

Anthony Wayne Preschool

Early Learning Foundations and Standards

The following are Early Childhood Learning Foundations and Standards that guide classroom learning. All foundations and standards are from the State of Indiana Early Learning Foundations. These foundations were published in 2015 (updated yearly) to align with Indiana Kindergarten standards. Our teachers use these foundations/standards for curriculum. Each lesson is focused on a foundation/standard and scaffolds the students learning as the school year progresses.

Foundation topics are as followed: English/Language Art, Mathematics, Social Emotional, Approaches to Play and Learning, Science, Social Studies, Creative Arts, and Physical Health and Growth.

We have compiled the preschool foundations/standards into one easy to read document. The full document which includes Birth-5 standards at the website <https://www.in.gov/doe/students/indiana-academic-standards/early-learning/>

Guide to using the Foundations

Each foundation has been broken down into topics. Each topic has concepts or skills that serve as indicators of a child’s developmental progress through the age ranges. While the indicators articulate expectations for early learning, they are not exhaustive and do not prescribe a singular pathway of helping children arrive at developmental milestones. To assist with the navigation of this document, a model of the format is outlined below.

Foundation: The essential concepts and skills early learners should know or demonstrate in a particular developmental area.

TOPIC: A subcategory of essential concepts and skills early learners should know and/or demonstrate under a particular foundation.	
Age Range: Younger Preschool, Older Preschool	Kindergarten Standard
While age ranges have been identified for organizational purposes, it is essential to remember every child develops at his/her own pace and may obtain a goal outside of the recommended time frame.	
<p>Indicators: Competencies, concepts, skills, and/or actions that show a child is progressing toward Kindergarten readiness.</p> <p>Utilizing current research and knowledge of early learning and development, work groups across Indiana generated the indicators. The indicators are not an exhaustive list, but rather a guide to demonstrate the progression of essential competencies. Children will exhibit various skills that indicate their acquisition of a particular competency.</p>	<p>Indiana Academic Standard for Kindergarten: Outlines what a child should know at the end of Kindergarten.</p>

English/Language Art Foundations

English/Language Arts Foundation 1: Communication Process

Early Learners develop foundational skills to communicate effectively for a variety of purposes.

ELA1.1: Demonstrate receptive communication		
Younger Preschool	Older Preschool	Kindergarten Standard
Demonstrate continual growth in understanding increasingly complex and varied vocabulary		K.W.5: With support, build understanding of a topic using various sources. Identify relevant pictures, charts, grade- appropriate texts, personal experiences, or people as sources of information on a topic.
Respond to complex gestures and/or actions to communicate (such as comforting others who are crying)		
Listen to and follow multi-step directions with adult support	Listen to and follow multi-step directions	K.RV.1: Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.

ELA1.2: Demonstrate expressive communication		
Younger Preschool	Older Preschool	Kindergarten Standard
Demonstrate continual growth in increasingly varied and complex vocabulary		K.SL.2.4: Ask questions to seek help, get information, or clarify something that is not understood.
Use complex gestures and actions to communicate		
Use expanded sentences	Use complex sentences	K.RV.1: Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.
Describe activities and experiences with detail	Describe activities, experiences, and stories with expanded detail Change word tense to indicate time	

ELA1.3: Demonstrate ability to engage in conversations		
Younger Preschool	Older Preschool	Kindergarten Standard
Answer questions posed by adults or peers		K.SL.1: Listen actively and communicate effectively with a variety of audiences and for different purposes. K.SL.2.1: Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. K.SL.3.2: Ask appropriate questions about what a speaker says. K.SL.2.5: Continue a conversation through multiple exchanges. K.SL.2.3: Listen to others, take turns speaking, and add one's own idea to small group discussions or tasks.
Ask questions for understanding and clarity		
Make on topic comments		
Stay on topic in two- way conversation with others	Stay on topic in two- way conversation that involves multiple turns Communicate actively in group activities	

English/Language Arts Foundation 2: Early Reading

Early learners develop foundational skills in understanding alphabet awareness, phonological awareness, concepts of print, and comprehension.

ELA2.1: Demonstrate awareness of the alphabet		
Younger Preschool	Older Preschool	Kindergarten Standard
Recognize and identify <i>some</i> uppercase and a <i>few</i> lowercase letters	Recognize and identify <i>most</i> uppercase and <i>some</i> lowercase letters	K.RF.2.4: Identify and name all uppercase (capital) and lowercase letters of the alphabet.
	Recognize own name in print	

English/Language Arts Foundation 2: Early Reading (Continued)

ELA2.2: Demonstrate phonological awareness		
Younger Preschool	Older Preschool	Kindergarten Standard
Demonstrate basic knowledge of letter-sound correspondence		K.RF.3.1: Identify and produce rhyming words. K.RF.3.2: Orally pronounce, blend, and segment words into syllables. K.RF.3.3: Orally blend the onset (the initial sound) and the rime (the vowel and ending sound) in words. K.RF.4.5: Identify similarities and differences in words (e.g., word endings, onset and rime) when spoken or written.
Engage in rhyming games and songs; can complete a familiar rhyme		
Identify rhyming words in spoken language	Make rhymes to simple words	
Orally blend and segment familiar compound words, with modeling and support	Identify, blend, and segment syllables in spoken words with modeling and support	
Demonstrate awareness of sounds as separate units	Isolate the initial sound in some words	

ELA2.3: Demonstrate awareness and understanding of concepts of print		
Younger Preschool	Older Preschool	Kindergarten Standard
Begin to understand that books are comprised of written words	Know features of books such as title, author, and illustrator	K.RF.2.2: Recognize that written words are made up of sequences of letters. K.RF.5: Read emergent reader texts, maintaining an appropriate pace and using self-correcting strategies while reading. K.RF.2.1: Demonstrate understanding that print moves from left to right across the page and from top to bottom.
Respond to and interact with read aloud of literary and informational text	Understand that print carries meaning	
Hold books right side up and turn pages left to right	Track words in a book from left to right, top to bottom, and page to page with adult support	

English/Language Arts Foundation 3: Early Writing

Early learners develop foundational skills in mechanics of writing, ability to tell a story, and write for a variety of purposes.

ELA3.1: Demonstrate mechanics of writing		
Younger Preschool	Older Preschool	Kindergarten Standard
Recognize that drawings, paintings, and writings are meaningful representations	Create letter like shapes, symbols, letters, and words with modeling and support	K.W.2.1 : Write most uppercase and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words. K.W.2.2 : Write by moving from left to right and top to bottom.
Copy simple lines and shapes	Copy more complex lines, shapes, and some letters	
Create a simple picture	Use writing tools	K.W.3.3: Use words and pictures to narrate a single event or simple story, arranging ideas in order.
Use writing tools with adult support		K.W.4: With support, apply the writing process to revise writing by adding simple details; review (edit) writing for format and conventions.

ELA3.2: Demonstrate ability to communicate a story		
Younger Preschool	Older Preschool	Kindergarten Standard
Create writing with the intent of communicating		K.W.1: Write for specific purposes and audiences.
Dictate a story for an adult to write	Dictate a story that demonstrates simple details and narrative structure	K.W.3.3: Use words and pictures to narrate a single event or simple story, arranging ideas in order. K.W.4: With support, apply the writing process to revise writing by adding simple details; review (edit) writing for format and conventions.
Use pictures, letters, and symbols to communicate a story	Use letters, symbols, and words to share an idea with someone	
	Use writing to label drawings	

Mathematics Foundations

Mathematics Foundation 1: Numeracy

Early learners develop foundational skills in learning and understanding counting, cardinality, written numerals, quantity, and comparison.

M1.3: Recognition of number relations		
Younger Preschool	Older Preschool	Kindergarten Standard
Identify when 2 sets are equal using matching and counting strategies		K.NS.10: Separate sets of ten or fewer objects into equal groups.
Readily identify first and last		K.NS.7: Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group (e.g., by using matching and counting strategies).
Correctly use the words for comparing quantities	Correctly use the words for position	K.NS.9: Use correctly the words for comparison including: one and many; none, some and all; more and less; most and least; and equal to, more than and less than.
Demonstrate the understanding of the concept of after	Demonstrate the understanding of the concept of before	
Separate sets of 6 or fewer objects into equal groups	Compare the values of two numbers from 1 to 10 presented as written numerals	K.NS.8: Compare the values of two numbers from 1 to 20 presented as written numerals.

Mathematics Foundation 2: Computation and Algebraic Thinking

Early learners develop foundational skills in learning to understand mathematic structure and patterning.

M2.1: Exhibit understanding of mathematic structure		
Younger Preschool	Older Preschool	Kindergarten Standard
Begin to understand that numbers can be composed and decomposed to create new numbers	Use understanding that numbers can be composed and decomposed to create new numbers in solving problems with quantities under five	K.CA.3: Use objects, drawings, etc., to decompose numbers less than or equal to 10 into pairs in more than one way, and record each decomposition with a drawing or an equation (e.g., $5=2+3$ and $5=4+1$). [In Kindergarten, students should see equations and be encouraged to trace them, however, writing equations is not required.]

M2.2: Demonstrate awareness of patterning		
Younger Preschool	Older Preschool	Kindergarten Standard
Physically extend simple ABAB patterns of concrete objects to other concrete objects	Begin to create and extend a new simple pattern	K.CA.5: Create, extend, and give an appropriate rule for simple repeating and growing patterns and shapes.
Understand sequence of events when clearly explained		

Mathematics Foundation 3: Data Analysis

Early learners develop foundational skills in learning to understand concepts of classification, data collection, organization, and description.

M3.1: Demonstrate understanding of classifying		
Younger Preschool	Older Preschool	Kindergarten Standard
Sort, classify, and compare objects	Explain simple sorting or classifying strategies	K.DA.1: Identify, sort and classify objects by size, number, and other attributes. Identify objects that do not belong to a particular group and explain the reasoning used.
	Sort a group of objects in multiple ways	

Mathematics Foundation 4: Geometry

Early learners develop foundational skills in learning to understand spatial relationships and shape analysis.

M4.1: Understanding of spatial relationships		
Younger Preschool	Older Preschool	Kindergarten Standard
Complete lined tangram or pattern block puzzles using basic shapes		K.G.1: Describe the positions of objects and geometric shapes in space using the terms, inside, outside, between, above, below, near, far, under, over, up, down, behind, in front of, next to, to the left of and to the right of.
Use position terms such as in, on, and under	Use position terms such as above, below, beside, and between	

Mathematics Foundation 4: Geometry (Continued)

M4.2: Exhibit ability to identify, describe, analyze, compare, and create shapes		
Younger Preschool	Older Preschool	Kindergarten Standard
Match similar shapes when given a variety of three dimensional shapes	Use the attributes of shapes to distinguish between shapes	K.G.2: Compare two- and three-dimensional shapes in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number sides and vertices/"corners") and other attributes (e.g., having sides of equal length). K.G.4: Compose simple geometric shapes to form larger shapes (e.g. create a rectangle composed of two triangles).
Start to identify the attributes of shapes		
Use names of two- dimensional shapes (e.g., square; triangle; circle) when identifying objects	Differentiate two- and three-dimensional shapes (e.g., squares from cubes)	
Use informal language to describe three- dimensional shapes (e.g., "box" for cube; "ball" for sphere; "can" for cylinder)		

Mathematics Foundation 5: Measurement

Early learners develop foundational skills in learning to understand concepts of time and measurement comparisons.

M5.1: Understand concept of time		
Younger Preschool	Older Preschool	Kindergarten Standard
Understand time limit cue	Know daily concepts of earlier and later, morning and afternoon	K.M.2: Understand concepts of time, including: morning, afternoon, evening, today, yesterday, tomorrow, day, week, month, and year. Understand that clocks and calendars are tools that measure time.
Understand transition from one activity to the next		
Tell what activity comes before and after		

M5.2: Understand measurement through description and comparison		
Younger Preschool	Older Preschool	Kindergarten Standard
Directly compare and describe two objects with a measurable attribute	Directly compare and describe two or more objects with a measurable attribute	K.M.1: Make direct comparisons of the length, capacity, weight, and temperature of objects, and recognize which object is shorter, longer, taller, lighter, heavier, warmer, cooler, or holds more.
Measure length and volume (capacity) using non-standard measurement tools	Measure length and volume (capacity) using a standard measurement tool	

Social Emotional Foundations

Social Emotional Foundation 1: Sense of Self

Early learners develop foundational skills that support self-awareness, confidence, and the identification and expression of emotions.

SE1.1: Demonstrate self awareness and confidence	
Younger Preschool	Older Preschool
Recognize self as a unique individual Describe personal characteristics Show sense of self satisfaction with own abilities, preferences, and accomplishments	Identify self as a unique member of a group that fits into a larger world picture Show confidence in a range of abilities and the capacity to take on and accomplish new tasks Show independence in own choices
SE1.2: Demonstrate identification and expression of emotions	
Younger Preschool	Older Preschool
Recognize own emotions and the emotions of others Look to adults for emotional support and guidance Use a combination of words, phrases, and actions to express feelings	Identify own emotions and the emotions of others Express and accurately respond to emotions of self and others Predict reactions from others Effectively use sentences and actions to express feelings

Social Emotional Foundation 2: Self-Regulation

Early learners develop foundational skills that support executive functions including impulse control, planning skills, and emotional regulation.

SE2.1: Demonstrate self control	
Younger Preschool	Older Preschool
Manage transitions and adapt to changes in schedules, routines, and situations with adult support	Manage transitions and adapt to changes in schedules, routines, and situations independently
Regulate own emotions and behaviors with others with adult support when needed	
Regulate a range of impulses with adult support	Regulate a range of impulses

Social Emotional Foundation 3: Conflict Resolution

Early learners develop foundational skills that support conflict resolution.

SE3.1: Demonstrate conflict resolution	
Younger Preschool	Older Preschool
Negotiate to resolve social conflicts with peers with modeling and support Use words during a conflict instead of physical force	Independently initiate conflict resolution strategies with peers and seek adult support when necessary

Social Emotional Foundation 4: Building Relationships

Early learners develop foundational skills that support social development and engagement with others.

SE4.1: Demonstrate relationship skills	
Younger Preschool	Older Preschool
Request and accept guidance from familiar adults	Show affection to familiar adults and peers using more complex words and actions
Accept compromises when suggested by a peer or adult Gauge response based on the facial expressions of others	
Exhibit age appropriate friendship skills to engage in effective play and learning experiences Engage in associative play Participate in cooperative play experiences with some adult guidance	Maintain consistent friendships Engage in cooperative play experiences for sustained periods of time

Approaches to Play and Learning Foundations

Approaches to Play and Learning Foundation 1: Initiative and Exploration

Early learners develop foundational skills that support initiative, self-direction, interest, and curiosity as a learner.

APL1.1: Demonstrate initiative and self-direction	
Younger Preschool	Older Preschool
Initiate new tasks by self With support, use a variety of resources to explore materials and ideas Explore and manipulate familiar objects in new and imaginative ways	Take initiative to learn new concepts and try new experiences Seek and gather new information to plan for projects and activities

APL1.2: Demonstrate interest and curiosity as a learner	
Younger Preschool	Older Preschool
Demonstrate eagerness to learn about and discuss new topics, ideas, and tasks	
Communicate a desire to learn new concepts or ideas	
Exhibit willingness to try new experiences	
Use a variety of learning approaches, such as observing, imitating, asking questions, hands-on investigation, and active exploration	

Approaches to Play and Learning Foundation 2: Flexible Thinking

Early learners develop foundational skills that support flexible thinking and social interactions during play.

APL2.1: Demonstrate development of flexible thinking skills during play	
Younger Preschool	Older Preschool
Find a creative or inventive way of doing a familiar task or solving a problem with adult guidance	
Begin to demonstrate flexibility in approach to play and learning	Demonstrate inventiveness, imagination, and creativity to solve a problem
Adjust approach to task to resolve difficulties with adult support	Develop recovery skills from setbacks and differences in opinion in a group setting

Approaches to Play and Learning Foundation 3: Attentiveness and Persistence

Early learners develop foundational skills that support focus and attention to a specific activity and persistence to complete a task.

APL3.1: Demonstrate development of sustained attention and persistence	
Younger Preschool	Older Preschool
Independently attend to a book from beginning to end	
Demonstrate ability to delay gratification for short periods of time	Focus on an activity with deliberate concentration despite distractions and/or temptations
See an activity through to completion	Carry out tasks, activity, project, or transition, even when frustrated or challenged, with minimal distress
	Persist in trying to complete a task after previous attempts have failed

Approaches to Play and Learning Foundation 4: Social Interactions

Early learners develop foundational skills that support the engagement in imaginative and cooperative play with others.

APL4.1: Demonstrate development of social interactions during play	
Younger Preschool	Older Preschool
Engage in associative play	Interact with peers in complex pretend play, including planning, coordination of roles, and cooperation
Participate in cooperative play activities with some adult guidance	Demonstrate cooperative behavior in interactions with others
Participate in play activities with a small group of children	Begin to accept and share leadership

Science Foundations

Science Foundation 1: Physical Science

Early learners develop foundational skills in learning and understanding the properties of objects and changes in the physical world.

SC1.1: Demonstrate ability to explore objects in the physical world		
Younger Preschool	Older Preschool	Kindergarten Standard
Use senses to learn about concepts of weight, motion, and force	Use senses to describe concepts of weight, motion, and force	K.1.1: Use all senses as appropriate to observe, sort and describe objects according to their composition and physical properties, such as size, color and shape. Explain these choices to others and generate questions about the objects.
Ask questions about physical properties and changes in the physical world	Ask questions and draw conclusions about physical properties and the physical world	

SC1.2: Demonstrate awareness of the physical properties of objects		
Younger Preschool	Older Preschool	Kindergarten Standard
Identify materials that make up objects		K.1.2: Identify and explain possible uses for an object based on its properties and compare these uses with other students' ideas.
Investigate and describe observable properties of objects	Use evidence from investigations to describe observable properties of objects	
Match objects by physical attributes	Sort objects into categories based on physical attributes and explain reasoning	

Science Foundation 2: Earth and Space Science

Early learners develop foundational skills in learning and understanding the natural world through exploration of Earth, sky, weather, and seasons.

SC2.1: Recognize the characteristics of Earth and sky		
Younger Preschool	Older Preschool	Kindergarten Standard
Notice the shadows of others and objects	Describe how shadows change through the day	K.2.1 : Observe and record during sunny days when the sun shines on different parts of the school building.
Describe different objects in the sky	Describe typical day and night activities	
Describe various earth materials	Classify various earth materials	K.2.2: Describe and compare objects seen in the night and day sky.
	Describe how the Earth's surface is made up of different materials	

SC2.2: Recognize seasonal and weather related changes		
Younger Preschool	Older Preschool	Kindergarten Standard
Communicate awareness of seasonal changes		K.2.3: Describe in words and pictures the changes in weather from month to month and season to season.
Describe weather conditions using correct terminology	Describe how weather changes	

Science Foundation 3: Life Science

Early learners develop foundational skills in learning and understanding the presence and characteristics of living creatures and plants.

SC3.1: Demonstrate awareness of life		
Younger Preschool	Older Preschool	Kindergarten Standard
Identify the correct names for adult and baby animals	Differentiate animals from plants	K.3.1 : Observe and draw physical features of common plants and animals.
Compare attributes of living organisms	Ask questions and conduct investigations to understand life science	K.3.2 : Describe and compare living animals in terms of shape, texture of body covering, size, weight, color and the way they move.
	Discriminate between living organisms and non-living objects	
Identify and describe the function of body parts		K.3.3 : Describe and compare living plants in terms of growth, parts, shape, size, color and texture.

Science Foundation 4: Engineering

Early learners develop foundational skills in learning and understanding how to solve problems using the engineering design process.

SC4.1: Demonstrate engineering design skills	
Younger Preschool	Older Preschool
Identify a problem or need and create a plan to solve Use classroom objects that function as simple machines to enhance play	Select materials and implement a designated plan Evaluate and communicate solution outcomes Use classroom objects to create simple machines to enhance play

Science Foundation 5: Scientific Inquiry and Method

Early learners develop foundational skills in learning and understanding about the world around them through exploration and investigation.

SC5.1: Demonstrate scientific curiosity	
Younger Preschool	Older Preschool
Observe with a focus on details Use simple tools to extend investigations Identify self and/or own actions as scientific	Discuss ways that people can affect the environment in positive and negative ways Independently use simple tools to conduct an investigation to increase understanding Engage in a scientific experiment with peers Communicate results of an investigation

Social Studies Foundations

Social Studies Foundation 1: Self

Early learners develop foundational skills in learning and understanding the concept of self within the context of their family and community.

SS1.1: Demonstrate development of self		
Younger Preschool	Older Preschool	Kindergarten Standard
Participate in and describe own family, community, and cultural celebrations if observed	Participate in and describe local, state, and national events and celebrations if observed	K.1.2: Identify people, celebrations, commemorations, and holidays as a way of honoring people, heritage, and events. K.2.4: Give examples of how to be a responsible family member and member of a group. K.3.6: Identify and compare similarities and differences in families, classmates, neighbors and neighborhood, and ethnic and cultural groups.
Begin to assimilate family, community, and cultural events in cooperative play	Identify/honor key people in history	
Use simple phrases to demonstrate an awareness of differences and/or similarities between self and others	Assimilate family, community, and cultural cooperative play Build awareness, respect, and acceptance for differences in people and acknowledge connections	

Social Studies Foundation 2: History and Events

Early learners develop foundational skills in learning and understanding the passage of time and the foundations and functions of government.

SS2.1: Demonstrate awareness of chronological thinking		
Younger Preschool	Older Preschool	Kindergarten Standard
Recognize the sequence of events as part of a daily routine and as it relates to the passage of time	Demonstrate an understanding of time in the context of daily experiences and understand that the passage of time can be measured	K.1.4: Explain that calendars are used to represent the days of the week and months of the year.
	Begin to understand how time is measured	

Social Studies Foundation 2: History and Events

Early learners develop foundational skills in learning and understanding the passage of time and the foundations and functions of government.

SS2.2: Demonstrate awareness of historical knowledge		
Younger Preschool	Older Preschool	Kindergarten Standard
Begin to communicate concepts of time	Demonstrate the awareness of change over time	K.1.1: Compare children and families of today with those from the past.

SS2.3: Demonstrate awareness of the foundations of government

Younger Preschool	Older Preschool	Kindergarten Standard
Identify leaders and helpers in the home or classroom environment	Identify leaders and community helpers at home, school, and in environments	K.2.1 : Give examples of people who are community helpers and leaders and describe how they help us.
Recognize familiar aspects of community or cultural symbols	Identify symbolic objects and pictures of local, state, and/or national symbols	K.2.2 : Identify and explain that the President of the United States is the leader of our country and that the American flag is a symbol of the United States.

SS2.4: Demonstrate awareness of the functions of government

Younger Preschool	Older Preschool	Kindergarten Standard
Begin to demonstrate an understanding of rules in the home, school environment, and the purposes they serve	Demonstrate an understanding of rules in the home, school environment, and the purposes they serve	K.2.3: Give examples of classroom and school rules and explain the importance of following these rules to ensure order and safety.

Social Studies Foundation 3: Geography

Early learners develop foundational skills in learning and understanding the world in spatial terms and the relationship between society and the environment.

SS3.1: Demonstrate awareness of the world in spatial terms		
Younger Preschool	Older Preschool	Kindergarten Standard
Identify location, directionality, and spatial relationships	Develop concepts and describe location, directionality, and spatial relationships	K.3.1 : Use words related to location, direction and distance, including here/there over/under, left/right, above/below, forward/backward and between.
Begin to create simple representations of a familiar physical environment	Engage in play where one item represents another	K.3.1 K.3.2: Identify maps and globes as ways of representing Earth and understand the basic difference between a map and globe.

Social Studies Foundation 3: Geography (continued)

SS3.2: Demonstrate awareness of places and regions		
Younger Preschool	Older Preschool	Kindergarten Standard
Identify and describe prominent features of the classroom, school, neighborhood, and community	Use words to describe natural and man-made features of locations	K.3.3 : Locate and describe places in the school and community.
Begin to learn knowledge of personal and geographic information	Become familiar with information about where they live and understand what an address is	K.3.4 : Identify and describe the address and location of school; understand the importance of an address.

SS3.3: Demonstrate awareness of environment and society		
Younger Preschool	Older Preschool	Kindergarten Standard
Begin to understand the relationship between humans and the environment	Begin to describe the reciprocal relationship between humans and the environment	K.3.7: Recommend ways that people can improve their environment at home, in school, and in the neighborhood.

Social Studies Foundation 4: Economics

Early learners develop foundational skills in learning and understanding the functions of an economy.

SS4.1: Demonstrate awareness of economics		
Younger Preschool	Older Preschool	Kindergarten Standard
Begin to understand the purpose of money and concepts of buying and selling through play	Describe community helpers/workers in terms of tools/equipment they use and services/products they provide	K.4.1 : Explain that people work to earn money to buy the things they want and need.
Develop an awareness that people work for money in order to provide for basic needs		
Develop an awareness of the roles of various familiar community helpers/workers	Act out adult social roles and occupations	K.4.2 : Identify and describe different kinds of jobs that people do and the tools or equipment used in these jobs.
		K.4.4: Give examples of work activities that people do at home and at jobs.

Social Studies Foundation 5: Citizenship

Early learners develop foundational skills in understanding the expected behavior as a citizen in a democratic society.

SS5.1: Demonstrate awareness of citizenship	
Younger Preschool	Older Preschool
Assist adults with daily routines and responsibilities	Demonstrate willingness to work together to accomplish tasks
Choose simple daily tasks from a list of classroom jobs	Identify simple tasks within the home, early childhood setting, or community
Begin to initiate helping tasks	Provide leadership in completing daily tasks
Demonstrate an understanding of how voting works	Demonstrate an understanding of the outcome of a vote

Creative Arts Foundations

Creative Arts Foundation 1: Music

Early learners develop foundational skills that support creative expression through voice, instruments, and objects.

CA1.1: Demonstrate creative music expression		
Younger Preschool	Older Preschool	Kindergarten Standard
Listen and respond to music	Respond to changes heard in music	K.6.1: Identify differences in musical sounds that are high or low, fast or slow, loud or soft, and demonstrate them through movement, verbal description, or pictures. K.1.4: Sing short memorized songs, maintaining a steady beat. K.4.1: Create and play simple, rhythmic patterns with teacher guidance using body percussion or classroom instruments. K.9.2: Experience music from various historical eras and cultures through singing, listening, or moving.
Participate in classroom experiences with musical instruments and singing to express creativity	Use familiar rhymes, songs, chants, and musical instruments to express creativity	
Sing songs that use the voice in a variety of ways		
Respond to rhythmic patterns in music		
Describe feelings and reactions in response to diverse musical genres and styles		

Creative Arts Foundation 2: Dance

Early learners develop foundational skills that support creative expression through movement.

CA2.1: Demonstrate creative movement expression		
Younger Preschool	Older Preschool	Kindergarten Standard
Convey ideas and emotions through creative movement expression (with or without music)		K.1.1 : Isolate various body parts through movement. K.1.2 : Explore the element of space through spatial components: shape, personal and shared space, locomotor and nonlocomotor/axial movement.
	Purposefully select movements that communicate ideas, thoughts, and feelings	

Creative Arts Foundation 3: Visual Arts

Early learners develop foundational skills that support creative expression through the process, production, and appreciation of visual art forms.

CA3.1: Demonstrate creative expression through the visual art process		
Younger Preschool	Older Preschool	Kindergarten Standard
Use colors, lines, and shapes to communicate meaning	Identify and use colors, lines, and shapes found in the environment and in works of art	K.7.1 : Begin to recognize and use elements (such as line, shape, texture, and color) and principles (such as repetition) in artwork. K.7.2 : Discriminate between types of lines (characteristics), shapes (geometric), textures (tactile), and colors (primary/secondary hues) in own work and the work of others.

CA3.2: Demonstrate creative expression through visual art production		
Younger Preschool	Older Preschool	Kindergarten Standard
Progress in ability to create drawings, models, and other art using a variety of materials		K.6.1 : Use objects or animals from the real world as subject matter for artwork. K.6.2 : Create art that expresses personal ideas, interests, and feelings.
Develop growing ability to plan, work independently, and demonstrate care in a variety of art	Develop growing ability to plan, work independently and cooperatively, and demonstrate care and persistence in a variety of art	
<i>Also see English/Language Arts Foundation 3: Early Writing (ELA3.1)</i>		

Creative Arts Foundation 3: Visual Arts (Continued)

CA3.3: Demonstrate creative expression through art appreciation		
Younger Preschool	Older Preschool	Kindergarten Standard
Observe and discuss art forms		K3.2: Construct possible meaning in works of art based on personal response and properties in the works. K.5.1: Demonstrate curiosity and personal insight through observing and discussing works of art.
Reflect on differences and preferences when encounters artwork		
Share ideas about personal creative work		

Creative Arts Foundation 4: Dramatic Play

Early learners develop foundational skills that support creative expression through dramatic play.

CA4.1: Demonstrate creative expression through dramatic play		
Younger Preschool	Older Preschool	Kindergarten Standard
Engage in associative and cooperative play		K.3.1: Identify and describe the character, plot, and setting in stories. K.1.1: Identify elements of theatre in everyday life, such as relationships (characters), clothes (costumes), locations (setting). K.8.2: Imitate or create people, creatures, or things based on observation.
Use a variety of props to demonstrate themes about life experiences, ideas, and feelings	Role-play imaginary events and characters	
Participate freely in dramatic play experiences that become of increased duration and complexity		

Physical Health and Growth Foundations

Physical Health and Growth Foundation 1: Health and Well-Being

Early learners develop foundational skills that support healthy, safe, and nutritious practices

PHG1.1: Demonstrate development of healthy practices		
Younger Preschool	Older Preschool	Kindergarten Standard
Demonstrate health and hygiene-related behaviors with reminders	Demonstrate health and hygiene-related behaviors with minimal prompting	K.1.1 : Name healthy behaviors. K.1.2 : Identify that physical health is one dimension of health and wellness. K.1.3 : Tell ways to prevent the spread of germs. K.2.1 : Identify how family influences personal health practices.
Identify the difference between sick and well	Communicate practices that promote healthy living and prevent illness for self and family members	
Engage in sociodramatic play to demonstrate the roles of medical professionals		

PHG1.2: Demonstrate development of safety practices		
Younger Preschool	Older Preschool	Kindergarten Standard
Identify ways to play safely	Demonstrate basic safety knowledge	K.1.4: State behaviors to prevent or reduce childhood injuries. K.5.1 : Identify and demonstrate an understanding of rules and safety practices for games and other physical activities. K.5.2 : Exhibit a willingness to follow basic directions for an active class. K.7.2: Name behaviors that prevent injuries.
Follow simple safety rules while participating in activities	Participate, with adult support, to develop safety rules for an activity	

Physical Health and Growth Foundation 1: Health and Well-Being

Early learners develop foundational skills that support healthy, safe, and nutritious practices.

PHG1.3: Demonstrate development of nutrition awareness	
Younger Preschool	Older Preschool
Respond to physical cues when hungry, full or thirsty	
Demonstrate basic understanding that eating a variety of foods helps the body grow and be healthy Distinguish between nutritious and less nutritious foods Independently feeds self	Communicate about variety and amount of foods needed to be healthy Name food and beverages that help to build healthy bodies Independently feeds self using utensils

Physical Health and Growth Foundation 2: Senses

Early learners use the five senses to develop foundational skills that support processing information and understanding one's own body in relation to space and objects in space.

PHG2.1: Demonstrate how the five senses support processing information	
Younger Preschool	Older Preschool
Take things apart and attempt to put them back together	Take things apart and invent new structures using the parts

PHG2.2: Demonstrate development of body awareness		
Younger Preschool	Older Preschool	Kindergarten Standard
Identify and describe function of body parts		K.2.2: Demonstrate variations in moving with spatial, directional, and temporal awareness.
Demonstrate awareness of own body in relation to other people and objects through play activities		
Participate in structured and unstructured active physical play exhibiting strength and stamina Demonstrate basic understanding that physical activity helps the body grow and be healthy		

Physical Health and Growth Foundation 3: Motor Skills

Early learners develop foundational skills that support the development of fine and gross motor coordination.

PHG3.1: Demonstrate development of fine and gross motor coordination		
Younger Preschool	Older Preschool	Kindergarten Standard
Refine grasp to manipulate tools and objects	Perform fine-motor tasks that require small-muscle strength and control	K.1.3: Perform basic manipulative skills.
Demonstrate coordination and balance	Demonstrate coordination and balance in a variety of activities	
Coordinate movements to perform a task	Coordinate movements to perform a complex task	
<i>Also see English/Language Arts Foundation 3: Early Writing (ELA.3.1)</i>		

PHG3.2: Demonstrate development of oral motor skills	
Younger Preschool	Older Preschool
Demonstrate continual progression in oral muscle tone, strength, and range of motion, leading to more complex oral movement and control	

Physical Health and Growth Foundation 4: Personal Care

Early learners develop foundational skills that support the independent care of one’s self.

PHG4.1: Demonstrate increased independence in personal care routines	
Younger Preschool	Older Preschool
Attend to personal body care practices with reminders	Attend to personal body care practices with minimal adult support
Independently dress and undress self	
Independently attend to toileting needs	