative play.	<b>AL.1 OT.C</b> Engage with others in simple cooperative play.	<b>AL.1 PK.C</b> Engage in complex play sequences with two or more children.	<b>AL.1 K.C</b> Engage in elaborate, interactive play sequences that include acting out roles and negotiating play themes.	<b>AL.1 1.C</b> Engage in cooperative, purposeful, and interactive play experiences that enhance learning.	<b>AL.1 2.C</b> Engage in cooperative, purposeful, and interactive play experiences that enhance learning.

## STANDARD AREA AL.2 Organizing and Understanding Information

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1	GRADE 2
<b>A. Engagement and Attention</b>	<b>AL.2 I.A</b> Interact with others, objects, or activities for short periods of time.	<b>AL.2 YT.A</b> Engage with others, focus attention, and participate in activities for longer periods of time.	<b>AL.2 OT.A</b> Focus attention and participate in task-oriented activities.	<b>AL.2 PK.A</b> Work toward completing a task, even if challenging, and despite interruptions.	<b>AL.2 K.A</b> Complete a task, despite interruptions or classroom disruptions.	<b>AL.2 1.A</b> Complete a task, despite interruptions or classroom disruptions.	<b>AL.2 2.A</b> Complete a task, despite interruptions or classroom disruptions.
<b>B. Task Analysis</b>	<b>AL.2 I.B</b> Anticipate next step of a familiar routine or activity.	<b>AL.2 YT.B</b> Know the sequence of familiar routines.	<b>AL.2 OT.B</b> Identify and complete the sequence of familiar routines and tasks.	<b>AL.2 PK.B</b> Independently break simple tasks into steps and complete them one at a time.	<b>AL.2 K.B</b> Complete multi-step tasks with independence.	<b>AL.2 1.B</b> Complete multi-step tasks with independence.	<b>AL.2 2.B</b> Complete multi-step tasks with independence.

<b>C. Persistence</b>	<b>AL.2 I.C</b> Engage with an object in more than one way.	<b>AL.2 Y.T.C</b> Attempt to accomplish challenging tasks.	<b>AL.2 O.T.C</b> Attempt to accomplish challenging tasks by employing familiar strategies.	<b>AL.2 P.K.C</b> Attempt to accomplish challenging tasks by employing familiar and new strategies as needed.	<b>AL.2 K.C</b> Accomplish challenging tasks by employing familiar and new strategies as needed.	<b>AL.2 1.C</b> Accomplish challenging tasks by employing familiar and new strategies as needed.	<b>AL.2 2.C</b> Accomplish challenging tasks independently.
<b>D. Patterning</b>	<i>EMERGING</i>	<b>AL.2 Y.T.D</b> Recognize simple patterns in the environment.	<b>AL.2 O.T.D</b> Recognize and create simple patterns.	<b>AL.2 P.K.D</b> Recognize and extend simple patterns.	<b>AL.2 K.D</b> Recognize and create simple patterns.	<b>AL.2 1.D</b> Recognize and create increasingly complex patterns.	<b>AL.2 2.D</b> Recognize and create increasingly complex patterns.
<b>E. Memory</b>	<b>AL.2 I.E</b> Recognize and respond to familiar adults and routines.	<b>AL.2 Y.T.E</b> Recall information from previous experiences.	<b>AL.2 O.T.E</b> Retain and recall information from previous experiences.	<b>AL.2 P.K.E</b> Retain and recall information presented over a short period of time.	<b>AL.2 K.E</b> Retain and recall information presented over a short period of time.	<b>AL.2 1.E</b> Employ familiar strategies to recall information for a purpose.	<b>AL.2 2.E</b> Employ new and familiar strategies to recall information for a purpose.

## STANDARD AREA AL.3 Applying Knowledge

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1	GRADE 2
<b>A. Creativity</b>	<b>AL.3 I.A/B</b> Respond to music, art, and stories.	<b>AL.3 Y.T.A/B</b> Express self through simple actions, gestures, and words.	<b>AL.3 O.T.A/B</b> Construct music, art, and stories as a means of self-expression.	<b>AL.3 P.K.A</b> Use music, art, and/or stories to express ideas, thoughts, and feelings.	<b>AL.3 K.A</b> Use music, art, and/or stories to express ideas, thoughts, and feelings.	<b>AL.3 1.A</b> Use and connect materials/strategies in uncommon ways to create something new or to solve problems.	<b>AL.3 2.A</b> Use and connect materials/strategies in uncommon ways to create something new or to solve problems.
<b>B. Invention</b>				<b>AL.3 P.K.B</b> Produce and explain the purpose for a new creation.	<b>AL.3 K.B</b> Create an object to serve a functional purpose.	<b>AL.3 1.B</b> Create an object to serve a functional purpose.	<b>AL.3 2.B</b> Create an object to serve a functional purpose.
<b>C. Representation</b>	<b>AL.3 I.C</b> Use a variety of materials to create.	<b>AL.3 Y.T.C</b> Use a variety of materials to represent familiar objects.	<b>AL.3 O.T.C</b> Experiment with materials to represent objects.	<b>AL.3 P.K.C</b> Use materials and objects to represent new concepts.	<b>AL.3 K.C</b> Use materials and objects to represent new concepts.	<b>AL.3 1.C</b> Use materials and objects to represent new concepts.	<b>AL.3 2.C</b> Use materials and objects to represent new concepts.

## STANDARD AREA AL.4 Learning through Experience

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1	GRADE 2
<b>A. Making Connections</b>	<b>AL.4 I.A</b> Demonstrate comfort in routines, objects, and materials that reflect home experiences.	<b>AL.4 YT.A</b> Relay experience from one setting to another.	<b>AL.4 OT.A</b> Notice similarities and differences between settings.	<b>AL.4 PK.A</b> Relate knowledge learned from one experience to a similar experience in a new setting.	<b>AL.4 K.A</b> Relate knowledge learned from one experience to a similar experience in a new setting.	<b>AL.4 1.A</b> Relate knowledge learned from one experience to another.	<b>AL.4 2.A</b> Relate knowledge learned from one experience to another.
<b>B. Resiliency</b>	<b>AL.4 I.B</b> Use comfort of familiar experiences to explore new activities and experiences.	<b>AL.4 YT.B</b> Repeat familiar activity to gain comfort and confidence.	<b>AL.4 OT.B</b> Approach new experiences with confidence.	<b>AL.4 PK.B</b> Recognize that everyone makes mistakes and that using positive coping skills can result in learning from the experience.	<b>AL.4 K.B</b> Recognize that everyone makes mistakes and that using positive coping skills can result in learning from the experience.	<b>AL.4 1.B</b> Recognize that everyone makes mistakes and that using positive coping skills can result in learning from the experience.	<b>AL.4 2.B</b> Recognize that everyone makes mistakes and that using positive coping skills can result in learning from the experience.
<b>C. Problem-Solving</b>	<b>AL.4 I.C</b> Play with a variety of objects to determine similar and different outcomes.	<b>AL.4 YT.C</b> Solve simple problems independently.	<b>AL.4 OT.C</b> Attempt problem-solving activities to achieve a positive outcome.	<b>AL.4 PK.C</b> Attempt problem-solving activities to achieve a positive outcome.	<b>AL.4 K.C</b> Employ problem-solving strategies to achieve a positive outcome.	<b>AL.4 1.C</b> Use problem-solving strategies to achieve a positive outcome.	<b>AL.4 2.C</b> Use problem-solving strategies to achieve a positive outcome.

# SOCIAL AND EMOTIONAL DEVELOPMENT

## STANDARD AREA 16.1 Self-Awareness and Self-Management

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1	GRADE 2
<b>A. Manages Emotions and Behaviors</b>	<b>16.1 I.A</b> Demonstrate an emotional response to the environment.	<b>16.1 Y.T.A</b> Demonstrate an emotional response in reaction to an experience.	<b>16.1 O.T.A</b> Make connections between emotions and behavior.	<b>16.1 P.K.A</b> Distinguish between emotions and identify socially accepted ways to express them.	<b>16.1 K.A</b> Distinguish between emotions and identify socially accepted ways to express them.	<b>16.1 1.A</b> Examine the impact of emotions and responses on view of self and interactions with others.	<b>16.1 2.A</b> Examine the impact of emotions and responses on view of self and interactions with others.
<b>B. Influences of Personal Traits on Life Achievements</b>	<b>16.1 I.B</b> Demonstrate preference for specific objects and people.	<b>16.1 Y.T.B</b> Demonstrate preference for specific objects or activities.	<b>16.1 O.T.B</b> Communicate preference for people, objects, and activities.	<b>16.1 P.K.B</b> Recognize that everyone has personal traits which guide behavior and choices.	<b>16.1 K.B</b> Recognize that everyone has personal traits which guide behavior and choices.	<b>16.1 1.B</b> Understand the impact of personal traits on relationships and school achievement.	<b>16.1 2.B</b> Understand the impact of personal traits on relationships and school achievement.
<b>C. Resiliency</b>	<b>16.1 I.C</b> Use comfort of familiar experiences to explore new activities and experiences.	<b>16.1 Y.T.C</b> Repeat familiar activity to gain comfort and confidence.	<b>16.1 O.T.C</b> Approach new experiences with confidence.	<b>16.1 P.K.C</b> Recognize that everyone makes mistakes and that using positive coping skills can result in learning from the experience.	<b>16.1 K.C</b> Recognize that everyone makes mistakes and that using positive coping skills can result in learning from the experience.	<b>16.1 1.C</b> Identify adverse situations which all people encounter and healthy ways to address.	<b>16.1 2.C</b> Identify adverse situations which all people encounter and healthy ways to address.
<b>D. Goal-Setting</b>	<i>EMERGING</i>	<i>EMERGING</i>	<b>16.1 O.T.D</b> Establish goals independently.	<b>16.1 P.K.D</b> Establish goals independently and recognize their influence on choices.	<b>16.1 K.D</b> Establish goals independently and recognize their influence on choices.	<b>16.1 1.D</b> Describe the effect of goal-setting on self and others.	<b>16.1 2.D</b> Describe the effect of goal-setting on self and others.
<b>E. Identity Development</b>	<b>16.1 I.E</b> Respond to self in mirror.	<b>16.1 Y.T.E</b> Convey ownership of objects and people.	<b>16.1 O.T.E</b> Use language that indicates knowledge of self.				

## STANDARD AREA 16.2 Establishing and Maintaining Relationships

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1	GRADE 2
<b>A. Relationships – Trust and Attachment</b>	<b>16.2 I.A</b> Show affection and bond with familiar adults.	<b>16.2 Y.T.A</b> Use trusted adult as a secure base from which to explore the environment.	<b>16.2 O.T.A</b> Develop relationships that extend beyond trusted adults.	<b>16.2 P.K.A</b> Interact with peers and adults in a socially acceptable manner.	<b>16.2 K.A</b> Interact with peers and adults in a socially acceptable manner.	<b>16.2 1.A</b> Establish relationships that are positive and supportive of others.	<b>16.2 2.A</b> Establish relationships that are positive and supportive of others.
<b>B. Diversity</b>	<b>16.2 I.B</b> Notice differences in others.	<b>16.2 Y.T.B</b> Recognize similarities and differences between self and others.	<b>16.2 O.T.B</b> Communicate about similarities and differences between self and others.	<b>16.2 P.K.B</b> Identify similarities and differences between self and others.	<b>16.2 K.B</b> Identify similarities and differences between self and others.	<b>16.2 1.B</b> Recognize and tolerate the uniqueness of all people in all situations.	<b>16.2 2.B</b> Recognize and tolerate the uniqueness of all people in all situations.
<b>C. Communication</b>	<b>16.2 I.C</b> Use sounds and gestures as a form of reciprocal communication.	<b>16.2 Y.T.C</b> Use sounds, gestures, and words as a form of reciprocal communication.	<b>16.2 O.T.C</b> Engage in reciprocal conversations and interactions with peers and adults.	<b>16.2 P.K.C</b> Engage in reciprocal communication with adults and peers.	<b>16.2 K.C</b> Engage in reciprocal communication with adults and peers.	<b>16.2 1.C</b> Explain the impact of communication on interactions with others.	<b>16.2 2.C</b> Explain the impact of communication on interactions with others.
<b>D. Managing Interpersonal Conflicts</b>	<b>16.2 I.D</b> Express emotion relating to a conflict.	<b>16.2 Y.T.D</b> Express emotion relating to a conflict.	<b>16.2 O.T.D</b> Communicate about a conflict and seek help to solve.	<b>16.2 P.K.D</b> Recognize that conflict occurs and distinguish between appropriate and inappropriate ways to resolve conflict. <i>*See also 5.2 P.K.B</i>	<b>16.2 K.D</b> Recognize that conflict occurs and distinguish between appropriate and inappropriate ways to resolve conflict. <i>*See also 5.2 K.B</i>	<b>16.2 1.D</b> Identify and apply appropriate ways to resolve conflict.	<b>16.2 2.D</b> Identify and apply appropriate ways to resolve conflict.
<b>E. Support – Asking for Help</b>	<b>16.2 I.E</b> Indicate needs through vocalizations and body movements.	<b>16.2 Y.T.E</b> Communicate needs.	<b>16.2 O.T.E</b> Ask for help when needed.	<b>16.2 P.K.E</b> Ask for and accept offers of help when needed or appropriate.	<b>16.2 K.E</b> Ask for and accept offers of help when needed or appropriate.	<b>16.2 1.E</b> Determine who, when, where, or how to seek help for solving problems.	<b>16.2 2.E</b> Determine who, when, where, or how to seek help for solving problems.

## STANDARD AREA 16.3 Decision-Making and Responsible Behavior

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1	GRADE 2
<b>A. Decision-Making Skills</b>	<b>16.3 IA</b> Demonstrate preference for specific objects and people.	<b>16.3 YTA</b> Make simple choices.	<b>16.3 OTA</b> Recognize the consequences of choices.	<b>16.3 PK.A</b> Interpret the consequences of choices.	<b>16.3 K.A</b> Interpret the consequences of choices.	<b>16.3 1.A</b> Recognize that there are consequences for every decision which are the responsibility of the decision-maker.	<b>16.3 2.A</b> Recognize that there are consequences for every decision which are the responsibility of the decision-maker.
<b>B. Understanding Social Norms – Social Identity</b>	<b>16.3 IB</b> Respond to adult guidance about behavior.	<b>16.3 YT.B</b> Demonstrate basic understanding of rules.	<b>16.3 OT.B</b> Follow basic rules.	<b>16.3 PK.B</b> Recognize there are socially acceptable ways to behave in different places.	<b>16.3 K.B</b> Recognize there are socially acceptable ways to behave in different places.	<b>16.3 1.B</b> Demonstrate knowledge of how social norms affect decision-making and behavior.	<b>16.3 2.B</b> Demonstrate knowledge of how social norms affect decision-making and behavior.
<b>C. Responsible Active Engagement – Empathy</b>	<b>16.3 IC</b> React to others' expressions of emotion.	<b>16.3 YTC</b> Engage in empathy and compassion in some situations.	<b>16.3 OTC</b> Demonstrate empathy and compassion for others.	<b>16.3 PK.C</b> Actively engage in assisting others when appropriate.	<b>16.3 K.C</b> Actively engage in assisting others when appropriate.	<b>16.3 1.C</b> Actively engage in creating an environment that encourages healthy relationships.	<b>16.3 2.C</b> Actively engage in creating an environment that encourages healthy relationships.

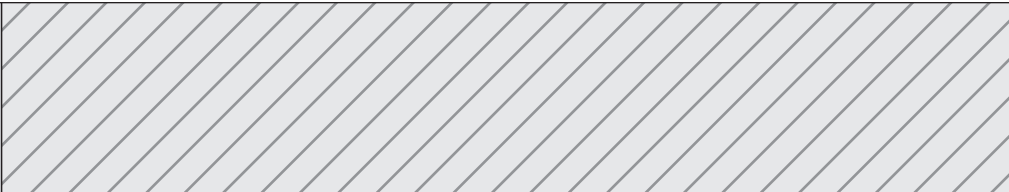
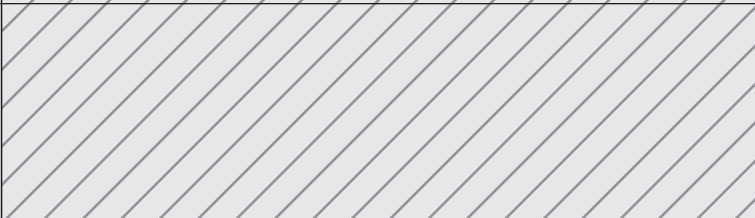

# LANGUAGE AND LITERACY DEVELOPMENT

## STANDARD AREA 1.1 Foundational Skills

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1	GRADE 2
<b>A. Book Handling</b>	<b>1.1 IA</b> Explore books in a variety of ways.	<b>1.1 YT.A</b> Demonstrate beginning book-handling skills.	<b>1.1 OT.A</b> Demonstrate beginning book-handling skills.	<b>1.1 PK.A</b> Practice appropriate book-handling skills.	<b>1.1 K.A</b> Use book-handling skills.		
<b>B. Print Concepts</b>	<b>1.1 IB</b> Demonstrate interest in books that have color, pattern, and contrast.	<b>1.1 YT.B</b> Demonstrate interest in pictures and text.	<b>1.1 OT.B</b> Recognize that print has meaning.	<b>1.1 PK.B</b> Identify basic features of print.	<b>1.1 K.B.</b> Demonstrate understanding of the organization and basic features of print.	<b>1.1 1.B.</b> Demonstrate understanding of the organization and basic features of print.	
<b>C. Phonological Awareness</b>	<b>1.1 IC</b> Respond to sounds in the environment.	<b>1.1 YT.C</b> Identify and imitate familiar sounds in the environment.	<b>1.1 OT.C</b> Categorize familiar sounds.	<b>1.1 PK.C</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	<b>1.1 K.C</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	<b>1.1 1.C</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
<b>D. Phonics and Word Recognition</b>	<i>EMERGING</i>	<i>EMERGING</i>	<b>1.1 OT.D</b> Recognize familiar environmental print.	<b>1.1 PK.D</b> Develop beginning phonics and word skills.	<b>1.1 K.D</b> Know and apply grade-level phonics and word analysis skills in decoding words.	<b>1.1 1.D</b> Know and apply grade-level phonics and word analysis skills in decoding words.	<b>1.1 2.D</b> Know and apply grade-level phonics and word analysis skills in decoding words.
<b>E. Fluency</b>				<i>EMERGING TO ...</i> Read emergent-reader text with purpose and understanding.	<b>1.1 K.E</b> Read emergent-reader text with purpose and understanding.	<b>1.1 1.E</b> Read with accuracy and fluency to support comprehension.	<b>1.1 2.E</b> Read with accuracy and fluency to support comprehension.


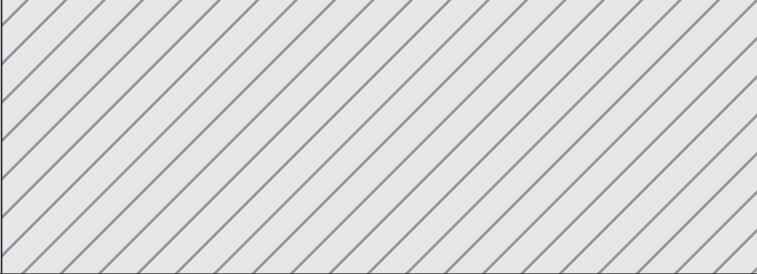




<b>H. Integration of Knowledge and Ideas – Evaluating Arguments</b>				<b>1.2 K.H</b> With prompting and support, identify the reasons an author gives to support points in a text.	<b>1.2 1.H</b> Identify the reasons an author gives to support points in a text.	<b>1.2 2.H</b> Describe how reasons support specific points the author makes in a text.	
<b>I. Integration of Knowledge and Ideas – Analysis Across Texts</b>				<b>1.2 PK.I</b> With prompting and support, identify basic similarities and differences between two texts read aloud on the same topic.	<b>1.2 K.I</b> With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic.	<b>1.2 1.I</b> Identify basic similarities in and differences between two texts on the same topic.	<b>1.2 2.I</b> Compare and contrast the most important points presented on the same topic.
<b>J. Vocabulary Acquisition and Use</b>	<b>1.2 I.J</b> Use single words to identify family members and familiar objects.	<b>1.2 YT.J</b> Use new vocabulary in everyday speech.	<b>1.2 OT.J</b> Use expanded vocabulary in everyday speech.	<b>1.2 PK.J</b> Use new vocabulary and phrases acquired in conversations and being read to.	<b>1.2 K.J</b> Use words and phrases acquired through conversations, reading, and being read to, and respond to texts.	<b>1.2 1.J</b> Use words and phrases acquired through conversations, reading, and being read to, and respond to texts, including words that signal connections and relationships between the words and phrases.	<b>1.2 2.J</b> Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
<b>K. Vocabulary Acquisition and Use</b>				<b>1.2 PK.K</b> With prompting and support, clarify unknown words or phrases read aloud.	<b>1.2 K.K</b> With prompting and support, determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade-level reading and content.	<b>1.2 1.K</b> Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade-level reading and content.	<b>1.2 2.K</b> Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade-level reading and content, choosing from a range of strategies and tools.
<b>L. Range of Reading</b>	<b>1.2 I.L</b> Engage in reading activities.	<b>1.2 YT.L</b> Actively engage in reading activities for short periods of time.	<b>1.2 OT.L</b> Actively engage in small group reading activities.	<b>1.2 PK.L</b> With prompting and support, actively engage in group reading activities with purpose and understanding.	<b>1.2 K.L</b> Actively engage in group reading activities with purpose and understanding.	<b>1.2 1.L</b> Read and comprehend literary nonfiction (historical fiction) and informational text on grade level, reading independently and proficiently.	<b>1.2 2.L</b> Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

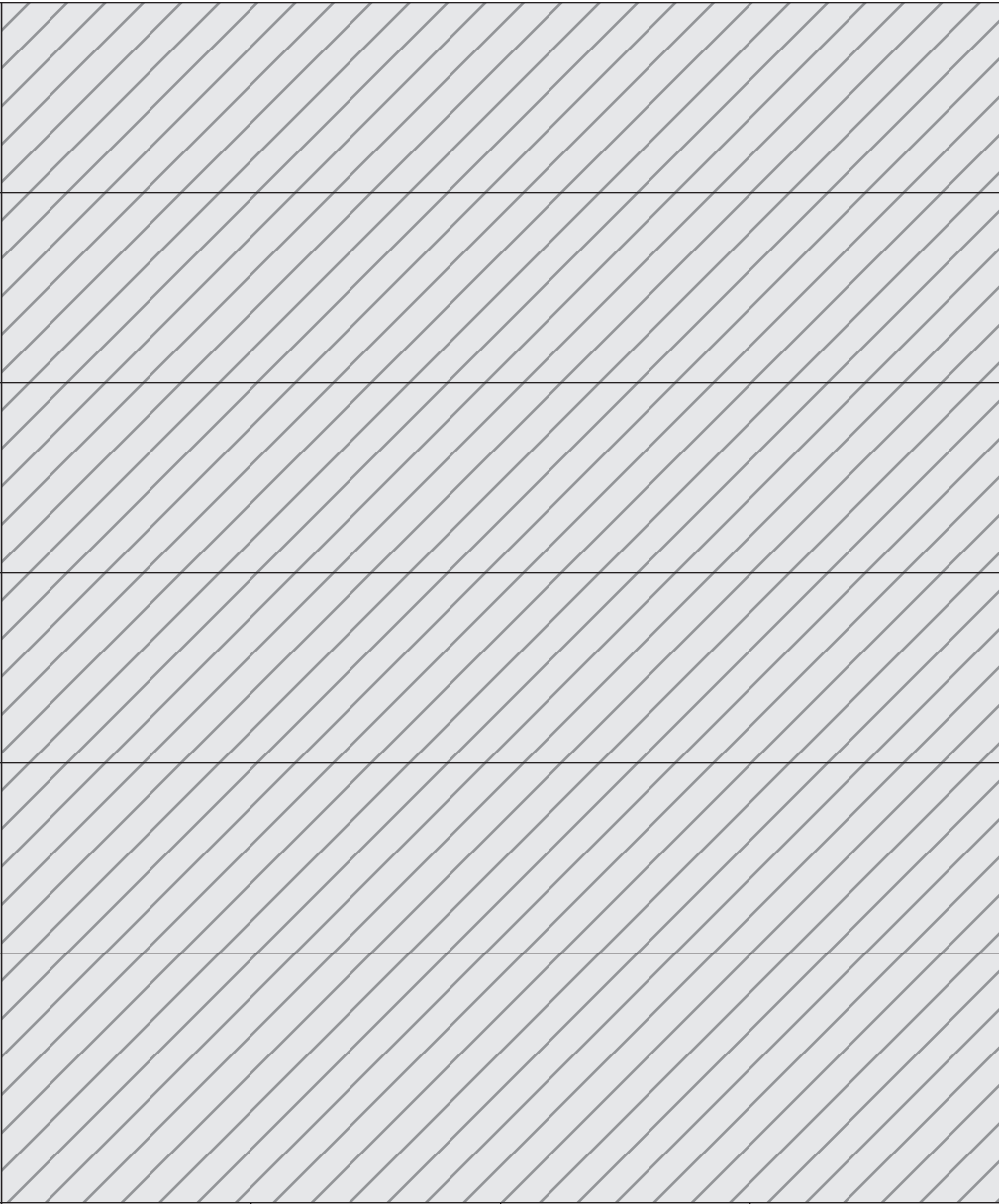
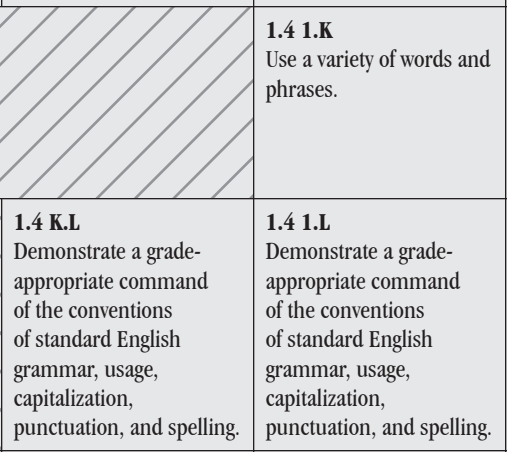
## STANDARD AREA 1.3 Reading Literature

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1	GRADE 2
<b>A. Key Ideas and Details – Theme</b>	<i>EMERGING</i>	<i>EMERGING</i>	<b>1.3 OT.A</b> Recall an event from a story.	<b>1.3 PK.A</b> With prompting and support, retell a familiar story in a sequence with picture support.	<b>1.3 K.A</b> With prompting and support, retell familiar stories including key details.	<b>1.3 1.A</b> Retell stories, including key details, and demonstrate understanding of their central message or lesson.	<b>1.3 2.A</b> Recount stories and determine their central message, lesson, or moral.
<b>B. Key Ideas and Details – Text Analysis</b>	<b>1.3 1.B</b> Attend to a picture in a story when reading with an adult.	<b>1.3 YT.B</b> Respond to simple questions about a story.	<b>1.3 OT.B</b> Answer simple questions about a story.	<b>1.3 PK.B</b> Answer questions about a particular story (who, what, how, when, and where).	<b>1.3 K.B</b> Answer questions about key details in a text.	<b>1.3 1.B</b> Ask and answer questions about key details in a text.	<b>1.3 2.B</b> Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
<b>C. Key Ideas and Details – Literary Elements</b>	<i>EMERGING</i>	<i>EMERGING</i>	<b>1.3 OT.C</b> Recognize pictures of familiar characters in a book.	<b>1.3 PK.C</b> With prompting and support, answer questions to identify characters, settings, and major events in a story.	<b>1.3 K.C</b> With prompting and support, identify characters, settings, and major events in a story.	<b>1.3 1.C</b> Describe characters, settings, and major events in a story, using key details.	<b>1.3 2.C</b> Describe how characters in a story respond to major events and challenges.
<b>D. Craft and Structure – Point of View</b>				<b>1.3 PK.D</b> With prompting and support, name the author and illustrator of a story.	<b>1.3 K.D</b> Name the author and illustrator of a story and define the role of each in telling the story.	<b>1.3 1.D</b> Identify who is telling the story at various points in a text.	<b>1.3 2.D</b> Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud.
<b>E. Craft and Structure – Text Structure</b>				<b>1.3 PK.E</b> With prompting and support, recognize common types of text.	<b>1.3 K.E</b> Recognize common types of text.	<b>1.3 1.E</b> Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types.	<b>1.3 2.E</b> Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
<b>F. Craft and Structure – Vocabulary</b>				<b>1.3 PK.F</b> Answer questions about unfamiliar words read aloud from a story.	<b>1.3 K.F</b> Ask and answer questions about unknown words in a text.	<b>1.3 1.F</b> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	<b>1.3 2.F</b> Describe how words and phrases supply rhythm and meaning in a story, poem, or song.

<b>G.</b> <b>Integration of Knowledge and Ideas – Sources of Information</b>	<i>EMERGING</i>	<i>EMERGING</i>	<b>1.3 OT.G</b> Notice details in illustration or picture.	<b>1.3 PK.G</b> Describe pictures in books using detail.	<b>1.3 K.G</b> Make connections between the illustrations and the text in a story (read or read aloud).	<b>1.3 1.G</b> Use illustrations and details in a story to describe characters, settings, or events.	<b>1.3 2.G</b> Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.
<b>H.</b> <b>Integration of Knowledge and Ideas – Text Analysis</b>				<b>1.1 PK.H</b> Answer questions to compare and contrast the adventures and experiences of characters in familiar stories.	<b>1.3 K.H</b> Compare and contrast the adventures and experiences of characters in familiar stories.	<b>1.3 1.H</b> Compare and contrast the adventures and experiences of characters in stories.	<b>1.3 2.H</b> Compare and contrast two or more versions of the same story by different authors or from different cultures.
<b>I.</b> <b>Vocabulary Acquisition and Use – Strategies</b>				<b>1.3 PK.I</b> With prompting and support, clarify unknown words or phrases read aloud.	<b>1.3 K.I</b> Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade-level reading and content.	<b>1.3 1.I</b> Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade-level reading and content.	<b>1.3 2.I</b> Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade-level reading and content, choosing from a range of strategies and tools.
<b>J.</b> <b>Vocabulary Acquisition and Use</b>	<b>1.3 1.J</b> Use single words to identify family members and familiar objects.	<b>1.3 Y1.J</b> Use new vocabulary in everyday speech.	<b>1.3 OT.J</b> Use expanded vocabulary in everyday speech.	<b>1.3 PK.J</b> Use new vocabulary and phrases acquired in conversations and being read to.	<b>1.3 K.J</b> Use words and phrases acquired through conversations, reading, and being read to, and respond to texts.	<b>1.3 1.J</b> Use words and phrases acquired through conversations, reading, and being read to, and respond to texts, including words that signal connections and relationships between the words and phrases.	<b>1.3 2.J</b> Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
<b>K.</b> <b>Range of Reading</b>	<b>1.3 1.K</b> Engage in reading activities.	<b>1.3 Y1.K</b> Actively engage in reading activities for short periods of time.	<b>1.3 OT.K</b> Actively engage in small group reading activities.	<b>1.3 PK.K</b> With prompting and support, actively engage in group reading activities with purpose and understanding.	<b>1.3 K.K</b> Actively engage in group reading activities with purpose and understanding.	<b>1.3 1.K</b> Read and comprehend literature on grade level, reading independently and proficiently.	<b>1.3 2.K</b> Read and comprehend literature on grade level, reading independently and proficiently.

## STANDARD AREA 1.4 Writing

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1	GRADE 2		
<b>A. Informative/ Explanatory</b>				<b>1.4 PK.A</b> Draw/dictate to compose informative/explanatory texts examining a topic.	<b>1.4 K.A</b> Use a combination of drawing, dictating, and writing to compose informative/explanatory texts.	<b>1.4 1.A</b> Write informative/ explanatory texts to examine a topic and convey ideas and information.	<b>1.4 2.A</b> Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.		
<b>B. Informative/ Explanatory – Focus</b>				<b>1.4 PK.B</b> With prompting and support, draw/dictate about one specific topic.	<b>1.4 K.B</b> Use a combination of drawing, dictating, and writing to focus on one specific topic.	<b>1.4 1.B</b> Identify and write about one specific topic.	<b>1.4 2.B</b> Identify and introduce the topic.		
<b>C. Informative/ Explanatory – Content</b>				<b>1.4 PK.C</b> With prompting and support, generate ideas to convey information.	<b>1.4 K.C</b> With prompting and support, generate ideas and details to convey information that relates to the chosen topic.	<b>1.4 1.C</b> Develop the topic with two or more facts.	<b>1.4 2.C</b> Develop the topic with facts and/or definitions.		
<b>D. Informative/ Explanatory – Organization</b>				<b>1.4 PK.D</b> With prompting and support, make logical connections between drawing and dictation.	<b>1.4 K.D</b> Make logical connections between drawing and dictation/writing.	<b>1.4 1.D</b> Group information and provide some sense of closure.	<b>1.4 2.D</b> Group information and provide a concluding statement or section.		
<b>E. Informative/ Explanatory – Style</b>							<b>1.4 K.E</b> With prompting and support, illustrate using details and dictate/write using descriptive words.	<b>1.4 1.E</b> Choose words and phrases for effect.	<b>1.4 2.E</b> Choose words and phrases for effect.
<b>F. Informative/ Explanatory – Conventions of Language</b>							<b>EMERGING TO ...</b> Spell simple words phonetically.	<b>1.4 K.F</b> Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	<b>1.4 1.F</b> Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

<b>G. Opinion/ Argumen- tative</b>				<b>1.4 K.G</b> Use a combination of drawing, dictating, and writing to compose opinion pieces on familiar topics.	<b>1.4 1.G</b> Write opinion pieces on familiar topics.	<b>1.4 2.G</b> Write opinion pieces on familiar topics or texts.		
<b>H. Opinion/ Argumen- tative – Focus</b>				<b>1.4 K.H</b> Form an opinion by choosing between two given topics.	<b>1.4 1.H</b> Form an opinion by choosing among given topics.	<b>1.4 2.H</b> Identify the topic and state an opinion.		
<b>I. Opinion/ Argumen- tative – Content</b>				<b>1.4 K.I</b> Support the opinion with reasons.	<b>1.4 1.I</b> Support the opinion with reasons related to the opinion.	<b>1.4 2.I</b> Support the opinion with reasons that include details connected to the opinion.		
<b>J. Opinion/ Argumen- tative – Orientation</b>				<b>1.4 K.J</b> Make logical connections between drawing and writing.	<b>1.4 1.J</b> Create an organizational structure that includes reasons and provides some sense of closure.	<b>1.4 2.J</b> Create an organizational structure that includes reasons and a concluding statement.		
<b>K. Opinion/ Argumen- tative – Style</b>							<b>1.4 1.K</b> Use a variety of words and phrases.	<b>1.4 2.K</b> Use a variety of words and phrases to appeal to the audience.
<b>L. Opinion/ Argumen- tative – Conventions of Language</b>							<b>1.4 K.L</b> Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	<b>1.4 1.L</b> Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
<b>M. Narrative</b>				<i>EMERGING</i>	<i>EMERGING</i>	<b>1.4 OT.M</b> Tell a story about a picture.	<b>1.4 PK.M</b> Dictate narratives to describe real or imagined experiences or events.	<b>1.4 K.M</b> Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events.

<b>N. Narrative – Focus</b>				<b>1.4 PK.N</b> Establish “who” and “what” the narrative will be about.	<b>1.4 K.N</b> Establish who and what the narrative will be about.	<b>1.4 1.N</b> Establish who and what the narrative will be about.	<b>1.4 2.N</b> Establish a situation and introduce a narrator and/or characters.	
<b>O. Narrative – Content</b>				<b>1.4 PK.O</b> With prompting and support, describe experiences and events.	<b>1.4 K.O</b> Describe experiences and events.	<b>1.4 1.O</b> Include thoughts and feelings to describe experiences and events.	<b>1.4 2.O</b> Include thoughts and feelings to describe experiences and events to show the responses of characters to situations.	
<b>P. Narrative – Organization</b>				<b>1.4 PK.P</b> Recount a single event and tell about the events in the order in which they occurred.	<b>1.4 K.P</b> Recount a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	<b>1.4 1.P</b> Recount two or more appropriately sequenced events, using temporal words to signal event order and provide some sense of closure.	<b>1.4 2.P</b> Organize a short sequence of events, using temporal words to signal event order and provide some sense of closure.	
<b>Q. Narrative – Style</b>							<b>1.4 1.Q</b> Use a variety of words and phrases.	<b>1.4 2.Q</b> Choose words and phrases for effect.
<b>R. Narrative – Conventions of Language</b>	<b>1.4 I.R</b> Make marks with writing and drawing tools.	<b>1.4 Y.T.R</b> Scribble with writing and drawing tools.	<b>1.4 O.T.R</b> Intentionally make marks with writing and drawing tools.	<b>EMERGING TO ...</b> Spell simple words phonetically.	<b>1.4 K.R</b> Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	<b>1.4 1.R</b> Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	<b>1.4 2.R</b> Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	
<b>T. Production and Distribution of Writing – Writing Process</b>				<b>1.4 PK.T</b> With guidance and support from adults and peers, respond to questions and suggestions, and add details as needed.	<b>1.4 K.T</b> With guidance and support from adults and peers, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	<b>1.4 1.T</b> With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	<b>1.4 2.T</b> With guidance and support from adults and peers, focus on a topic, and strengthen writing as needed by revising and editing.	

<b>U. Technology and Publication</b>					<b>1.4 K.U</b> With guidance and support, explore a variety of digital tools to produce and publish writing in collaboration with peers.	<b>1.4 1.U</b> With guidance and support, use a variety of digital tools to produce and publish writing, including collaboration with peers.	<b>1.4 2.U</b> With guidance and support, use a variety of digital tools to produce and publish writing, including collaboration with peers.	
<b>V. Conducting Research</b>	<i>EMERGING</i>	<i>EMERGING</i>	<b>1.4 OT.V</b> Ask questions about topics of personal interest to gain information.	<b>1.4 PK.V</b> Ask questions about topics of personal interest to gain information; with teacher guidance and support, locate information on the chosen topic.	<b>1.4 K.V</b> Participate in individual or shared research projects on a topic of interest.	<b>1.4 1.V</b> Participate in individual or shared research and writing projects.	<b>1.4 2.V</b> Participate in individual or shared research and writing projects.	
<b>W. Credibility, Reliability, and Validity of Sources</b>					<b>1.4 PK.W</b> With guidance and support, recall information from experiences or books.	<b>1.4 K.W</b> With guidance and support, recall information from experiences or gather information from provided sources to answer a question.	<b>1.4 1.W</b> With guidance and support, recall information from experiences or gather information from provided sources to answer a question.	<b>1.4 2.W</b> Recall information from experiences or gather information from provided sources to answer a question.
<b>X. Range of Writing</b>					<i>EMERGING TO ...</i> Write routinely over short time frames.	<b>1.4 K.X</b> Write routinely over short time frames.	<b>1.4 1.X</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<b>1.4 2.X</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**STANDARD AREA 1.5 Speaking and Listening**

	<b>INFANT</b>	<b>YOUNG TODDLER</b>	<b>OLDER TODDLER</b>	<b>PRE-KINDERGARTEN</b>	<b>KINDERGARTEN</b>	<b>GRADE 1</b>	<b>GRADE 2</b>
<b>A. Comprehension and Collaboration – Collaborative Discussion</b>	<b>1.5 1.A</b> Use sounds and gestures as a form of reciprocal communication.	<b>1.5 YT.A</b> Use sounds, gestures, and words as a form of reciprocal communication.	<b>1.5 OT.A</b> Engage in reciprocal conversations and interactions with peers and adults.	<b>1.5 PK.A</b> Participate in collaborative conversations with peers and adults in small and larger groups.	<b>1.5 K.A</b> Participate in collaborative conversations with peers and adults in small and larger groups.	<b>1.5 1.A</b> Participate in collaborative conversations with peers and adults in small and larger groups.	<b>1.5 2.A</b> Participate in collaborative conversations with peers and adults in small and larger groups.



<b>B.</b> <b>Comprehension and Collaboration – Critical Listening</b>				<b>1.5 PK.B</b> Answer questions about key details in a text read aloud or information presented orally or through other media.	<b>1.5 K.B</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	<b>1.5 1.B</b> Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	<b>1.5 2.B</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
<b>C.</b> <b>Comprehension and Collaboration – Evaluating Information</b>	<b>1.5 I.C</b> Respond in ways that indicate understanding of what is being communicated.	<b>1.5 YI.C</b> Respond to questions, comments, or directions.	<b>1.5 OI.C</b> Respond to questions, comments, or directions.	<b>1.5 PK.C</b> Respond to what a speaker says to follow directions, seek help, or gather information.	<b>1.5 K.C</b> Ask and answer questions to seek help, get information, or clarify something that is not understood.	<b>1.5 1.C</b> Ask and answer questions about what a speaker says to gather additional information or clarify something that is not understood.	<b>1.5 2.C</b> Ask and answer questions about what a speaker says to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
<b>D.</b> <b>Presentation of Knowledge and Ideas – Purpose, Audience, and Task</b>	<b>1.5 I.D/E</b> Babble and begin to use single words and/or signs.	<b>1.5 YI.D/E</b> Use 1-2 words and/or signs to communicate.	<b>1.5 OI.D/E</b> Use simple sentences; communicating clearly enough to be understood by familiar adults.	<b>1.5 PK.D</b> Use simple sentences; share stories, familiar experiences, and interests, speaking clearly enough to be understood by most audiences.	<b>1.5 K.D</b> Share stories, familiar experiences, and interests, speaking clearly enough to be understood by all audiences using appropriate volume.	<b>1.5 1.D</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	<b>1.5 2.D</b> Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
<b>E.</b> <b>Presentation of Knowledge and Ideas – Context</b>				<b>1.5 PK.E</b> Use simple sentences; express thoughts, feelings, and ideas, speaking clearly enough to be understood by most audiences.	<b>1.5 K.E</b> Speak audibly and express thoughts, feelings, and ideas clearly.	<b>1.5 1.E</b> Produce complete sentences when appropriate to task and situation.	<b>1.5 2.E</b> Produce complete sentences when appropriate to task and situation to provide requested detail or clarification.
<b>F.</b> <b>Presentation of Knowledge and Ideas – Multimedia</b>						<b>1.5 1.F</b> Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, and feelings.	<b>1.5 2.F</b> Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings.
<b>G.</b> <b>Conventions of Standard English</b>	<b>EMERGING</b>	<b>EMERGING</b>	<b>1.5 OI.G</b> Demonstrate command of the conventions of standard English when speaking, based on Older Toddler development.	<b>1.5 PK.G</b> Demonstrate command of the conventions of standard English when speaking, based on Pre-Kindergarten level and content.	<b>1.5 K.G</b> Demonstrate command of the conventions of standard English when speaking, based on Kindergarten level and content.	<b>1.5 1.G</b> Demonstrate command of the conventions of standard English when speaking, based on Grade 1 level and content.	<b>1.5 2.G</b> Demonstrate command of the conventions of standard English when speaking, based on Grade 2 level and content.

# MATHEMATICAL THINKING AND EXPRESSION

## STANDARD AREA 2.1 Numbers and Operations

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1	GRADE 2
<b>A.1 Counting and Cardinality – Cardinality</b>	<b>2.1 I.A.1</b> Explore objects.	<b>2.1 Y.T.A.1</b> Imitate rote counting using some names of numbers.	<b>2.1 O.T.A.1</b> Know some number names and the count sequence.	<b>2.1 P.K.A.1</b> Know number names and the count sequence.	<b>2.1 K.A.1</b> Know number names and write and recite the count sequence.		
<b>A.2 Counting and Cardinality – Counting</b>	<i>EMERGING</i>	<i>EMERGING</i>	<b>2.1 O.T.A.2</b> Count to tell the number of objects.	<b>2.1 P.K.A.2</b> Count to tell the number of objects.	<b>2.1 K.A.2</b> Apply one-to-one correspondence to count the number of objects.		
<b>A.3 Counting and Cardinality – Comparing</b>	<b>2.1 I.A.3</b> Explore relationships between objects.	<b>2.1 Y.T.A.3</b> Explore simple comparisons of quantity.	<b>2.1 O.T.A.3</b> Use comparative language to show understanding of more or less.	<b>2.1 P.K.A.3</b> Compare numbers.	<b>2.1 K.A.3</b> Apply the concept of magnitude to compare numbers and quantities.		
<b>MP Counting and Cardinality – Mathematical Processes</b>	<b>2.1 I.M.P</b> Engage in numerical play.	<b>2.1 Y.T.M.P</b> Engage and persist in numerical play.	<b>2.1 O.T.M.P</b> Use mathematical processes when quantifying, comparing, and representing numbers.	<b>2.1 P.K.M.P</b> Use mathematical processes when quantifying, comparing, representing, and modeling numbers.	<p><b>Habits of Mind of a Productive Mathematical Thinker</b></p> <ul style="list-style-type: none"> <li>• Make sense of problems and persevere in solving them.</li> <li>• Attend to precision.</li> </ul> <hr/> <p><b>Reasoning and Explaining</b></p> <ul style="list-style-type: none"> <li>• Reason abstractly and quantitatively.</li> <li>• Construct viable arguments and critique the reasoning of others.</li> </ul> <p><b>Modeling and Using Tools</b></p> <ul style="list-style-type: none"> <li>• Model with mathematics.</li> <li>• Use appropriate tools strategically.</li> </ul> <p><b>Seeing Structure and Generalizing</b></p> <ul style="list-style-type: none"> <li>• Look for and make use of structure.</li> <li>• Look for and express regularity in repeated reasoning.</li> </ul>		
<b>B.1 Numbers and Operations in Base Ten</b>					<b>2.1 K.B.1</b> Use place-value to compose and decompose numbers within 19.	<b>2.1 1.B.1</b> Extend the counting sequence to read and write numerals to represent objects.	<b>2.1 2.B.1</b> Use place-value concepts to represent amounts of tens and ones and to compare three-digit numbers.

<b>B.2 Numbers and Operations in Base Ten</b>	/	<b>2.1 1.B.2</b> Use place-value concepts to represent amounts of tens and ones and to compare two-digit numbers.	<b>2.1 2.B.2</b> Use place-value concepts to read, write, and skip-count to 1,000.
<b>B.3 Numbers and Operations in Base Ten</b>	/	<b>2.1 1.B.3</b> Use place-value concepts and properties of operations to add and subtract within 100.	<b>2.1 2.B.3</b> Use place-value understanding and properties of operations to add and subtract within 1,000.

## STANDARD AREA 2.2 Algebraic Concepts

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1	GRADE 2
<b>A.1 Operations and Algebraic Thinking</b>	<i>EMERGING</i>	<b>2.2 Y.T.A.1</b> Sort manipulatives into sets.	<b>2.2 O.T.A.1</b> Add to and take apart sets.	<b>2.2 P.K.A.1</b> Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	<b>2.2 K.A.1</b> Extend the concepts of putting together and taking apart to add and subtract within 10.	<b>2.2 1.A.1</b> Represent and solve problems involving addition and subtraction within 20.	<b>2.2 2.A.1</b> Represent and solve problems involving addition and subtraction within 100.
<b>A.2 Operations and Algebraic Thinking</b>	/					<b>2.2 1.A.2</b> Understand and apply properties of operations and the relationship between addition and subtraction.	<b>2.2 2.A.2</b> Use mental strategies to add and subtract within 20.
<b>A.3 Operations and Algebraic Thinking</b>	/						<b>2.2 2.A.3</b> Work with equal groups of objects to gain foundations for multiplication.

<p><b>MP Operations and Algebraic Thinking – Mathematical Processes</b></p>		<p><b>2.2 PK.MP</b> Use mathematical processes when representing relationships.</p>	<p><b>Habits of Mind of a Productive Mathematical Thinker</b></p> <ul style="list-style-type: none"> <li>• Make sense of problems and persevere in solving them.</li> <li>• Attend to precision.</li> </ul> <hr/> <p><b>Reasoning and Explaining</b></p> <ul style="list-style-type: none"> <li>• Reason abstractly and quantitatively.</li> <li>• Construct viable arguments and critique the reasoning of others.</li> </ul> <p><b>Modeling and Using Tools</b></p> <ul style="list-style-type: none"> <li>• Model with mathematics.</li> <li>• Use appropriate tools strategically.</li> </ul> <p><b>Seeing Structure and Generalizing</b></p> <ul style="list-style-type: none"> <li>• Look for and make use of structure.</li> <li>• Look for and express regularity in repeated reasoning.</li> </ul>
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**STANDARD AREA 2.3 Geometry**

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1	GRADE 2
<p><b>A.1 Geometry – Identification</b></p>	<p><b>2.3 I.A.1</b> Explore objects of different sizes and shapes.</p>	<p><b>2.3 YTA.1</b> Match identical shapes.</p>	<p><b>2.3 OTA.1</b> Recognize and identify basic shapes in the environment.</p>	<p><b>2.3 PK.A.1</b> Identify and describe shapes.</p>	<p><b>2.3 K.A.1</b> Identify and describe two- and three- dimensional shapes.</p>	<p><b>2.3 1.A.1</b> Compose and distinguish between two- and three-dimensional shapes based on their attributes.</p>	<p><b>2.3 2.A.1</b> Analyze and draw two- and three-dimensional shapes having specified attributes.</p>
<p><b>A.2 Geometry – Application</b></p>	<p><i>EMERGING</i></p>	<p><i>EMERGING</i></p>	<p><b>2.3 OTA.2</b> Create and compose simple shapes.</p>	<p><b>2.3 PK.A.2</b> Analyze, compare, create, and compose shapes.</p>	<p><b>2.3 K.A.2</b> Analyze, compare, create, and compose two- and three- dimensional shapes.</p>	<p><b>2.3 1.A.2</b> Use the understanding of fractions to partition shapes into halves and quarters.</p>	<p><b>2.3 2.A.2</b> Use the understanding of fractions to partition shapes into halves, quarters, and thirds.</p>
<p><b>MP Geometry – Mathematical Processes</b></p>	<p><b>2.3 I.MP</b> Engage in geometric play.</p>	<p><b>2.3 YT.MP</b> Engage and persist in geometric play.</p>	<p><b>2.3 OT.MP</b> Use mathematical processes when creating and composing shapes.</p>	<p><b>2.3 PK.MP</b> Use mathematical processes when drawing, constructing, modeling, and representing shapes.</p>	<p><b>Habits of Mind of a Productive Mathematical Thinker</b></p> <ul style="list-style-type: none"> <li>• Make sense of problems and persevere in solving them.</li> <li>• Attend to precision.</li> </ul> <hr/> <p><b>Reasoning and Explaining</b></p> <ul style="list-style-type: none"> <li>• Reason abstractly and quantitatively.</li> <li>• Construct viable arguments and critique the reasoning of others.</li> </ul> <p><b>Modeling and Using Tools</b></p> <ul style="list-style-type: none"> <li>• Model with mathematics.</li> <li>• Use appropriate tools strategically.</li> </ul> <p><b>Seeing Structure and Generalizing</b></p> <ul style="list-style-type: none"> <li>• Look for and make use of structure.</li> <li>• Look for and express regularity in repeated reasoning.</li> </ul>		

## STANDARD AREA 2.4 Measurement, Data, and Probability

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1	GRADE 2
<b>A.1 Measurement and Data – Measurement</b>	<i>EMERGING</i>	<b>2.4 YTA.1</b> Engage in measurement experiences.	<b>2.4 OTA.1</b> Use basic measurement vocabulary.	<b>2.4 PKA.1</b> Describe and compare measurable attributes of length and weights of everyday objects.	<b>2.4 KA.1</b> Describe and compare attributes of length, area, weight, and capacity of everyday objects.	<b>2.4 1.A.1</b> Order lengths and measure them both indirectly and by repeating length units.	<b>2.4 2.A.1</b> Measure and estimate lengths in standard units using appropriate tools.
<b>A.2 Measurement and Data</b>	/					<b>2.4 1.A.2</b> Tell and write time in hours and half hours using both analog and digital clocks.	<b>2.4 2.A.2</b> Tell and write time to the nearest five minutes using both analog and digital clocks.
<b>A.3 Measurement and Data</b>	/						<b>2.4 2.A.3</b> Solve problems and make change using coins and paper currency with appropriate symbols.
<b>A.4 Measurement and Data – Data</b>	<i>EMERGING</i>	<b>2.4 YTA.4</b> Participate in sorting objects.	<b>2.4 OTA.4</b> Classify objects and count the number of objects in each category.	<b>2.4 PKA.4</b> Classify objects and count the number of objects in each category.	<b>2.4 KA.4</b> Classify objects and count the number of objects in each category.	<b>2.4 1.A.4</b> Represent and interpret data using tables/charts.	<b>2.4 2.A.4</b> Represent and interpret data using line plots, picture graphs, and bar graphs.
<b>A.6 Measurement and Data</b>	/						<b>2.4 2.A.6</b> Extend the concepts of addition and subtraction to problems involving length.

<p><b>MP Measurement and Data – Mathematical Processes</b></p>	<p><i>EMERGING</i></p>	<p><b>2.1 YI.MP</b> Engage and persist when measuring and sorting objects.</p>	<p><b>2.1 OT.MP</b> Use mathematical processes when measuring and organizing data.</p>	<p><b>2.4 PK.MP</b> Use mathematical processes when measuring; representing, organizing, and understanding data.</p>	<p><b>Habits of Mind of a Productive Mathematical Thinker</b></p> <ul style="list-style-type: none"> <li>• Make sense of problems and persevere in solving them.</li> <li>• Attend to precision.</li> </ul> <hr/> <p style="text-align: center;"><b>Reasoning and Explaining</b></p> <ul style="list-style-type: none"> <li>• Reason abstractly and quantitatively.</li> <li>• Construct viable arguments and critique the reasoning of others.</li> </ul> <p style="text-align: center;"><b>Modeling and Using Tools</b></p> <ul style="list-style-type: none"> <li>• Model with mathematics.</li> <li>• Use appropriate tools strategically.</li> </ul> <p style="text-align: center;"><b>Seeing Structure and Generalizing</b></p> <ul style="list-style-type: none"> <li>• Look for and make use of structure.</li> <li>• Look for and express regularity in repeated reasoning.</li> </ul>
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# SCIENTIFIC THINKING AND TECHNOLOGY

## STANDARD AREA 3.1 Life Sciences

**IMPORTANT NOTE FOR THIS STANDARD AREA:** Due to the direct adoption of the STEEL standards for Kindergarten, Grade 1, and Grade 2, the numbering across all age levels and grades within a content strand may not align. The content itself, however, will show an aligned progression across the age levels and grades. Color shading is used when there may be a misalignment in numbering.

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1	GRADE 2
<b>Structure and Function</b>	Intentionally Blank	Intentionally Blank	Intentionally Blank	Intentionally Blank	Intentionally Blank	<b>3.1 1.A</b> Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.	Intentionally Blank
<b>Growth and Development of Organisms</b>	Intentionally Blank	Intentionally Blank	Intentionally Blank	Intentionally Blank	Intentionally Blank	<b>3.1 1.B</b> Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.	Intentionally Blank
<b>Organization for Matter and Energy Flow in Organisms</b>	<b>3.1 1.A</b> Participate in simple investigations of living and nonliving things.	<b>3.1 YT.A</b> Participate in simple investigations to observe living and nonliving things.	<b>3.1 OT.A</b> Participate in simple investigations of living and nonliving things to answer a question.	<b>3.1 PK.A</b> Use observations to identify and describe what plants and animals (including humans) need to survive.	<b>3.1 K.A</b> Use observations to describe patterns of what plants and animals (including humans) need to survive.	Intentionally Blank	Intentionally Blank
<b>Interdependent Relationships in Ecosystems</b>	Intentionally Blank	Intentionally Blank	Intentionally Blank	Intentionally Blank	Intentionally Blank	Intentionally Blank	<b>3.1 2.A</b> Plan and conduct an investigation to determine if plants need sunlight and water to grow.  <b>3.1 2.B</b> Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1	GRADE 2
<b>Inheritance of Traits</b>	Intentionally Blank	Intentionally Blank	Intentionally Blank	Intentionally Blank	Intentionally Blank	<b>3.1 1.C</b> Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.	Intentionally Blank
<b>Biodiversity and Humans</b>	Intentionally Blank	Intentionally Blank	Intentionally Blank	Intentionally Blank	Intentionally Blank	Intentionally Blank	<b>3.1 2.C</b> Make observations of plants and animals to compare the diversity of life in different habitats.

### STANDARD AREA 3.2 Physical Sciences

**IMPORTANT NOTE FOR THIS STANDARD AREA:** Due to the direct adoption of the STEEL standards for Kindergarten, Grade 1, and Grade 2, the numbering across all age levels and grades within a content strand may not align. The content itself, however, will show an aligned progression across the age levels and grades. Color shading is used when there may be a misalignment in numbering.

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1	GRADE 2
<b>Structure and Properties of Matter</b>	<b>3.2 1.A</b> Participate in simple investigations to explore objects with varying characteristics.	<b>3.2 YT.A</b> Participate in simple investigations to engage with objects to learn about their characteristics.	<b>3.2 OT.A</b> Participate in simple investigations to engage with objects to learn about their characteristics.	<b>3.2 PK.A</b> Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.	Intentionally Blank	Intentionally Blank	<b>3.2 2.A</b> Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.  <b>3.2 2.B</b> Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.  <b>3.2 2.C</b> Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object.



	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1	GRADE 2
<b>Chemical Reactions</b>	Intentionally Blank	Intentionally Blank	Intentionally Blank	Intentionally Blank	Intentionally Blank	Intentionally Blank	<b>3.2 2.D</b> Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.
<b>Forces and Motion</b>	<b>3.2 I.B.1</b> Participate in simple investigations to explore the motion of objects	<b>3.2 Y.T.B.1</b> Participate in simple investigations to recognize and explore how objects move.	<b>3.2 O.T.B.1</b> Participate in simple investigations to recognize, explore, and communicate about how objects move.	<b>3.2 P.K.B.1</b> Participate in investigations to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.	<b>3.2 K.A</b> Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.	Intentionally Blank	Intentionally Blank
<b>Types of Interactions</b>	<b>3.2 I.B.2</b> Participate in simple investigations to explore the motion of objects	<b>3.2 Y.T.B.2</b> Participate in simple investigations to recognize and explore how objects move.	<b>3.2 O.T.B.2</b> Participate in simple investigations to recognize, explore, and communicate about how objects move.	<b>3.2 P.K.B.2</b> Participate in investigations to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.	<b>3.2 K.B</b> Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.	Intentionally Blank	Intentionally Blank
<b>Conservation of Energy and Energy Transfer</b>	Intentionally Blank	Intentionally Blank	Intentionally Blank	<b>3.2 P.K.C</b> Recognize that light from the sun has an effect on the earth's surface.  <b>3.2 P.K.D</b> Participate in simple investigations that will reduce the warming effect of sunlight.	<b>3.2 K.C</b> Make observations to determine the effect of sunlight on Earth's surface.  <b>3.2 K.D</b> Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.	Intentionally Blank	Intentionally Blank
<b>Wave Properties</b>	Intentionally Blank	Intentionally Blank	Intentionally Blank	Intentionally Blank	Intentionally Blank	<b>3.2 1.A</b> Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.	Intentionally Blank

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1	GRADE 2
<b>Electromagnetic Radiation</b>	Intentionally Blank	Intentionally Blank	Intentionally Blank	Intentionally Blank	Intentionally Blank	<p><b>3.2 1.B</b> Make observations to construct an evidence-based account that objects can be seen only when illuminated.</p> <p><b>3.2 1.C</b> Plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of a beam of light.</p>	Intentionally Blank
<b>Information Technologies and Instrumentation</b>	Intentionally Blank	Intentionally Blank	Intentionally Blank	Intentionally Blank	Intentionally Blank	<p><b>3.2 1.D</b> Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.</p>	Intentionally Blank

### STANDARD AREA 3.3 Earth and Space Sciences

*IMPORTANT NOTE FOR THIS STANDARD AREA: Due to the direct adoption of the STEEL standards for Kindergarten, Grade 1, and Grade 2, the numbering across all age levels and grades within a content strand may not align. The content itself, however, will show an aligned progression across the age levels and grades. Color shading is used when there may be a misalignment in numbering.*

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1	GRADE 2
<b>The Universe and Its Stars</b>	Intentionally Blank	Intentionally Blank	Intentionally Blank	Intentionally Blank	Intentionally Blank	<p><b>3.2.1.A</b> Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.</p>	Intentionally Blank
<b>Earth and the Solar System</b>	Intentionally Blank	Intentionally Blank	Intentionally Blank	Intentionally Blank	Intentionally Blank	<p><b>3.3 1.B</b> Make observations at different times of year to relate the amount of daylight to the time of year.</p>	Intentionally Blank

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1	GRADE 2
<b>The History of Planet Earth</b>	Intentionally Blank	Intentionally Blank	Intentionally Blank	Intentionally Blank	Intentionally Blank	Intentionally Blank	<b>3.3 2.A</b> Use information from several sources to provide evidence that Earth events can occur quickly or slowly.
<b>Earth Materials and Systems</b>	<b>3.3 1.A</b> Participate in simple investigations of earth materials.	<b>3.3 YT.A</b> Participate in simple investigations of earth materials.	<b>3.3 OT.A</b> Participate in simple investigations of earth materials.	Intentionally Blank	Intentionally Blank	Intentionally Blank	<b>3.3 2.B</b> Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.
<b>Plate Tectonics and Large-Scale System Interactions</b>	Intentionally Blank	Intentionally Blank	Intentionally Blank	Intentionally Blank	Intentionally Blank	Intentionally Blank	<b>3.3 2.C</b> Develop a model to represent the shapes and kinds of land and bodies of water in an area.
<b>The Roles of Water in Earth's Surface Processes</b>	Intentionally Blank	Intentionally Blank	Intentionally Blank	Intentionally Blank	Intentionally Blank	Intentionally Blank	<b>3.3 2.D</b> Obtain information to identify where water is found on Earth and that it can be solid or liquid.
<b>Weather and Climate</b>	<b>3.3 1.B</b> Observe weather conditions.	<b>3.3 YT.B</b> Observe and begin to label weather conditions	<b>3.3 OT.B</b> Describe changes in weather conditions and discuss how weather affects daily life.	<b>3.3 PK.B</b> Identify seasons that correspond with observable conditions and identify how weather affects daily life.	<b>3.3 K.A</b> Use and share observations of local weather conditions to describe patterns over time.	Intentionally Blank	Intentionally Blank
<b>Biogeology</b>	Intentionally Blank	Intentionally Blank	Intentionally Blank	Intentionally Blank	<b>3.3 K.B</b> Construct an argument supported by evidence for how plants and animals (including humans) can change the environment.	Intentionally Blank	Intentionally Blank
<b>Natural Resources</b>	Intentionally Blank	Intentionally Blank	Intentionally Blank	Intentionally Blank	<b>3.3 K.C</b> Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.	Intentionally Blank	Intentionally Blank

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1	GRADE 2
<b>Natural Hazards</b>	Intentionally Blank	Intentionally Blank	Intentionally Blank	Intentionally Blank	<b>3.3 K.D</b> Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.	Intentionally Blank	Intentionally Blank
<b>Human Impact on Earth Systems</b>	Intentionally Blank	Intentionally Blank	Intentionally Blank	Intentionally Blank	<b>3.3 K.E</b> Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment	Intentionally Blank	Intentionally Blank

### STANDARD AREA 3.4 Environmental Literacy & Sustainability

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1	GRADE 2
<b>Agricultural and Environmental Systems and Resources</b>	Intentionally Blank	Intentionally Blank	Intentionally Blank	<b>3.4 PK.A</b> Identify natural resources available to people in their daily lives.	<b>3.4 K.A</b> Categorize ways people harvest, redistribute, and use natural resources.	<b>3.4 1.A</b> Categorize ways people harvest, redistribute, and use natural resources.	<b>3.4 2.A</b> Categorize ways people harvest, redistribute, and use natural resources.
<b>Agricultural and Environmental Systems and Resources Environment and Society</b>	Intentionally Blank	Intentionally Blank	Intentionally Blank	Intentionally Blank	<b>3.4 K.B</b> Examine how people from different cultures and communities, including one's own, interact and express their beliefs about nature.	<b>3.4 1.B</b> Examine how people from different cultures and communities, including one's own, interact and express their beliefs about nature.	<b>3.4 2.B</b> Examine how people from different cultures and communities, including one's own, interact and express their beliefs about nature.
<b>Environmental Literacy Skills Environmental Experiences</b>	Intentionally Blank	Intentionally Blank	Intentionally Blank	Intentionally Blank	<b>3.4 K.C</b> Explain ways that places differ in their physical characteristics, their meaning, and their value and/or importance.	<b>3.4 1.C</b> Explain ways that places differ in their physical characteristics, their meaning, and their value and/or importance.	<b>3.4 2.C</b> Explain ways that places differ in their physical characteristics, their meaning, and their value and/or importance.
<b>Sustainability and Stewardship Environmental Sustainability</b>	Intentionally Blank	<b>3.4 YT.D</b> Engage in activities that reduce the impact of humans on the local environment.	<b>3.4 OT.D</b> Engage in activities that reduce the impact of humans on the local environment.	<b>3.4 PK.D</b> Engage in activities that reduce the impact of humans on the local environment.	<b>3.4 K.D</b> Plan and carry out an investigation to address an issue in the local environment and community.	<b>3.4 1.D</b> Plan and carry out an investigation to address an issue in the local environment and community.	<b>3.4 2.D</b> Plan and carry out an investigation to address an issue in the local environment and community.

## STANDARD AREA 3.5 Technology & Engineering

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1	GRADE 2
<b>Applying, Maintaining, and Assessing Technological Products and Systems</b>  <b>Impacts of Technology</b>  <b>Influence of Society on Technological Development</b>	<b>3.5 1.A</b> Imitate use of various technologies in play.	<b>3.5 YT.A</b> Imitate use of various technologies in play.	<b>3.5 OT.A</b> Communicate about technology in their environment.	<b>3.5 PK.A</b> Identify and use everyday symbols.	<b>3.5 K.A</b> Identify and use everyday symbols.	<b>3.5 1.A</b> Identify and use everyday symbols.	<b>3.5 2.A</b> Identify and use everyday symbols.
	Intentionally Blank	Intentionally Blank	Intentionally Blank	Intentionally Blank	<b>3.5 K.B</b> Describe qualities of everyday products.	<b>3.5 1.B</b> Describe qualities of everyday products.	<b>3.5 2.B</b> Describe qualities of everyday products.
	Intentionally Blank	Intentionally Blank	Intentionally Blank	Intentionally Blank	<b>3.5 K.C</b> Explain ways that technology helps with everyday tasks.	<b>3.5 1.C</b> Explain ways that technology helps with everyday tasks.	<b>3.5 2.C</b> Explain ways that technology helps with everyday tasks.
	Intentionally Blank	Intentionally Blank	Intentionally Blank	Intentionally Blank	<b>3.5 K.D</b> Select ways to reduce, reuse, and recycle resources in daily life.	<b>3.5 1.D</b> Select ways to reduce, reuse, and recycle resources in daily life.	<b>3.5 2.D</b> Select ways to reduce, reuse, and recycle resources in daily life.
	Intentionally Blank	Intentionally Blank	Intentionally Blank	Intentionally Blank	<b>3.5 K.E</b> Illustrate helpful and harmful effects of technology.	<b>3.5 1.E</b> Illustrate helpful and harmful effects of technology.	<b>3.5 2.E</b> Illustrate helpful and harmful effects of technology.
	Intentionally Blank	Intentionally Blank	Intentionally Blank	Intentionally Blank	<b>3.5 K.F</b> Investigate the use of technologies in the home and community.	<b>3.5 1.F</b> Investigate the use of technologies in the home and community.	<b>3.5 2.F</b> Investigate the use of technologies in the home and community.

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1	GRADE 2
<b>Applying, Maintaining, and Assessing Technological Products and Systems</b>  <b>Impacts of Technology</b>  <b>Influences of Society on Technological Development</b>	Intentionally Blank	Intentionally Blank	Intentionally Blank	Intentionally Blank	<b>3.5 K.G</b> Explain the tools and techniques that people use to help them do things.	<b>3.5 1.G</b> Explain the tools and techniques that people use to help them do things.	<b>3.5 2.G</b> Explain the tools and techniques that people use to help them do things.
	Intentionally Blank	Intentionally Blank	Intentionally Blank	Intentionally Blank	<b>3.5 K.H</b> Explain the needs and wants of individuals and societies.	<b>3.5 1.H</b> Explain the needs and wants of individuals and societies.	<b>3.5 2.H</b> Explain the needs and wants of individuals and societies.
	Intentionally Blank	Intentionally Blank	Intentionally Blank	Intentionally Blank	<b>3.5 K.I</b> Compare simple technologies to evaluate their impacts.	<b>3.5 1.I</b> Compare simple technologies to evaluate their impacts.	<b>3.5 2.I</b> Compare simple technologies to evaluate their impacts.
	Intentionally Blank	Intentionally Blank	Intentionally Blank	Intentionally Blank	<b>3.5 K.J</b> Design new technologies that could improve their daily lives.	<b>3.5 1.J</b> Design new technologies that could improve their daily lives.	<b>3.5 2.J</b> Design new technologies that could improve their daily lives.
	Intentionally Blank	Intentionally Blank	Intentionally Blank	Intentionally Blank	<b>3.5 K.K</b> Safely use tools to complete tasks.	<b>3.5 1.K</b> Safely use tools to complete tasks.	<b>3.5 2.K</b> Safely use tools to complete tasks.
	Intentionally Blank	Intentionally Blank	Intentionally Blank	Intentionally Blank	<b>3.5 K.L</b> Explore how technologies are developed to meet individual and societal needs and wants.	<b>3.5 1.L</b> Explore how technologies are developed to meet individual and societal needs and wants.	<b>3.5 2.L</b> Explore how technologies are developed to meet individual and societal needs and wants.

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1	GRADE 2
Design and Design Thinking in Technology and Engineering Education	Intentionally Blank	Intentionally Blank	<b>3.5 OT.M</b> Engage in adult-led activities as part of the engineering design process.	<b>3.5 PK.M</b> Demonstrate essential skills of the engineering design process.	<b>3.5 K.M</b> Demonstrate essential skills of the engineering design process.	<b>3.5 1.M</b> Demonstrate essential skills of the engineering design process.	<b>3.5 2.M</b> Demonstrate essential skills of the engineering design process.
	<b>3.5 I.N</b> Participate in simple investigations to determine how things work.	<b>3.5 YT.N</b> Participate in simple investigations to determine how things work.	<b>3.5 OT.N</b> Participate in simple investigations to determine how things work.	<b>3.5 PK.N</b> Participate in simple investigations to determine how things work.	<b>3.5 K.N</b> Analyze how things work.	<b>3.5 1.N</b> Analyze how things work.	<b>3.5 2.N</b> Analyze how things work.
	Intentionally Blank	Intentionally Blank	Intentionally Blank	Intentionally Blank	<b>3.5 K.O</b> Illustrate that there are different solutions to a design and that none are perfect.	<b>3.5 1.O</b> Illustrate that there are different solutions to a design and that none are perfect.	<b>3.5 2.O</b> Illustrate that there are different solutions to a design and that none are perfect.
	Intentionally Blank	Intentionally Blank	Intentionally Blank	Intentionally Blank	<b>3.5 K.P</b> Discuss that all designs have different characteristics that can be described.	<b>3.5 1.P</b> Discuss that all designs have different characteristics that can be described.	<b>3.5 2.P</b> Discuss that all designs have different characteristics that can be described.
	Intentionally Blank	Intentionally Blank	Intentionally Blank	Intentionally Blank	<b>3.5 K.Q</b> Apply skills necessary for making in design.	<b>3.5 1.Q</b> Apply skills necessary for making in design.	<b>3.5 2.Q</b> Apply skills necessary for making in design.
	Intentionally Blank	Intentionally Blank	Intentionally Blank	Intentionally Blank	<b>3.5 K.R</b> Draw connections between technology and human experience.	<b>3.5 1.R</b> Draw connections between technology and human experience.	<b>3.5 2.R</b> Draw connections between technology and human experience.
	<b>3.5 I.S</b> Participate in adult led play and exploration that app-plies design concepts, principles, and processes.	<b>3.5 YT.S</b> Participate in adult led play and exploration that app-plies design concepts, principles, and processes.	<b>3.5 OT.S</b> Participate in adult led play and exploration that app-plies design concepts, principles, and processes.	<b>3.5 PK.S</b> Apply design concepts, principles, and processes through play and exploration.	<b>3.5 K.S</b> Apply design concepts, principles, and processes through play and exploration.	<b>3.5 1.S</b> Apply design concepts, principles, and processes through play and exploration.	<b>3.5 2.S</b> Apply design concepts, principles, and processes through play and exploration.
	Intentionally Blank	Intentionally Blank	Intentionally Blank	Intentionally Blank	<b>3.5 K.T</b> Demonstrate that designs have requirements.	<b>3.5 1.T</b> Demonstrate that designs have requirements.	<b>3.5 2.T</b> Demonstrate that designs have requirements.
	Intentionally Blank	Intentionally Blank	Intentionally Blank	Intentionally Blank	<b>3.5 K.U</b> Explain that design is a response to wants and needs	<b>3.5 1.U</b> Explain that design is a response to wants and needs	<b>3.5 2.U</b> Explain that design is a response to wants and needs

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1	GRADE 2
<b>Integration of Knowledge, Technologies, and Practices</b>	Intentionally Blank	Intentionally Blank	Intentionally Blank	Intentionally Blank	<b>3.5 K.V</b> Explain that materials are selected for use because they possess desirable properties and characteristics.	<b>3.5 1.V</b> Explain that materials are selected for use because they possess desirable properties and characteristics.	<b>3.5 2.V</b> Explain that materials are selected for use because they possess desirable properties and characteristics.
	Intentionally Blank	Intentionally Blank	Intentionally Blank	Intentionally Blank	<b>3.5 K.W</b> Apply concepts and skills from technology and engineering activities that reinforce concepts and skills across multiple areas.	<b>3.5 1.W</b> Apply concepts and skills from technology and engineering activities that reinforce concepts and skills across multiple areas.	<b>3.5 2.W</b> Apply concepts and skills from technology and engineering activities that reinforce concepts and skills across multiple areas.
	Intentionally Blank	Intentionally Blank	Intentionally Blank	<b>3.5 PK.X</b> Develop a plan in order to complete a task.	<b>3.5 K.X</b> Develop a plan in order to complete a task.	<b>3.5 1.X</b> Develop a plan in order to complete a task.	<b>3.5 2.X</b> Develop a plan in order to complete a task.
<b>Nature and Characteristics of Technology and Engineering</b>  <b>Core Concepts of Technology and Engineering</b>  <b>History of Technology</b>	Intentionally Blank	Intentionally Blank	Intentionally Blank	Intentionally Blank	<b>3.5 K.Y</b> Discuss how the way people live and work has changed throughout history because of technology	<b>3.5 1.Y</b> Discuss how the way people live and work has changed throughout history because of technology	<b>3.5 2.Y</b> Discuss how the way people live and work has changed throughout history because of technology
	Intentionally Blank	Intentionally Blank	Intentionally Blank	Intentionally Blank	<b>3.5 K.Z</b> Illustrate how systems have parts or components that work together to accomplish a goal.	<b>3.5 1.Z</b> Illustrate how systems have parts or components that work together to accomplish a goal.	<b>3.5 2.Z</b> Illustrate how systems have parts or components that work together to accomplish a goal.
	Intentionally Blank	Intentionally Blank	Intentionally Blank	Intentionally Blank	<b>3.5 K.AA</b> Demonstrate that creating can be done by anyone.	<b>3.5 1.AA</b> Demonstrate that creating can be done by anyone.	<b>3.5 2.AA</b> Demonstrate that creating can be done by anyone.
	Intentionally Blank	Intentionally Blank	Intentionally Blank	Intentionally Blank	<b>3.5 K.BB</b> Compare the natural world and human-made world.	<b>3.5 1.BB</b> Compare the natural world and human-made world.	<b>3.5 2.BB</b> Compare the natural world and human-made world.
	<b>3.5 I.CC</b> Engage in exploration of materials that represent technologies in the workplace.	<b>3.5 YT.CC</b> Engage in exploration of materials that represent technologies in the workplace.	<b>3.5 OT.CC</b> Engage in exploration of materials that represent technologies in the workplace.	<b>3.5 PK.CC</b> Discuss the roles of scientists, engineers, technologists, and others who work with technology.	<b>3.5 K.CC</b> Discuss the roles of scientists, engineers, technologists, and others who work with technology.	<b>3.5 1.CC</b> Discuss the roles of scientists, engineers, technologists, and others who work with technology.	<b>3.5 2.CC</b> Discuss the roles of scientists, engineers, technologists, and others who work with technology.
	Intentionally Blank	Intentionally Blank	Intentionally Blank	Intentionally Blank	<b>3.5 K.DD</b> Collaborate effectively as a member of a team.	<b>3.5 1.DD</b> Collaborate effectively as a member of a team.	<b>3.5 2.DD</b> Collaborate effectively as a member of a team.



# SOCIAL STUDIES THINKING

## Civics and Government

### STANDARD AREA 5.1 – Principles and Documents of Government

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1	GRADE 2
<b>A. Rule of Law</b>	<b>5.1 I.A</b> Respond to adult guidance about behavior.	<b>5.1 Y.T.A</b> Demonstrate basic understanding of rules.	<b>5.1 O.T.A</b> Follow basic rules.	<b>5.1 P.K.A</b> State rules and their consequences.	<b>5.1 K.A</b> Explain the purpose of rules.	<b>5.1 1.A</b> Explain the purposes of rules in the classroom and school community.	<b>5.1 2.A</b> Explain the purposes of rules and their consequences in the classroom and school community.
<b>B. Laws and Government</b>	/				<b>5.1 K.B</b> Explain the need for rules.	<b>5.1 1.B</b> Explain the importance of rules in the classroom.	<b>5.1 2.B</b> Explain the importance of rules in the classroom and school community.
<b>C. Principles and Ideas that Shape Government</b>	/				<b>5.1 K.C</b> Define respect for self and others.	<b>5.1 1.C</b> Define equality and the need to treat everyone equally.	<b>5.1 2.C</b> Define fairness in working with others.
<b>D. Documents and Ideals that Shape Pennsylvania and U.S. Government</b>	/					<b>5.1 1.D</b> Explain the importance of written rules and laws.	<b>5.1 2.D</b> Explain why school rules are written and posted.
<b>E. Individual Rights</b>	/				<b>5.1 K.E</b> Demonstrate responsibilities in the classroom.	<b>5.1 1.E</b> Describe students' responsibilities in the school and the community.	<b>5.1 2.E</b> Describe citizens' responsibilities to the state of Pennsylvania and to the nation.
<b>F. Symbols</b>	/			<b>5.1 P.K.F</b> Identify basic American symbols. (e.g., American flag)	<b>5.1 K.F</b> Identify significant American holidays and their symbols.	<b>5.1 1.F</b> Identify national symbols.	<b>5.1 2.F</b> Identify state symbols.

# Civics and Government

## STANDARD AREA 5.2 – Rights and Responsibilities of Citizenship

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1	GRADE 2
<b>A. Civic Rights and Responsibilities</b>	<i>EMERGING</i>	<b>5.2 YT.A</b> Demonstrate sense of belonging to a group such as a class or family.	<b>5.2 OT.A</b> Communicate a sense of belonging to a group such as a class or family.	<b>5.2 PK.A</b> Identify self-membership of a group such as the class or family.	<b>5.2 K.A</b> Identify responsibilities at school.	<b>5.2 1.A</b> Identify and explain the importance of responsibilities at school and at home.	<b>5.2 2.A</b> Identify and explain the importance of responsibilities at school, at home, and in the community.
<b>B. Conflict and Resolution</b>	<b>5.2 1.B</b> Express emotion relating to a conflict.	<b>5.2 YT.B</b> Express emotion relating to a conflict.	<b>5.2 OT.B</b> Communicate about a conflict and seek help to solve.	<b>5.2 PK.B</b> Identify a problem and discuss possible solutions with adult assistance.	<b>5.2 K.B</b> Identify a problem and discuss possible solutions.	<b>5.2 1.B</b> Identify a problem and attempt to solve with adult or peer assistance.	<b>5.2 2.B</b> Identify a problem and a probable solution.
<b>C. Leadership and Public Service</b>				<i>EMERGING TO ...</i> Identify classroom projects/activities that support leadership and service.	<b>5.2. K.C</b> Identify classroom projects/activities that support leadership and service.	<b>5.2. 1.C</b> Identify school projects/activities that support leadership and public service.	<b>5.2. 2.C</b> Identify community projects/activities that support leadership and public service.
<b>D. Competent and Responsible Citizens</b>					<b>5.2. K.D</b> Explain responsible classroom behavior.	<b>5.2. 1.D</b> Explain responsible school behavior.	<b>5.2. 2.D</b> Explain responsible community behavior.

# Civics and Government

## STANDARD AREA 5.3 – How Government Works

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1	GRADE 2
<b>A. Branches of Government</b>	/					<b>5.3 1.A</b> Identify the roles of local government. (e.g., fire, police, etc.)	<b>5.3 2.A</b> Identify the role government plays in the community. (e.g., education, transportation)
<b>B. Structure, Organization, and Operation of Governments</b>	/				<b>5.3 K.B</b> Identify the role of adults in authority at home or in school.	<b>5.3 1.B</b> Identify the services of local government.	<b>5.3 2.B</b> Identify local government leaders.
<b>C. Government Services</b>	<b>5.3 I.C</b> Explore costumes and props that represent community workers.	<b>5.3 Y.T.C</b> Engage with costumes and props that represent community workers.	<b>5.3 O.T.C</b> Recognize community workers through their uniforms and equipment.	<b>5.3 P.K.C</b> Identify community workers through their uniforms and equipment.	<b>5.3 K.C</b> Identify roles of firefighters, police officers, and emergency workers.	<b>5.3 1.C</b> Identify the value of firefighters, police officers, and emergency workers in the community.	<b>5.3 2.C</b> Identify other types of service provided by local government.
<b>D. Leadership and Political Elections</b>	/					<b>5.3 1.D</b> Identify positions of authority in the classroom community.	<b>5.3 2.D</b> Identify positions of authority at school.
<b>E. Elements of the Election Process</b>	/					<b>5.3 1.E</b> Identify situations in the school or community when it is beneficial to have an elected official represent the people.	<b>5.3 2.E</b> Describe situations in the state or nation when it is beneficial to have an elected official represent the people.
<b>F. Conflict and the Court System</b>	/			<b>5.3 P.K.F</b> Identify appropriate behaviors for responsible classroom citizens.	<b>5.3 K.F</b> Identify and explain behaviors for responsible classroom citizens.	<b>5.3 1.F</b> Identify and explain behaviors for responsible classroom citizens and possible consequences for inappropriate actions.	<b>5.3 2.F</b> Identify and explain behaviors for responsible school citizens and possible consequences for inappropriate actions.

<b>H. Media Influences</b>		<b>5.3 1.H</b> Explain how information/news is conveyed to the public.	<b>5.3 2.H</b> Identify different forms of media.
<b>I. Taxes</b>		<b>5.3 1.I</b> Provide examples of taxation.	<b>5.3 2.I</b> Define taxes and why they are paid.
<b>J. Systems of Government</b>		<b>5.3 1.J</b> Describe situations where voting eases conflict.	<b>5.3 2.J</b> Identify the responsibilities of voters after the vote.

### Civics and Government

#### STANDARD AREA 5.4 – How International Relationships Function

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1	GRADE 2
<b>A. Countries and Conflicts</b>					<b>5.4 K.A</b> Identify conflict in the classroom.	<b>5.4 1.A</b> Identify ways to avoid conflict.	<b>5.4 2.A</b> Explain examples of conflict in the community, state, and nation.
<b>B. Tools of Foreign Policy</b>					<b>5.4 K.B</b> Identify how students can work together.	<b>5.4 1.B</b> Describe how classrooms can work together.	<b>5.4 2.B</b> Identify ways that countries can work together.
<b>C. Structure, Organization, and Operation of Governments</b>							<b>5.4 2.C</b> Explain why nations need to work together for peace.



# Economics

## STANDARD AREA 6.2 – Markets and Economic Systems

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1	GRADE 2	
<b>A. Goods and Services</b>					<b>6.2 K.A</b> Identify goods and consumers.	<b>6.2 1.A</b> Identify goods, consumers, and producers.	<b>6.2 2.A</b> Identify goods, services, consumers, and producers in the local community.	
<b>B. Market Competition</b>								
<b>C. Advertising and Media</b>				<i>EMERGING TO ...</i> Identify advertisements that encourage us to buy things.				
<b>D. Price Determination</b>							<b>6.2 PK.D</b> Explain how money is used.	<b>6.2 K.D</b> Identify currency and how it is used.
<b>E. Economic Health</b>								
<b>F. Private Economic Institutions</b>								

<b>G. Economic Systems</b>						<b>6.2 1.G</b> Define an economic system at the individual level.	<b>6.2 2.E</b> Identify examples of an economic system.
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## Economics

### STANDARD AREA 6.3 – Functions of Government

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1	GRADE 2
<b>A. Goods and Services</b>						<b>6.3 1.A</b> Identify examples of goods and services.	<b>6.3 2.A</b> Identify examples of goods and services provided by the private sector.
<b>C. Taxation</b>							<b>6.3 2.C</b> Define taxes and who pays them.
<b>D. Government's Role in International Trade</b>	<i>EMERGING</i>	<i>EMERGING</i>	<b>6.3 OT.D</b> Communicate about products produced locally.	<b>6.3 PK.D</b> Identify products produced locally.	<b>6.3 K.D</b> Identify products produced in the region or state.	<b>6.3 1.D</b> Identify products produced in the United States.	<b>6.3 2.D</b> Identify products produced outside the United States.

## Economics

### STANDARD AREA 6.4 – Economic Independence

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1	GRADE 2	
<b>A. Specialization</b>						<b>6.4 K.A</b> Identify the specialized role performed by each member of the family.	<b>6.4 1.A</b> Identify specialization of work in the community.	<b>6.4 2.A</b> Identify local examples of specialization of work.

<b>C. Multinational and Non-Governmental Organizations</b>				<b>6.4 2.C</b> Identify products that come from many different countries.
<b>D. Factors Contributing to Economic Interdependence</b>				<b>6.4 K.D</b> Identify individual wants and needs.
		<b>6.4 1.D</b> Describe how individuals differ in their wants and needs and why people buy and sell things.		<b>6.4 2.D</b> Identify buyers and sellers and how their wants and needs are addressed.

### Economics

#### STANDARD AREA 6.5 – Income, Profit, and Wealth

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1	GRADE 2
<b>A. Factors Influencing Wages</b>				<b>6.5 PK.A</b> Differentiate between work and play.	<b>6.5 K.A</b> Identify individuals in the community who volunteer.	<b>6.5 1.A</b> Identify individuals in the community who work for wages.	<b>6.5 2.A</b> Explain how money earned by individuals is used to meet needs and wants.
<b>B. Labor Productivity</b>						<b>6.5 1.B</b> Identify different jobs and the purpose of each.	<b>6.5 2.B</b> Describe how different job skills impact earnings.
<b>C. Types of Businesses</b>	<i>EMERGING</i>	<i>EMERGING</i>	<b>6.5 OT.C</b> Communicate about local businesses.	<b>6.5 PK.C</b> Identify local businesses.	<b>6.5 K.C</b> Identify goods and services provided by local businesses.	<b>6.5 1.C</b> Identify businesses and their corresponding goods and services.	<b>6.5 2.C</b> Describe the roles of local businesses.
<b>D. Profits and Losses</b>						<b>6.5 1.D</b> Identify ways to earn money.	<b>6.5 2.D</b> Describe money-saving behaviors.



<b>E. Distribution of Wealth</b>		<b>6.5 1.E</b> Describe what tools (tangible assets) are necessary to complete a task.	<b>6.5 2.E</b> Describe the qualities that may be necessary to complete a task.
<b>F. Entrepreneurship</b>		<b>6.5 1.F</b> Identify buyers and sellers (people) who buy and sell things.	<b>6.5 2.F</b> Explain the responsibilities of a business owner.
<b>G. Costs and Benefits of Savings</b>		<b>6.5 1.G</b> Explain the need to save money.	<b>6.5 2.G</b> Identify how saving for a purchase occurs over time.
<b>H. Interest Rates</b>			<b>6.5 2.H</b> Describe why people save money in the local bank.

## Geography

### STANDARD AREA 7.1 – Basic Geographic Literacy

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1	GRADE 2
<b>A. Geographic Tools</b>	<i>EMERGING</i>	<i>EMERGING</i>	<b>7.1 OTA</b> Use maps in play.	<b>7.1 PK.A</b> Explain how a map is a representation of places.	<b>7.1 K.A</b> Interpret a simple map of a known environment.	<b>7.1 1.A</b> Identify geographic tools.	<b>7.1 2.A</b> Identify how basic geographic tools are used to organize information.
<b>B. Location of Places and Regions</b>				<b>EMERGING TO ...</b> Describe the location of places in the home, school, and community to gain an understanding of relative location.	<b>7.1 K.B</b> Describe the location of places in the home, school, and community to gain an understanding of relative location.	<b>7.1 1.B</b> Describe places in geographic reference in physical features.	<b>7.1 2.B</b> Describe regions in geographic reference using physical features.

## Geography

### STANDARD AREA 7.2 – Physical Characteristics of Places and Regions

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1	GRADE 2
<b>A. Physical Characteristics</b>	<i>EMERGING</i>	<i>EMERGING</i>	<b>7.2 OTA</b> Describe the characteristics of home to gain an understanding of physical features.	<b>7.2 PK.A</b> Describe the characteristics of home and frequently visited locations to gain an understanding of physical features.	<b>7.2 K.A</b> Describe the characteristics of homes and businesses located in the community to gain an understanding of physical features.	<b>7.2 1.A</b> Identify physical characteristics in the community and region.	<b>7.2 2.A</b> Identify the physical characteristics of places.
<b>B. Physical Processes</b>					<b>7.2 K.B</b> Identify land and water forms.	<b>7.2 1.B</b> Identify the basic physical processes that affect the physical characteristics of places.	<b>7.2 2.B</b> Identify the basic physical processes that affect the physical characteristics of regions.

## Geography

### STANDARD AREA 7.3 – Human Characteristics of Places and Regions

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1	GRADE 2
<b>A. Human Characteristics</b>					<b>7.3 K.A</b> Describe how weather affects daily life.	<b>7.3 1.A</b> Identify the local climate and how it determines the way people live.	<b>7.3 2.A</b> Identify the effect of local geography on the residents of the region. (e.g., food, clothing, industry, trade, types of shelter, etc.)

## Geography

### STANDARD AREA 7.4 – Interactions Between People and the Environment

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1	GRADE 2
<b>A. Impact of Physical Systems on People</b>					<b>7.4 K.A</b> Identify local bodies of water and landforms to gain an understanding of their impact on the local community.	<b>7.4 1.A</b> Describe how lakes, rivers, and streams impact people.	<b>7.4 2.A</b> Identify how environmental changes can impact people.

# History

## STANDARD AREA 8.1 – Historical Analysis and Skills Development

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1	GRADE 2
<b>A. Continuity and Change over Time</b>	<b>8.1 I.A</b> Anticipate next step of a familiar routine or activity.	<b>8.1 Y.T.A</b> Know the sequence of familiar routines.	<b>8.1 O.T.A</b> Identify and complete the sequence of familiar routines and tasks.	<b>8.1 P.K.A</b> Identify a sequence of events through a day.	<b>8.1 K.A</b> Identify chronological sequence through days, weeks, months, and years (calendar time).	<b>8.1 1.A</b> Demonstrate an understanding of chronology.	<b>8.1 2.A</b> Read and interpret information on simple timelines.
<b>B. Fact/Opinion and Points of View</b>	/				<b>8.1 K.B</b> With guidance and support, differentiate facts from opinions as related to an event.	<b>8.1 1.B</b> Identify a problem or dilemma surrounding an event.	<b>8.1 2.B</b> Identify documents relating to an event.
<b>C. Research</b>	/			<b>8.1 P.K.C</b> Understand that information comes from many sources such as books, computers, and newspapers.	<b>8.1 K.C</b> Explain how to locate information in a source.	<b>8.1 1.C</b> Identify sources of historical information.	<b>8.1 2.C</b> Apply sources of historical information.

# History

## STANDARD AREA 8.2 – Pennsylvania History

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1	GRADE 2
<b>A. Contributions of Individuals and Groups (PA)</b>	/				<b>8.2 K.A</b> Identify people in authority.	<b>8.2 1.A</b> Identify groups of people who contribute to a community.	<b>8.2 2.A</b> Identify historical figures in the local community.
<b>B. Historical Documents, Artifacts, and Places (PA)</b>	/				<b>8.2 K.B</b> Examine photographs of documents, artifacts, and places unique to Pennsylvania.	<b>8.2 1.B</b> Identify symbols, slogans, or mottos that are representative of the state.	<b>8.2 2.B</b> Identify important buildings, statues, and monuments associated with the state's history.

<b>C. Impact of Continuity and Change on PA History</b>		<b>8.2 1.C</b> Identify holiday and cultural celebrations in a community and why they are celebrated.	<b>8.2 2.C</b> Identify how commerce and industry and social organizations have changed over time in Pennsylvania.
<b>D. Conflict and Cooperation (PA)</b>		<b>8.2 K.D</b> Demonstrate an understanding of conflict.	<b>8.2 1.D</b> Identify historical conflict in the community.  <b>8.2 2.D</b> Identify how conflict is impacted by ethnicity and race, working conditions, immigration, military conflict, and economics.

# History

## STANDARD AREA 8.3 – United States History

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1	GRADE 2
<b>A. Contributions of Individuals and Groups (U.S.)</b>					<b>8.3 K.A</b> Identify American people related to national holidays.	<b>8.3 1.A</b> Identify Americans who played a significant role in American history.	<b>8.3 2.A</b> Identify groups and organizations and their contributions to the United States.
<b>B. Historical Documents, Artifacts, and Places (U.S.)</b>					<b>8.3 K.B</b> Identify documents and artifacts important to the classroom community.	<b>8.3 1.B</b> Identify American landmarks and their significance.	<b>8.3 2.B</b> Identify American artifacts and their importance in American history.
<b>C. Impact of Continuity and Change on U.S. History</b>					<b>8.3 K.C</b> Demonstrate an understanding of time order.	<b>8.3 1.C</b> Identify examples of change.	<b>8.3 2.C</b> Identify facts related to how different people describe the same event at different time periods.
<b>D. Conflict and Cooperation (U.S.)</b>					<b>8.3 1.D</b> Identify conflict and describe ways to cooperate with others by making smart choices.	<b>8.3 2.D</b> Demonstrate an understanding of how different groups describe the same event or situation.	

# History

## STANDARD AREA 8.4 – World History

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1	GRADE 2
<b>A. Contributions of Individuals and Groups (World)</b>					<b>8.4 K.A</b> Explain how cultures celebrate.	<b>8.4 1.A</b> Explain why cultures celebrate.	<b>8.4 2.A</b> Explain why cultures have commemorations and remembrances.
<b>B. Historical Documents, Artifacts, and Places (World)</b>					<b>8.4 1.B</b> Explain the importance of world landmarks.	<b>8.4 2.B</b> Explain the significance of historical documents on world history.	
<b>C. Impact of Continuity and Change on World History</b>					<b>8.4 K.C</b> Identify different celebrations of different cultures from around the world.	<b>8.4 1.C</b> Identify holidays and ceremonies of selected world cultures.	<b>8.4 2.C</b> Identify how cultures have commemorations and remembrances.
<b>D. Conflict and Cooperation (World)</b>					<b>8.4 K.D</b> Demonstrate an understanding of conflict and cooperation.	<b>8.4 1.D</b> Describe examples of conflict and cooperation in the classroom community.	<b>8.4 2.D</b> Identify global issues that require cooperation among nations.

# CREATIVE THINKING AND EXPRESSION

## STANDARD AREA 9.1.M Production and Performance – Music and Movement

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1	GRADE 2
<b>A. Elements and Principles</b>	<i>EMERGING</i>	<b>9.1.M YT.A.</b> Demonstrate an understanding of basic elements of music and movement.	<b>9.1.M OT.A</b> Know and use basic elements of music and movement.	<b>9.1.M PK.A</b> Know and use basic elements and principles of music and movement.	<b>9.1.M K.A</b> Know and use basic elements and principles of music and movement.	<b>9.1.M 1.A</b> Know and use basic elements and principles of music and movement.	<b>9.1.M 2.A</b> Know and use basic elements and principles of music and movement.
<b>B. Demonstration</b>	<b>9.1.M 1.B</b> Respond to music.	<b>9.1.M YT.B</b> Respond to music.	<b>9.1.M OT.B</b> Respond to and communicate about music.	<b>9.1.M PK.B</b> Respond to different types of music and dance through participation and discussion.	<b>9.1.M K.B</b> Respond to different types of music and dance through participation and discussion.	<b>9.1.M 1.B</b> Perform different forms of music and dance.	<b>9.1.M 2.B</b> Create and perform different forms of music and dance.
<b>E. Representation</b>	<b>9.1.M 1.E</b> Express self through music and dance.	<b>9.1.M YT.E</b> Respond to music and dance.	<b>9.1.M OT.E</b> Respond to and communicate about music and dance.	<b>9.1.M PK.E</b> Use imagination and creativity to express self through music and dance.	<b>9.1.M K.E</b> Use imagination and creativity to express self through music and dance.	<b>9.1.M 1.E</b> Use imagination and creativity to perform music and dance.	<b>9.1.M 2.E</b> Use imagination and creativity to design and perform music and dance.
<b>J. Technologies</b>	<b>9.1.M 1.J</b> Use technologies for producing music.	<b>9.1.M YT.J</b> Use a variety of technologies for producing music or performing movements.	<b>9.1.M OT.J</b> Use a variety of technologies for producing music or performing movements.	<b>9.1.M PK.J</b> Use a variety of technologies for producing or performing works of art.	<b>9.1.M K.J</b> Use a variety of technologies for producing or performing works of art.	<b>9.1.M 1.J</b> Use a variety of technologies for producing or performing works of art.	<b>9.1.M 2.J</b> Use a variety of technologies for producing or performing works of art.

## STANDARD AREA 9.1.D Production and Performance – Dramatic and Performance Play

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1	GRADE 2
<b>B. Demonstration</b>	<b>9.1.D 1.B</b> Act out familiar scenarios.	<b>9.1.D YT.B</b> Act out familiar scenarios using objects with intended purpose.	<b>9.1.D OT.B</b> Explore real or make-believe scenarios through dramatic play.	<b>9.1.D PK.B</b> Recreate a dramatic play experience for an audience.	<b>9.1.D K.B</b> Recreate a dramatic play experience for an audience.	<b>9.1.D 1.B</b> Recreate a familiar story individually or cooperatively for an audience.	<b>9.1.D 2.B</b> Create and perform plays and productions.
<b>E. Representation</b>	<i>EMERGING</i>	<i>EMERGING</i>	<b>9.1.D OT.E</b> Use imagination and creativity to express self through dramatic play.	<b>9.1.D PK.E</b> Use imagination and creativity to express self through dramatic play.	<b>9.1.D K.E</b> Use imagination and creativity to express self through dramatic play.	<b>9.1.D 1.E</b> Use imagination and creativity to express self through dramatic play.	<b>9.1.D 2.E</b> Identify the difference between a play designed to teach the facts and one designed to communicate a story, emotion, or theme.

## STANDARD AREA 9.1.V Production and Performance – Visual Arts

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1	GRADE 2
<b>A. Elements and Principles</b>	<i>EMERGING</i>	<b>9.1.V YT.A.</b> Demonstrate an understanding of basic elements of visual arts.	<b>9.1.V OT.A</b> Know and use basic elements of visual arts.	<b>9.1.V PK.A</b> Know and use basic elements of visual arts.	<b>9.1.V K.A</b> Know and use basic elements of visual arts.	<b>9.1.V 1.A</b> Know and use basic elements of visual arts.	<b>9.1.V 2.A</b> Know and use basic elements of visual arts.
<b>B. Demonstration</b>	<b>9.1.V 1.B</b> Combine a variety of materials to engage in the process of art.	<b>9.1.V YT.B</b> Combine a variety of materials to engage in the process of art.	<b>9.1.V OT.B</b> Combine a variety of materials to engage in the process of art.	<b>9.1.V PK.B</b> Combine a variety of materials to create a work of art.	<b>9.1.V K.B</b> Combine a variety of materials to create a work of art.	<b>9.1.V 1.B</b> Create works of art and identify art materials, techniques, and processes.	<b>9.1.V 2.B</b> Create works of art inspired by the styles and materials of other artists.
<b>E. Representation</b>	<i>EMERGING</i>	<i>EMERGING</i>	<b>9.1.M OT.E</b> Use imagination and creativity to express self through the process of art.	<b>9.1.V PK.E</b> Use imagination and creativity to express self through visual arts.	<b>9.1.V K.E</b> Use imagination and creativity to express self through visual arts.	<b>9.1.V 1.E</b> Use imagination and creativity to express self through visual arts.	<b>9.1.V 2.E</b> Use imagination and creativity to express self through visual arts.
<b>J. Technologies</b>	<b>9.1.V 1.J</b> Use technologies in the process of creating art.	<b>9.1.V YT.J</b> Use a variety of technologies in the process of creating art.	<b>9.1.V OT.J</b> Use a variety of technologies in the process of creating art.	<b>9.1.V PK.J</b> Use a variety of technologies for producing works of art.	<b>9.1.V K.J</b> Use a variety of technologies for producing works of art.	<b>9.1.V 1.J</b> Use a variety of technologies for producing works of art.	<b>9.1.V 2.J</b> Use a variety of technologies for producing works of art.

## STANDARD AREA 9.2 Historical and Cultural Context of Works of Art

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1	GRADE 2
<b>D. Perspective</b>				<b>9.2 PK.D</b> Explain that instruments or art forms represent cultural perspectives.	<b>9.2 K.D</b> Explain that instruments or art forms represent cultural perspectives.	<b>9.2 1.D</b> Identify the historical and cultural context of works of art.	<b>9.2 2.D</b> Describe the historical and cultural context of works of art.

## STANDARD AREA 9.3 Critical Response to Works of Art

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1	GRADE 2
<b>F. Identification</b>	<b>9.3 1.F</b> Explore a variety of art forms.	<b>9.3 Y1.F</b> Engage with a variety of art forms.	<b>9.3 O1.F</b> Communicate about a variety of art forms.	<b>9.3 PK.F</b> Recognize and name a variety of art forms.	<b>9.3 K.F</b> Recognize and name a variety of art forms.	<b>9.3 1.F</b> Categorize and classify works of art.	<b>9.3 2.F</b> Use critical processes (e.g., compare, contrast) to examine works of art.
<b>G. Critical Response</b>	<b>9.3 1.G</b> Respond to various art forms.	<b>9.3 Y1.G</b> Show interest in others' artistic expressions.	<b>9.3 O1.G</b> Comment on characteristics of others' artistic expressions.	<b>9.3 PK.G</b> Formulate and share an opinion about others' art products.	<b>9.3 K.G</b> Formulate and share an opinion about one's own work and that of others.	<b>9.3 1.G</b> Compare and contrast the characteristics of works of art.	<b>9.3 2.G</b> Recognize that works of art have meaning.

## STANDARD AREA 9.4 Aesthetic Response to Works of Art

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1	GRADE 2
<b>B. Emotional Response</b>				<b>9.4 PK.B</b> Demonstrate an emotional response to viewing or creating various works of art.	<b>9.4 K.B</b> Demonstrate an emotional response to viewing or creating various works of art.	<b>9.4 1.B</b> Demonstrate and discuss feelings about various works of art.	<b>9.4 2.B</b> Examine and communicate an informed individual opinion about the meaning of works of arts.



# HEALTH, WELLNESS, AND PHYSICAL DEVELOPMENT

## STANDARD AREA 10.1 Concepts of Health

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1	GRADE 2
<b>B. Interaction of Body Systems</b>	<b>10.1 I.B</b> Locate basic body parts when named by an adult.	<b>10.1 YT.B</b> Locate basic body parts when asked.	<b>10.1 OT.B</b> Identify and locate basic body parts.	<b>10.1 PK.B</b> Identify and locate body parts.	<b>10.1 K.B</b> Identify and describe functions of basic body parts and organs.	<b>10.1 1.B</b> Identify and describe functions of basic body parts and organs.	<b>10.1 2.B</b> Identify and describe functions of major body organs and systems.
<b>C. Nutrition</b>	<i>EMERGING</i>	<i>EMERGING</i>	<b>10.1 OT.C</b> Participate in experiences related to healthy food choices.	<b>10.1 PK.C</b> Identify foods that keep our bodies healthy.	<b>10.1 K.C</b> Identify foods that keep our bodies healthy.	<b>10.1 1.C</b> Identify foods that keep our bodies healthy.	<b>10.1 2.C</b> Identify foods and the roles they have in keeping our bodies healthy.
<b>D. Alcohol, Tobacco, and Chemical Substances</b>				<b>10.1 PK.D</b> Identify and discuss the purposes of medicine.	<b>10.1 K.D</b> Distinguish between healthy and unhealthy behaviors.	<b>10.1 1.D</b> Distinguish between healthy and unhealthy behaviors.	<b>10.1 2.D</b> Distinguish between healthy and unhealthy behaviors.
<b>E. Health Problems and Disease Prevention</b>				<b>10.1 PK.E</b> Identify and discuss common health problems.	<b>10.1 K.E</b> Identify and discuss common health problems and risk factors.	<b>10.1 1.E</b> Identify and discuss common health problems and risk factors.	<b>10.1 2.E</b> Identify and discuss common health problems and risk factors.

## STANDARD AREA 10.2 Healthful Living

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1	GRADE 2
<b>A. Health Practices, Products, and Services</b>	<b>10.2 I.A</b> Participate in fundamental practices for good health.	<b>10.2 Y.T.A</b> Engage in fundamental practices for good health.	<b>10.2 O.T.A</b> Discuss fundamental practices for good health.	<b>10.2 P.K.A</b> Identify fundamental practices for good health.	<b>10.2 K.A</b> Identify fundamental practices for good health.	<b>10.2 1.A</b> Identify fundamental practices for good health.	<b>10.2 2.A</b> Identify personal hygiene practices and community helpers for good health.
<b>E. Health and the Environment</b>				<b>10.2 P.K.E</b> Identify environmental factors that affect health.	<b>10.2 K.E</b> Identify environmental factors that affect health.	<b>10.2 1.E</b> Identify environmental factors that affect health.	<b>10.2 2.E</b> Identify environmental factors that affect health.

## STANDARD AREA 10.3 Safety and Injury Prevention

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1	GRADE 2
<b>A. Safe and Unsafe Practices</b>	<b>10.3 I.A</b> Respond to basic safety words.	<b>10.3 Y.T.A</b> Cooperate with basic safety practices.	<b>10.3 O.T.A</b> Use and communicate about basic safety practices.	<b>10.3 P.K.A</b> Recognize safe and unsafe practices.	<b>10.3 K.A</b> Recognize safe and unsafe practices.	<b>10.3 1.A</b> Recognize safe and unsafe practices.	<b>10.3 2.A</b> Recognize safe and unsafe practices.
<b>B. Emergency Responses</b>				<b>10.3 P.K.B</b> Recognize emergency situations and discuss appropriate responses.	<b>10.3 K.B</b> Recognize emergency situations and discuss appropriate responses.	<b>10.3 1.B</b> Recognize emergency situations and discuss appropriate responses.	<b>10.3 2.B</b> Recognize emergency situations and discuss appropriate responses.

## STANDARD AREA 10.4 Physical Activity – Gross Motor Coordination

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1	GRADE 2
<b>A. Control and Coordination</b>	<b>10.4 I.A</b> Develop control of the body.	<b>10.4 Y.T.A</b> Control and coordinate the movement of the body.	<b>10.4 O.T.A</b> Combine and coordinate body movement.	<b>10.4 P.K.A</b> Demonstrate coordination of body movements in active play.	<b>10.4 K.A</b> Demonstrate coordination of purposeful body movements.	<b>10.4 1.A</b> Demonstrate coordination of purposeful body movements.	<b>10.4 2.A</b> Demonstrate coordination of purposeful body movements.
<b>B. Balance and Strength</b>	<b>10.4 I.B</b> Exhibit strength and balance in stationary body movements.	<b>10.4 Y.T.B</b> Exhibit balance and strength when moving from place to place.	<b>10.4 O.T.B</b> Demonstrate balance and strength when performing gross motor activities.	<b>10.4 P.K.B</b> Exhibit balance while moving on the ground or using equipment.	<b>10.4 K.B</b> Exhibit balance, strength, stamina, and agility.	<b>10.4 1.B</b> Exhibit balance, strength, stamina, and agility.	<b>10.4 2.B</b> Exhibit balance, strength, stamina, and agility.

## STANDARD AREA 10.5 Concepts, Principles, and Strategies of Movement – Fine Motor Coordination

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1	GRADE 2
<b>A. Strength, Coordination, and Muscle Control</b>	<b>10.5 I.A</b> Use fingers and hands to accomplish actions.	<b>10.5 Y.T.A</b> Coordinate use of fingers, hands, and wrists to accomplish actions.	<b>10.5 O.T.A</b> Coordinate use of fingers, hands, and wrists to accomplish actions.	<b>10.5 P.K.A</b> Use hands, fingers and wrists to manipulate objects.	<b>10.5 K.A</b> Use dexterity and strength to manipulate objects.	<b>10.5 1.A</b> Use dexterity and strength to manipulate objects.	<b>10.5 2.A</b> Use dexterity and strength to manipulate objects.
<b>B. Eye/Hand Coordination</b>	<b>10.5 I.B</b> Use eye and hand coordination to perform a task.	<b>10.5 Y.T.B</b> Coordinate eye and hand movements to perform a task.	<b>10.5 O.T.B</b> Coordinate eye and hand movements to perform a task.	<b>10.5 P.K.B</b> Coordinate eye and hand movements to perform a task.	<b>10.5 K.B</b> Coordinate eye and hand movements to perform an advanced task.	<b>10.5 1.B</b> Coordinate eye and hand movements to perform an advanced task.	<b>10.5 2.B</b> Coordinate eye and hand movements to perform an advanced task.
<b>C. Use of Tools</b>	<b>10.5 I.C</b> Manipulate basic tools.	<b>10.5 Y.T.C</b> Use basic tools.	<b>10.5 O.T.C</b> Use basic tools demonstrating refined skill.	<b>10.5 P.K.C</b> Use tools that require use of fingers, hands, and/or wrists to accomplish a task.	<b>10.5 K.C</b> Use tools with control and skill to perform tasks.	<b>10.5 1.C</b> Use tools with control and skill to perform tasks.	<b>10.5 2.C</b> Use tools with control and skill to perform tasks.

