



# Integrated Faith Standards for Academic Curriculum

Early Childhood Education  
(ECE) Curriculum

Preschool 2, Preschool 3,  
Preschool 4 (VPK)

\*Revised 2022

*“Education is an important mission, which draws young people to what is good, beautiful, and true.”*

**Pope Francis**

Jesus said “Let the little children come unto me and do not hinder them, for the kingdom of heaven belongs to such as these” (Matt 9:14) and Saint Ignatius of Loyola professed, “Give me a child of under seven years old, and I will show you the man.”

Our Lord and the Saints remind us of the importance of early childhood education both from a theological and a secular perspective. Although some mistakenly believe that only the higher levels of education have the most significant importance in the life and development of a child, neurological, psychological, and sociological data clearly indicate that early childhood education is of vital importance.

Early Childhood Education programs in the Diocese of Manchester provide a loving Christ-centered environment in which the whole human person’s intellectual, emotional, and spiritual growth is nurtured. We offer an academic based curriculum where creativity is both developed and encouraged while children learn through play. In this process, virtue is instantiated and fostered where the seeds are planted to bear fruit in adolescence and adulthood.

*Basic Principles Underlying All Standards to be Used for the Planning of Curriculum for the Diocese of Manchester*

- A passion for mission should inform every curriculum decision.
- All knowledge reflects God’s Truth, Beauty, and Goodness.
- Curriculum and instruction enable deeper incorporation of the children into the Church, the formation of community within the school, and respect for the uniqueness and dignity of each person as created in the image and likeness of God.
- Education fosters growth in Christian virtue and contributes to development and formation of the whole person for the good of the society of which he/she is a member, and in recognition of their destiny, an eternal life in Christ.
- Each subject is to be examined in the context of the Catholic faith through Scripture and Tradition and is to be illuminated by Gospel values.
- Learning and formation are interconnected, as are the natural and spiritual development of each student.
- Curriculum and instruction seek to promote a synthesis of faith, life, and culture, forming students as disciples of Jesus.
- All curricula must support a commitment to strong and consistent Catholic identity.
- Curriculum will assist the student’s ability to think critically, problem solve, innovate, and lead towards a supernatural vision.

### *In a Catholic School, Curricular Formation...*

1. Involves the integral formation of the whole person, body, mind, and spirit, in light of his or her ultimate end and the good of society.<sup>i</sup>
2. Promotes human virtues and the dignity of the human person as created in the image and likeness of God and modeled on the person of Jesus Christ.<sup>ii</sup>
3. Seeks to know and understand objective reality, which includes transcendent Truth, is knowable by reason and faith, and finds its origin, unity, and end in God.
4. Develops a Catholic worldview and enables a deeper incorporation of the student into the heart of the Catholic Church.<sup>iii</sup>
5. Encourages a synthesis of faith, life, and culture.<sup>iv</sup>

## *Gifts of CHRIST<sup>©</sup> at the Diocese of Manchester Catholic Schools*

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The Gifts of C.H.R.I.S.T.<sup>©</sup> are dispositions made up of 4 Catholic virtues (humility, prudence, fortitude, and affability) and the three transcendentals (truth, beauty, and goodness) of the Catholic faith. CHRIST in the Gifts of C.H.R.I.S.T.<sup>©</sup> stands for Catholic Habits and Responses in School and on Teams. Through curricular and extracurricular learning experiences at a Diocese of Manchester Catholic school, PK-12th grade students will learn about the 7 Gifts of C.H.R.I.S.T.<sup>©</sup> and how to consciously think, behave, and respond to challenging situations using the moral and ethical values and virtues of the Catholic faith.

### **Truth**

- GC.T.1.0** I will seek to understand the truth in all situations.
- GC.T.2.0** I will be truthful in the way I act, and respond, and accept truth around me.

### **Beauty**

- GC.B.1.0** I will seek beauty in all things and in all situations.
- GC.B.2.0** I will find the beauty of God's creation and wonders around me.

### **Goodness**

- GC.G.1.0** I will exhibit goodness as God's example during my daily life.
- GC.G.2.0** I will seek goodness in learning situations and remember to see God's likeness and goodness even in my opponents.

### **Affability**

- GC.A.1.0** I can be kind and treat others the way I would want to be treated.
- GC.A.2.0** I can treat others with respect, and I can be approachable and friendly.

### **Humility**

- GC.H.1.0** I embrace the wisdom and knowledge that my mentors and teachers have to offer, and I understand that I can learn from their knowledge and experiences.
- GC.H.2.0** I am humbled with the knowledge and talents I have, and I understand that I can always learn more.

### **Prudence**

- GC.P.1.0** I embrace learning from others, and I understand the importance of sharing my knowledge and talents by teaching others as well.
- GC.P.2.0** I can be prudent in making ethical decisions by using my Catholic faith and values as a moral compass.

### **Fortitude**

- GC.F.1.0** I can do all things through Christ who strengthens me.
- GC.F.2.0** I will seek courage in difficult situations in pursuit of what is true, beautiful, and good.

**PHYSICAL DEVELOPMENT****Health and Wellbeing**

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- 2-3.ECE.HW-1.0** Active Physical Play: Engages in physical activities with increasing balance, coordination, endurance, and intensity.
- 2-3.ECE.HW-1.1** Engages in active physical play for short periods of time.
- 2-3.ECE.HW-2.0** Safety: Shows awareness of safety and increasingly demonstrates knowledge of safe choices and risk assessment when participating in daily activities.
- 2-3.ECE.HW-2.1** Demonstrates difference between safe and unsafe play behaviors (e.g., chairs are for sitting, keeps inappropriate items out of nose/mouth).
- 2-3.ECE.HW-3.0** Personal Care Routines: Responds to and initiates care routines that support personal hygiene.
- 2-3.ECE.HW-3.1** Carries out some steps of own personal hygiene routines with specific adult guidance or demonstration.
- 2-3.ECE.HW-4.0** Feeding and Nutrition: Responds to feeding or feeds self with increasing efficiency and demonstrates increasing interest in eating habits and making food choices.
- 2-3.ECE.HW-4.1** Feeds self a wide variety of foods using developmentally appropriate basic utensils.
- 2-3.ECE.HW-4.2** Expresses preferences about foods, specifically likes or dislikes.
- 2-3.ECE.HW-4.3** Communicates to adults when hungry, thirsty, or has had enough to eat.

**Motor Development**

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- 2-3.ECE.MD-1.0** Gross Motor Development: Demonstrates use of large muscles for movement, position, strength, and coordination.
- 2-3.ECE.MD-1.1** Gains control of a variety of postures and movements, including stooping, going from sitting to standing, running, and jumping.
- 2-3.ECE.MD-2.0** Gross Motor Development: Demonstrates use of large muscles to move in the environment.
- 2-3.ECE.MD-2.1** Uses a variety of increasingly complex movements, body positions, and postures to participate in active and quiet, indoor and outdoor play.
- 2-3.ECE.MD-3.0** Gross Motor Perception (Sensorimotor): Uses perceptual information to guide motions and interactions with objects and other people.
- 2-3.ECE.MD-3.1** Develops independence through coordinated and purposeful movements and activities.
- 2-3.ECE.MD-3.2** Demonstrates awareness of own body in space.
- 2-3.ECE.MD-3.3** Coordinates perceptual information and motor actions to participate in play and activities (e.g., singing songs with hand motions or rolling/catching ball).
- 2-3.ECE.MD-4.0** Fine Motor Development: Demonstrates increasing precision, strength, coordination, and efficiency when using hand muscles for play and functional tasks.
- 2-3.ECE.MD-4.1** Coordinates the use of hands and fingers.

## APPROACHES TO LEARNING

### Eagerness and Curiosity

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2-3.ECE.EC-1.0	Shows increased eagerness and curiosity as a learner.
2-3.ECE.EC-1.1	Shows increased eagerness and curiosity as a learner.
2-3.ECE.EC-2.0	Spends more time engaging in child-initiated activities and seeks and accepts help when encountering a problem.
2-3.ECE.EC-2.1	Spends more time engaging in child-initiated activities and seeks and accepts help when encountering a problem.
2-3.ECE.EC-3.0	Explores the environment with purpose and flexibility.
2-3.ECE.EC-3.1	Explores the environment with purpose and flexibility.
2-3.ECE.EC-4.0	Not yet typically observed.
2-3.ECE.EC-4.1	Not yet typically observed.

## SOCIAL AND EMOTIONAL DEVELOPMENT

### Emotional Functioning

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2-3.ECE.EF-1.0	Expresses, identifies, and responds to a range of emotions.
2-3.ECE.EF-1.1	Labels simple emotions in self and others (e.g., happy, sad).
2-3.ECE.EF-2.0	Demonstrates appropriate affect (emotional response) between behavior and facial expression.
2-3.ECE.EF-2.1	Continues to expand the use of emotion words, using them in appropriate settings.

### Managing Emotions

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2-3.ECE.ME-1.0	Demonstrates ability to self-regulate.
2-3.ECE.ME-1.1	Takes cues from preferred adult and others to expand their strategies and tools to self-regulate.
2-3.ECE.ME-2.0	Attends to sights, sounds, objects, people, and activities.
2-3.ECE.ME-2.1	Spends more time in child-initiated activities.

### Building and Maintaining Relationships with Adults and Peers

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2-3.ECE.BMR-1.0	Develops positive relationships with adults.
2-3.ECE.BMR-1.1	Enjoys sharing new experiences with familiar adults.
2-3.ECE.BMR-2.0	Develops positive relationships with peers.
2-3.ECE.BMR-2.1	Seeks out other children and plays alongside and on occasion with other children.
2-3.ECE.BMR-3.0	Develops increasing ability to engage in social problem solving.
2-3.ECE.BMR-3.1	Identifies the problem and requests adult support to address the problem for their desired solution.
2-3.ECE.BMR-4.0	Exhibits empathy by demonstrating care and concern for others.
2-3.ECE.BMR-4.1	Recognizes that others have feelings different than their own and often responds with comforting actions.

## **Sense of Identity and Belonging**

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<b>2-3.ECE.IB-1.0</b>	Develops sense of identity and belonging through play.
<b>2-3.ECE.IB-1.1</b>	Continues to engage in parallel play but also begins to play with other preferred playmates.
<b>2-3.ECE.IB-2.0</b>	Develops sense of identity and belonging through exploration and persistence.
<b>2-3.ECE.IB-2.1</b>	Continues sustained independent play while participating in more complex activities.
<b>2-3.ECE.IB-3.0</b>	Develops sense of identity and belonging through routines, rituals, and interactions.
<b>2-3.ECE.IB-3.1</b>	Initiates and participates in the rituals and routines of the day.
<b>2-3.ECE.IB-4.0</b>	Develops sense of self-awareness and independence.
<b>2-3.ECE.IB-4.1</b>	Verbally or nonverbally communicates more clearly on needs and wants.
<b>2-3.ECE.IB-4.2</b>	Communicates verbally or nonverbally own preferences.
<b>2-3.ECE.IB-4.3</b>	Identifies differences and similarities between self and others; uses pronouns such as I, me, mine.

## **LANGUAGE AND LITERACY**

### **Listening and Understanding**

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<b>2-3.ECE.LU-1.0</b>	Demonstrates understanding when listening.
<b>2-3.ECE.LU-1.1</b>	Engages in multiple back-and-forth communicative interactions with adults and peers during creative play and in purposeful and novel situations.
<b>2-3.ECE.LU-1.2</b>	Listens to and attends to spoken language and read-aloud texts and responds in ways that signal understanding using simple verbal responses and nonverbal gestures.
<b>2-3.ECE.LU-2.0</b>	Increases knowledge through listening.
<b>2-3.ECE.LU-2.1</b>	Responds to an adult's simple questions about what is being learned.
<b>2-3.ECE.LU-2.2</b>	Participates in simple conversations.
<b>2-3.ECE.LU-2.3</b>	Identifies specific sounds, such as animal sounds and environmental sounds.
<b>2-3.ECE.LU-3.0</b>	Follows directions.
<b>2-3.ECE.LU-3.1</b>	Follows multi-step directions with reminders.

### **Speaking**

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<b>2-3.ECE.S-1.0</b>	Speaks and is understood when speaking.
<b>2-3.ECE.S-1.1</b>	Speaks and is understood by familiar peer or adult most of the time.

## Vocabulary

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<b>2-3.ECE.V-1.0</b>	Shows an understanding of words and their meanings (receptive).
<b>2-3.ECE.V-1.1</b>	Responds appropriately to almost all adult speech, including requests involving multiple steps.
<b>2-3.ECE.V-1.2</b>	Demonstrates understanding of words across varied topics, including words or lines from books, songs, and stories, as well as body parts (typically understands between 500-900 words).
<b>2-3.ECE.V-2.0</b>	Uses increased vocabulary to describe objects, actions, and events (expressive).
<b>2-3.ECE.V-2.1</b>	Increases vocabulary rapidly, including descriptive words, pronouns, and/or plurals (e.g., big, happy, you, me, shoes) (typically has a speaking vocabulary of approximately 500 words).
<b>2-3.ECE.V-2.2</b>	Combines words into three-word sentences to describe the world around them, although unfamiliar adults may have difficulty understanding the child.

## Sentences and Structure

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<b>2-3.ECE.SS-1.0</b>	Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences.
<b>2-3.ECE.SS-1.1</b>	Produces utterances of three to four units of meaning in length.
<b>2-3.ECE.SS-1.2</b>	Produces words and phrases using the present progressive “ing” suffix (e.g., “going,” “playing”), the possessive “s” (e.g., “Ben’s book”), and pronouns (e.g., “She is jumping.”).
<b>2-3.ECE.SS-2.0</b>	Connects words, phrases, and sentences to build ideas.
<b>2-3.ECE.SS-2.1</b>	Produces sentences or phrases of two to three words, including subject/verb/object (e.g., “Juan fell down.” “I did it.”).
<b>2-3.ECE.SS-2.2</b>	Asks basic questions (e.g., “Mommy gone?”).

## Conversation

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<b>2-3.ECE.C-1.0</b>	Uses verbal and nonverbal communication and language to express needs and feelings, share experiences, and resolve problems.
<b>2-3.ECE.C-1.1</b>	Engages in conversations using words, signs, two- or three-word phrases, or simple sentences to initiate, continue or extend conversations with others.
<b>2-3.ECE.C-2.0</b>	Asks questions and responds to adults and peers in a variety of settings.
<b>2-3.ECE.C-2.1</b>	Asks and responds to simple questions (e.g., “Who?” “What?” “Where?” “Why?”) using gestures and two- or three-word phrases in back-and-forth exchanges.
<b>2-3.ECE.C-3.0</b>	Demonstrates understanding of the social conventions of communication and language use.
<b>2-3.ECE.C-3.1</b>	Begins to demonstrate awareness of nonverbal conversational rules.
<b>2-3.ECE.C-3.2</b>	Begins to demonstrate knowledge of verbal conversational rules (e.g., responding to adult speech with two- or three-word phrases).



## Emergent Reading

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<b>2-3.ECE.ER-1.0</b>	Shows motivation for and appreciation of reading.
<b>2-3.ECE.ER-1.1</b>	Shows increased interest in print and books.
<b>2-3.ECE.ER-1.2</b>	Demonstrates that pictures represent real objects, events, and ideas (stories).
<b>2-3.ECE.ER-1.3</b>	Pretends to read print or books.
<b>2-3.ECE.ER-2.0</b>	Shows age-appropriate phonological awareness.
<b>2-3.ECE.ER-2.1</b>	Begins to demonstrate appreciation for sounds and patterns in language (e.g., wordplay, listening to nursery rhymes, singing songs with repetitive phrases and sounds).
<b>2-3.ECE.ER-3.0</b>	Shows alphabetic and print knowledge.
<b>2-3.ECE.ER-3.1</b>	Begins to recognize that print and other symbols convey meaning (e.g., common signs, lists, nametags, labels).
<b>2-3.ECE.ER-4.0</b>	Demonstrates comprehension of books read aloud.
<b>2-3.ECE.ER-4.1</b>	Demonstrates comprehension of meaning of text via pointing to pictures, responding to conversations.

## Emergent Writing

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<b>2-3.ECE.EW-1.0</b>	Begins to show motivation to engage in written expression and appropriate knowledge of forms and functions of written composition.
<b>2-3.ECE.EW-1.1</b>	Begins to use scribbles, marks, and drawings to represent thoughts and ideas.

# MATHEMATICS

## Number Sense

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<b>2-3.ECE.NS-1.0</b>	Subitizes (immediately recognizes without counting) up to two objects.
<b>2-3.ECE.NS-1.1</b>	Subitizes (immediately recognizes without counting) up to two objects.
<b>2-3.ECE.NS-2.0</b>	Begins to count groups of one to five objects in daily routine.
<b>2-3.ECE.NS-2.1</b>	Begins to count groups of one to five objects in daily routine.

## Number Operations

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<b>2-3.ECE.NO-1.0</b>	Changes size of a set of objects (up to three) by adding and subtracting with adult assistance.
<b>2-3.ECE.NO-1.1</b>	Changes size of a set of objects (up to three) by adding and subtracting with adult assistance.

## Patterns

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- 2-3.ECE.PAT-1.0** Recognizes patterns in the environment.  
**2-3.ECE.PAT-1.1** Recognizes patterns in the environment.  
**2-3.ECE.PAT-2.0** Recognizes a simple AB pattern (e.g., clap/snap, clap/snap, clap/snap).  
**2-3.ECE.PAT-2.1** Recognizes a simple AB pattern (e.g., clap/snap, clap/snap, clap/snap).

## Geometry

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- 2-3.ECE.G-1.0** Matches basic shapes (circle, square) nonverbally.  
**2-3.ECE.G-1.1** Matches basic shapes (circle, square) nonverbally.

## Spatial Relations

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- 2-3.ECE.SR-1.0** Begins to demonstrate an understanding of basic spatial directions through songs, finger plays, and games.  
**2-3.ECE.SR-1.1** Begins to demonstrate an understanding of basic spatial directions through songs, finger plays, and games.  
**2-3.ECE.SR-2.0** Manipulates objects by flipping, sliding, and rotating to make them fit.  
**2-3.ECE.SR-2.1** Manipulates objects by flipping, sliding, and rotating to make them fit.

## Measurement and Data

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- 2-3.ECE.MEA-1.0** Uses increasingly complex size words to accurately describe objects.  
**2-3.ECE.MEA-1.1** Uses increasingly complex size words to accurately describe objects.  
**2-3.ECE.MEA-2.0** Compares sets of objects by one attribute (e.g., sort by size).  
**2-3.ECE.MEA-2.1** Compares sets of objects by one attribute (e.g., sort by size).

## SCIENTIFIC INQUIRY

### Scientific Inquiry through Exploration and Discovery

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- 2-3.ECE.SIED-1.0** Uses senses to explore and understand their social and physical environment.  
**2-3.ECE.SIED-1.1** Identifies sense organs (e.g., nose, mouth, eyes, ears, and hands).  
**2-3.ECE.SIED-1.2** Begins to use senses to observe and experience the environment.  
**2-3.ECE.SIED-1.3** Begins to identify objects and features of the world (e.g., bird call, thunder, wind, and fire truck).  
**2-3.ECE.SIED-2.0** Uses tools in scientific inquiry.  
**2-3.ECE.SIED-2.1** Begins to use simple tools to explore and observe (e.g., magnifiers, spoons).  
**2-3.ECE.SIED-3.0** Uses understanding of causal relationships to act on social and physical environments.  
**2-3.ECE.SIED-3.1** Combines simple actions to cause things to happen or change how they interact with objects and people.  
**2-3.ECE.SIED-3.2** Recognizes and begins to respond to results of own actions.

## Life Science

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- 2-3.ECE.LS-1.0** Demonstrates knowledge related to living things and their environments.  
**2-3.ECE.LS-1.1** Explores, interacts with, and identifies a growing number and variety of plants and animals.  
**2-3.ECE.LS-1.2** Begins to explore how plants and animals grow and change (e.g., baby chicks grow to be chickens and puppies grow to be dogs).

## Physical Science

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- 2-3.ECE.PS-1.0** Demonstrates knowledge related to physical science.  
**2-3.ECE.PS-1.1** Begins to explore a greater variety of motions with objects (e.g., rotate, spin, twist).  
**2-3.ECE.PS-1.2** Uses basic words for speed of motion (e.g., fast and slow).  
**2-3.ECE.PS-1.3** Begins to describe, compare, sort, and classify objects based on observable physical characteristics (e.g., color, sound, weight).  
**2-3.ECE.PS-1.4** Begins to use words to describe basic physical properties and states of matter of objects (e.g., wet/dry, hard/soft, warm/cold, firm/squishy).

## Earth and Space Science

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- 2-3.ECE.ESS-1.0** Demonstrates knowledge related to the dynamic properties of earth and sky.  
**2-3.ECE.ESS-1.1** Begins to explore and investigate the properties of water.  
**2-3.ECE.ESS-1.2** Begins to explore and investigate the properties of sand, soil, and mud.  
**2-3.ECE.ESS-1.3** Describes the objects in the sky (e.g., clouds, sun, moon, and stars).  
**2-3.ECE.ESS-1.4** Describes daytime and nighttime through drawing, naming, or pretend play.  
**2-3.ECE.ESS-1.5** Observes and discusses weather.

## Environment

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- 2-3.ECE.E-1.0** Demonstrates awareness of relationship to people, objects, and living/nonliving things in their environment.  
**2-3.ECE.E-1.1** Begins to describe familiar people and objects in the environment.  
**2-3.ECE.E-1.2** Begins to participate in activities to protect the environment.

## Engineering and Technology

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- 2-3.ECE.ET-1.0** Shows interest and understanding of how simple tools and machines assist with solving problems or creating objects and structures.  
**2-3.ECE.ET-1.1** Uses props to represent simple tools through play.  
**2-3.ECE.ET-1.2** Uses simple machines in play (e.g., riding toys, push mower, or tricycle).  
**2-3.ECE.ET-1.3** Begins to explore materials and construct simple objects and structures and begins to explore motion and stability (e.g., block building, ramps, pathways, sand, playdough, and knocking over a block tower).

## SOCIAL STUDIES

### Culture

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- 2-3.ECE.CUL-1.0** Identifies family practices (traditions, celebrations, songs, food, or language).
- 2-3.ECE.CUL-1.1** Identifies family practices (traditions, celebrations, songs, food, or language).

### Individual Development and Identity

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- 2-3.ECE.IDI-1.0** Begins to recognize characteristics of self as an individual.
- 2-3.ECE.IDI-1.1** Begins to recognize characteristics of self as an individual.
- 2-3.ECE.IDI-2.0** Begins to recognize the ways self is similar to and different from peers and others.
- 2-3.ECE.IDI-2.1** Begins to recognize the ways self is similar to and different from peers and others.

### Individuals and Groups

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- 2-3.ECE.IG-1.0** Recognizes self as separate from others.
- 2-3.ECE.IG-1.1** Recognizes self as separate from others.
- 2-3.ECE.IG-2.0** Responds to the needs of others (e.g., peers and family members).
- 2-3.ECE.IG-2.1** Responds to the needs of others (e.g., peers and family members).
- 2-3.ECE.IG-3.0** Begins to follow routines (e.g., family, classroom, school, and community).
- 2-3.ECE.IG-3.1** Begins to follow routines (e.g., family, classroom, school, and community).

### Spaces, Places, and Environments

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- 2-3.ECE.SPE-1.0** Begins to identify own personal space.
- 2-3.ECE.SPE-1.1** Begins to identify own personal space.
- 2-3.ECE.SPE-2.0** Explores own environment.
- 2-3.ECE.SPE-2.1** Explores own environment.
- 2-3.ECE.SPE-3.0** Recognizes basic physical characteristics (e.g., landmarks or land features).
- 2-3.ECE.SPE-3.1** Recognizes basic physical characteristics (e.g., landmarks or land features).
- 2-3.ECE.SPE-4.0** Uses words to describe objects in a familiar space.
- 2-3.ECE.SPE-4.1** Uses words to describe objects in a familiar space.

## **Time, Continuity, and Change**

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- 2-3.ECE.TCC-1.0 Begins to sequence events.
- 2-3.ECE.TCC-1.1 Begins to sequence events.
- 2-3.ECE.TCC-2.0 Begins to recognize time events and routines.
- 2-3.ECE.TCC-2.1 Begins to recognize time events and routines.

## **Governance, Civic Ideals, and Practices**

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- 2-3.ECE.GCIP-1.0 Begins to recognize expectations in varying settings.
- 2-3.ECE.GCIP-1.1 Begins to recognize expectations in varying settings.
- 2-3.ECE.GCIP-2.0 Demonstrates emerging problem-solving and decision-making skills.
- 2-3.ECE.GCIP-2.1 Demonstrates emerging problem-solving and decision-making skills.
- 2-3.ECE.GCIP-3.0 Begins to recognize common symbols in the environment.
- 2-3.ECE.GCIP-3.1 Begins to recognize common symbols in the environment.

## **Economics and Resources**

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- 2-3.ECE.ECR-1.0 Initiates more complex interactions to get wants and needs met.
- 2-3.ECE.ECR-1.1 Initiates more complex interactions to get wants and needs met.
- 2-3.ECE.ECR-2.0 Shows awareness of occupations.
- 2-3.ECE.ECR-2.1 Shows awareness of occupations.

## **Technology and Our World**

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- 2-3.ECE.TOW-1.0 Explores technology tools and interactive media (e.g., writing utensils, electronic toys, DVD, and music players).
- 2-3.ECE.TOW-1.1 Explores technology tools and interactive media (e.g., writing utensils, electronic toys, DVD, and music players).

# **CREATIVE EXPRESSION THROUGH THE ARTS**

## **Sensory Art Experience**

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- 2-3.ECE.SAE-1.0 Uses imagination and creativity to express self through open-ended, diverse, and process-oriented art experiences with intention.
- 2-3.ECE.SAE-1.1 Uses imagination and creativity to express self through open-ended, diverse, and process-oriented art experiences with intention.

## **Music**

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- 2-3.ECE.M-1.0 Begins to engage in a variety of individual and group musical activities.
- 2-3.ECE.M-1.1 Begins to engage in a variety of individual and group musical activities.

## **Creative Movement**

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- 2-3.ECE.CM-1.0** Begins to engage in individual and group movement activities to express and represent thoughts, observations, imagination, feelings, experiences, and knowledge.
- 2-3.ECE.CM-1.1** Begins to engage in individual and group movement activities to express and represent thoughts, observations, imagination, feelings, experiences, and knowledge.

## **Imaginative and Creative Play**

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- 2-3.ECE.ICP-1.0** Purposefully explores, engages, and persists in ongoing real and/or imaginative experiences through creative play.
- 2-3.ECE.ICP-1.1** Purposefully explores, engages, and persists in ongoing real and/or imaginative experiences through creative play.

## **Appreciation of the Arts**

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- 2-3.ECE.AA-1.0** Responds to own art and to a variety of artistic expressions of others.
- 2-3.ECE.AA-1.1** Responds to own art and to a variety of artistic expressions of others.
- 2-3.ECE.AA-2.0** Shows preferences for various art forms.
- 2-3.ECE.AA-2.1** Shows preferences for various art forms.

**PHYSICAL DEVELOPMENT****Health and Wellbeing**

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- 3-4.ECE.HW-1.0** Active Physical Play: Engages in physical activities with increasing balance, coordination, endurance, and intensity.
- 3-4.ECE.HW-1.1** Engages in active games or outdoor play and other forms of physical activity for sustained periods of time (e.g., dancing in circle time).
- 3-4.ECE.HW-2.0** Safety: Shows awareness of safety and increasingly demonstrates knowledge of safe choices and risk assessment when participating in daily activities.
- 3-4.ECE.HW-2.1** Follows basic safety practices with close adult supervision (e.g., tries to buckle own seatbelt; seeks adult assistance to use step stool).
- 3-4.ECE.HW-3.0** Personal Care Routines: Responds to and initiates care routines that support personal hygiene.
- 3-4.ECE.HW-3.1** Carries out familiar hygiene routines with occasional reminders of how to do them.
- 3-4.ECE.HW-4.0** Feeding and Nutrition: Responds to feeding or feeds self with increasing efficiency and demonstrates increasing interest in eating habits and making food choices.
- 3-4.ECE.HW-4.1** Serves self or others by scooping or pouring from containers.
- 3-4.ECE.HW-4.2** Begins to recognize nutritious food choices and healthy eating habits.

**Motor Development**

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- 3-4.ECE.MD-1.0** Gross Motor Development: Demonstrates use of large muscles for movement, position, strength, and coordination.
- 3-4.ECE.MD-1.1** Begins to balance, such as on one leg or a beam, for short periods.
- 3-4.ECE.MD-1.2** Begins to perform some skills, such as jumping for height and hopping.
- 3-4.ECE.MD-1.3** Engages in physical activity that requires strength and stamina for brief periods.
- 3-4.ECE.MD-2.0** Gross Motor Development: Demonstrates use of large muscles to move in the environment.
- 3-4.ECE.MD-2.1** Begins to combine and coordinate two or more motor movements (e.g., runs with long strides showing arm and leg opposition; uses wheelchair to move in classroom).
- 3-4.ECE.MD-3.0** Gross Motor Perception (Sensorimotor): Uses perceptual information to guide motions and interactions with objects and other people.
- 3-4.ECE.MD-3.1** Begins to act and move with purpose and recognizes differences in direction, distance, and location.
- 3-4.ECE.MD-3.2** Demonstrates awareness of own body in relation to others.
- 3-4.ECE.MD-4.0** Fine Motor Development: Increasingly coordinates hand and eye movements to perform a variety of actions with increasing precision.

- 3-4.ECE.MD-4.1** Uses hand-eye coordination to manipulate objects and materials (e.g., completing large-piece puzzles or threading beads with large holes, begins to use scissors).
- 3-4.ECE.MD-4.2** Uses hand-eye coordination in handling books (e.g., turning pages, pointing to a picture, or looking for favorite page).

## **APPROACHES TO LEARNING**

### **Eagerness and Curiosity**

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- 3-4.ECE.EC-1.0** Shows curiosity and is eager to learn new things and have new experiences.
- 3-4.ECE.EC-1.1** Shows curiosity and is eager to learn new things and have new experiences.
- 3-4.ECE.EC-2.0** Sustains attention for brief periods and finds help when needed.
- 3-4.ECE.EC-2.1** Sustains attention for brief periods and finds help when needed.
- 3-4.ECE.EC-3.0** Approaches daily activities with creativity.
- 3-4.ECE.EC-3.1** Approaches daily activities with creativity.
- 3-4.ECE.EC-4.0** Shows initial signs of planning and learning from their experiences.
- 3-4.ECE.EC-4.1** Shows initial signs of planning and learning from their experiences.

## **SOCIAL AND EMOTIONAL DEVELOPMENT**

### **Emotional Functioning**

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- 3-4.ECE.EF-1.0** Expresses, identifies, and responds to a range of emotions.
- 3-4.ECE.EF-1.1** Identifies complex emotions in a book, picture, or on a person's face (e.g., frustrated, confused).
- 3-4.ECE.EF-2.0** Demonstrates appropriate affect (emotional response) between behavior and facial expression.
- 3-4.ECE.EF-2.1** Verbalizes own feelings and those of others.

### **Managing Emotions**

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- 3-4.ECE.ME-1.0** Demonstrates ability to self-regulate.
- 3-4.ECE.ME-1.1** Begins to verbalize their emotions.
- 3-4.ECE.ME-2.0** Attends to sights, sounds, objects, people, and activities.
- 3-4.ECE.ME-2.1** Begins to sustain attention for brief period of time in group activities.



## **Building and Maintaining Relationships with Adults and Peers**

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- 3-4.ECE.BMR-1.0** Develops positive relationships with adults.
- 3-4.ECE.BMR-1.1** Develops positive relationships and interacts comfortably with familiar adults.
- 3-4.ECE.BMR-2.0** Develops positive relationships with peers.
- 3-4.ECE.BMR-2.1** Builds social relationships and becomes more connected to other children.
- 3-4.ECE.BMR-2.2** Demonstrates strategies for entry into social play with peers.
- 3-4.ECE.BMR-2.3** Develops an initial understanding of bullying.
- 3-4.ECE.BMR-3.0** Develops increasing ability to engage in social problem solving.
- 3-4.ECE.BMR-3.1** Able to suggest a potential solution to social problems and, with adult support, is able to follow through.
- 3-4.ECE.BMR-4.0** Exhibits empathy by demonstrating care and concern for others.
- 3-4.ECE.BMR-4.1** Responds to the emotions of others with comforting words or actions.

## **Sense of Identity and Belonging**

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- 3-4.ECE.IB-1.0** Develops sense of identity and belonging through play.
- 3-4.ECE.IB-1.1** Continues to play with preferred playmates.
- 3-4.ECE.IB-2.0** Develops sense of identity and belonging through exploration and persistence.
- 3-4.ECE.IB-2.1** Continues sustained independent play and participates in more planned group activities.
- 3-4.ECE.IB-3.0** Develops sense of identity and belonging through routines, rituals, and interactions.
- 3-4.ECE.IB-3.1** Begins to show a willingness to be flexible if routines must change in minor ways.
- 3-4.ECE.IB-4.0** Develops sense of self-awareness and independence.
- 3-4.ECE.IB-4.1** Increasingly uses words to communicate needs and wants.
- 3-4.ECE.IB-4.2** Begins to recognize preferences of others.
- 3-4.ECE.IB-4.3** Begins to use words to demonstrate knowledge of personal information (e.g., hair color, age, gender, or size).
- 3-4.ECE.IB-4.4** Begins to identify self as part of a group (e.g., class or family).

## **LANGUAGE AND LITERACY**

### **Listening and Understanding**

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- 3-4.ECE.LU-1.0** Demonstrates understanding when listening.
- 3-4.ECE.LU-1.1** Engages in multiple back-and-forth communicative interactions with adults and peers in purposeful and novel situations to reach a goal.
- 3-4.ECE.LU-1.2** Shows understanding by answering factual questions and responding appropriately to what is said.
- 3-4.ECE.LU-2.0** Increases knowledge through listening.

- 3-4.ECE.LU-2.1** Tells the main idea or topic of a conversation, story, informational text, or creative play, and makes a connection.
- 3-4.ECE.LU-2.2** Observes simple aspects of child’s world and responds and reacts.
- 3-4.ECE.LU-3.0** Follows directions.
- 3-4.ECE.LU-3.1** Achieves mastery of one-step directions and usually follows two-step directions.

## Speaking

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- 3-4.ECE.S-1.0** Speaks and is understood when speaking.
- 3-4.ECE.S-1.1** Begins to speak and is usually understood by both a familiar and an unfamiliar adult but may make some pronunciation errors.

## Vocabulary

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- 3-4.ECE.V-1.0** Shows an understanding of words and their meanings (receptive).
- 3-4.ECE.V-1.1** Begins to demonstrate understanding of age-appropriate vocabulary across multiple topic areas and demonstrates a variety of words and their meanings within each area (e.g., world knowledge, names of body parts and feelings).
- 3-4.ECE.V-1.2** Begins to understand the use of words in different context (including plurals and past tense in speech).
- 3-4.ECE.V-2.0** Uses increased vocabulary to describe objects, actions, and events (expressive).
- 3-4.ECE.V-2.1** Adds new words to vocabulary weekly (e.g., repeats words and integrates new words in play scenarios) (typically has a speaking vocabulary of approximately 1,000 words).
- 3-4.ECE.V-2.2** Describes what objects are used for and is able to express ideas (e.g., names some colors, shapes, and says full name).

## Sentences and Structure

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- 3-4.ECE.SS-1.0** Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences.
- 3-4.ECE.SS-1.1** Produces utterances of four to five units of meaning in length.
- 3-4.ECE.SS-1.2** Produces words and phrases using the regular past tense and the regular third person (e.g., “Daddy jumped.” “We’re building.”).
- 3-4.ECE.SS-2.0** Connects words, phrases, and sentences to build ideas.
- 3-4.ECE.SS-2.1** Produces sentences or phrases of two to five words, including subject/verb/object (e.g., “Suzy has cookies.” “My shirt’s got blue flowers.”).
- 3-4.ECE.SS-2.2** Asks more complex questions beginning with “is” (e.g., “Is David here?” “What was for lunch?”).
- 3-4.ECE.SS-2.3** Uses conjunctions “and” and sometimes “because” in sentences and uses other complex sentence structures (e.g., elaborated phrases with adjectives and adverbs).

## Conversation

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- 3-4.ECE.C-1.0** Uses verbal and nonverbal communication and language to express needs and feelings, share experiences, and resolve problems.
- 3-4.ECE.C-1.1** Engages in conversations using sentences with four or more words, participates in simple, back-and-forth conversations to exchange ideas or information.
- 3-4.ECE.C-2.0** Asks questions and responds to adults and peers in a variety of settings.
- 3-4.ECE.C-2.1** Asks and responds to increasingly longer and more complex sentences and simple questions.
- 3-4.ECE.C-3.0** Demonstrates understanding of the social conventions of communication and language use.
- 3-4.ECE.C-3.1** Demonstrates awareness of nonverbal conversational rules.
- 3-4.ECE.C-3.2** Begins to demonstrate knowledge of verbal conversational rules (e.g., appropriately takes turns, does not interrupt, uses appropriate verbal expressions, and uses appropriate intonation).
- 3-4.ECE.C-3.3** Begins to match language to social and academic contexts (e.g., uses volume appropriate to context).

## Emergent Reading

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- 3-4.ECE.ER-1.0** Shows motivation for and appreciation of reading.
- 3-4.ECE.ER-1.1** Begins to select books for reading enjoyment and reading-related activities, including pretending to read to self or others.
- 3-4.ECE.ER-1.2** Begins to make real-world connections between stories and real-life experiences.
- 3-4.ECE.ER-1.3** Interacts appropriately with books; pretends to read, holds book appropriately or picture reads.
- 3-4.ECE.ER-1.4** Asks to be read to or asks the meaning of written text.
- 3-4.ECE.ER-1.5** Participates in conversations that demonstrate appreciation of printed materials.
- 3-4.ECE.ER-2.0** Shows age-appropriate phonological awareness.
- 3-4.ECE.ER-2.1** Listens and matches rhythm, volume, and pitch of rhymes, songs, and chants.
- 3-4.ECE.ER-3.0** Shows alphabetic and print knowledge.
- 3-4.ECE.ER-3.1** Recognizes that print conveys meaning.
- 3-4.ECE.ER-3.2** Recognizes some letters when named (e.g., when shown a group of letters, can accurately identify, verbally or nonverbally, the letter that is named).
- 3-4.ECE.ER-3.3** Names some letters (e.g., when shown an uppercase or lowercase letter, can accurately say its name).
- 3-4.ECE.ER-4.0** Demonstrates comprehension of books read aloud.
- 3-4.ECE.ER-4.1** Retells or reenacts parts of a story after it is read aloud.

## Emergent Writing

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- 3-4.ECE.EW-1.0** Begins to show motivation to engage in written expression and appropriate knowledge of forms and functions of written composition.
- 3-4.ECE.EW-1.1** Uses scribbling, letter-like shapes, and drawings to represent thoughts and ideas.

## MATHEMATICS

### Number Sense

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- 3-4.ECE.NS-1.0** Subitizes (immediately recognizes without counting) the number of objects in a set of four objects.
- 3-4.ECE.NS-1.1** Subitizes (immediately recognizes without counting) the number of objects in a set of four objects.
- 3-4.ECE.NS-2.0** Counts and identifies the number sequence “1 to 10.”
- 3-4.ECE.NS-2.1** Counts and identifies the number sequence “1 to 10.”
- 3-4.ECE.NS-3.0** Begins to demonstrate one-to-one correspondence up to 10 during daily routines.
- 3-4.ECE.NS-3.1** Begins to demonstrate one-to-one correspondence up to 10 during daily routines.
- 3-4.ECE.NS-4.0** Identifies the last number spoken tells “how many” up to five (cardinality).
- 3-4.ECE.NS-4.1** Identifies the last number spoken tells “how many” up to five (cardinality).
- 3-4.ECE.NS-5.0** Counts sets constructed by the teacher to five and beyond.
- 3-4.ECE.NS-5.1** Counts sets constructed by the teacher to five and beyond.
- 3-4.ECE.NS-6.0** Constructs and counts sets of one to five and beyond.
- 3-4.ECE.NS-6.1** Constructs and counts sets of one to five and beyond.

### Number Operations

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- 3-4.ECE.NO-1.0** Explores quantities up to five using objects, fingers, and dramatic play to solve real-world joining and separating problems.
- 3-4.ECE.NO-1.1** Explores quantities up to five using objects, fingers, and dramatic play to solve real-world joining and separating problems.
- 3-4.ECE.NO-2.0** Changes size of a set of up to five objects by combining and taking away.
- 3-4.ECE.NO-2.1** Changes size of a set of up to five objects by combining and taking away.

## Patterns

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- 3-4.ECE.PAT-1.0** Notices a pattern with a missing object and completes the pattern by filling in the missing object.
- 3-4.ECE.PAT-1.1** Notices a pattern with a missing object and completes the pattern by filling in the missing object.
- 3-4.ECE.PAT-2.0** Begins to duplicate a pattern from a model.
- 3-4.ECE.PAT-2.1** Begins to duplicate a pattern from a model.

## Geometry

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- 3-4.ECE.G-1.0** Recognizes and names typical shapes (circle, square, triangle).
- 3-4.ECE.G-1.1** Recognizes and names typical shapes (circle, square, triangle).
- 3-4.ECE.G-2.0** Matches a wider variety of shapes and orientations.
- 3-4.ECE.G-2.1** Matches a wider variety of shapes and orientations.
- 3-4.ECE.G-3.0** Explores three-dimensional shapes in the environment through play.
- 3-4.ECE.G-3.1** Explores three-dimensional shapes in the environment through play.

## Spatial Relations

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- 3-4.ECE.SR-1.0** Demonstrates an understanding of basic spatial directions through songs, finger plays, and games.
- 3-4.ECE.SR-1.1** Demonstrates an understanding of basic spatial directions through songs, finger plays, and games.
- 3-4.ECE.SR-2.0** Demonstrates directionality, order, and position of objects by following simple directions.
- 3-4.ECE.SR-2.1** Demonstrates directionality, order, and position of objects by following simple directions.

## Measurement and Data

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- 3-4.ECE.MEA-1.0** Uses size words to label objects.
- 3-4.ECE.MEA-1.1** Uses size words to label objects.
- 3-4.ECE.MEA-2.0** Explores two objects by making direct comparisons in length, weight, and size using a single attribute.
- 3-4.ECE.MEA-2.1** Explores two objects by making direct comparisons in length, weight, and size using a single attribute.
- 3-4.ECE.MEA-3.0** Measures object attributes using a variety of standard and nonstandard tools with adult guidance.
- 3-4.ECE.MEA-3.1** Measures object attributes using a variety of standard and nonstandard tools with adult guidance.
- 3-4.ECE.MEA-4.0** Participates in group sorting and data collection.
- 3-4.ECE.MEA-4.1** Participates in group sorting and data collection.

## SCIENTIFIC INQUIRY

### Scientific Inquiry through Exploration and Discovery

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- 3-4.ECE.SIED-1.0** Uses senses to explore and understand their social and physical environment.
- 3-4.ECE.SIED-1.1** Begins to identify each of the five senses and how they relate to the sense organs.
- 3-4.ECE.SIED-1.2** Uses senses to observe and experience objects and environment.
- 3-4.ECE.SIED-2.0** Uses tools in scientific inquiry.
- 3-4.ECE.SIED-2.1** Demonstrates the use of simple tools and equipment for observing and investigating (e.g., droppers, blocks, bug catchers).
- 3-4.ECE.SIED-3.0** Uses understanding of causal relationships to act on social and physical environments.
- 3-4.ECE.SIED-3.1** Makes simple predictions and reflects on what caused something to happen.
- 3-4.ECE.SIED-3.2** Participates in and discusses simple experiments.
- 3-4.ECE.SIED-3.3** Represents ideas and observations through drawings or using other forms of representation (e.g., manipulatives or different objects).

### Life Science

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- 3-4.ECE.LS-1.0** Demonstrates knowledge related to living things and their environments.
- 3-4.ECE.LS-1.1** Observes and explores a variety of plants and animals and their environments (e.g., rabbits, birds, ladybugs, hermit crabs, eggs, butterflies, and bugs in the garden).
- 3-4.ECE.LS-1.2** Begins to notice the similarities and differences among various living things.
- 3-4.ECE.LS-1.3** Explores basic life cycles (e.g., plants grow from seeds and hatching eggs).
- 3-4.ECE.LS-1.4** Explores the differences between living and nonliving things.
- 3-4.ECE.LS-1.5** Explores the needs of living things (e.g., plants need water to grow and kids need food to grow).

### Physical Science

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- 3-4.ECE.PS-1.0** Demonstrates knowledge related to physical science.
- 3-4.ECE.PS-1.1** Explores and investigates objects that require positioning and movement through play (e.g., gears, marble chutes, screws in a toy workbench).
- 3-4.ECE.PS-1.2** Explores and investigates how to change the speed with which an object will move (e.g., pedaling a tricycle, rolling a ball).
- 3-4.ECE.PS-1.3** Explores and investigates the properties of toys and objects (e.g., relationship between size and weight of blocks, what makes balls bounce).
- 3-4.ECE.PS-1.4** Explores and begins to identify physical properties and state of matter of objects or materials (e.g., playing with sand and water, mixing paints, freezing and cooking, sinking/floating objects).

## Earth and Space Science

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- 3-4.ECE.ESS-1.0** Demonstrates knowledge related to the dynamic properties of earth and sky.
- 3-4.ECE.ESS-1.1** Investigates and asks questions about the properties of water using adult- and child-directed activities.
- 3-4.ECE.ESS-1.2** Investigates and asks questions about the properties of rocks, soil, sand, and mud using adult- and child- directed activities.
- 3-4.ECE.ESS-1.3** Asks questions and shows curiosity about objects in the sky (e.g., clouds, sun, moon, and stars).
- 3-4.ECE.ESS-1.4** Describes typical daytime and nighttime activities for people and other animals through drawing, naming, or pretend play.
- 3-4.ECE.ESS-1.5** Observes and discusses weather changes day to day.

## Environment

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- 3-4.ECE.E-1.0** Demonstrates awareness of relationship to people, objects, and living/nonliving things in their environment.
- 3-4.ECE.E-1.1** Describes familiar people and objects in the environment.
- 3-4.ECE.E-1.2** Participates in activities to protect the environment.

## Engineering and Technology

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- 3-4.ECE.ET-1.0** Shows interest and understanding of how simple tools and machines assist with solving problems or creating objects and structures.
- 3-4.ECE.ET-1.1** Begins to identify problems and tries to solve them by designing or using tools (e.g., uses a stick or bat to reach and pull a ball back inside the fence).
- 3-4.ECE.ET-1.2** Explores and identifies simple machines through play (e.g., ramps, gears, wheels, pulleys, and levers).
- 3-4.ECE.ET-1.3** Explores and constructs simple objects and structures with appropriate materials and explores concept of stability of structures (e.g., block building, ramps, pathways, sand, playdough, and knocking over a block tower).

## SOCIAL STUDIES

### Culture

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- 3-4.ECE.CUL-1.0** Begins to identify self as a member of a culture.
- 3-4.ECE.CUL-1.1** Begins to identify self as a member of a culture.
- 3-4.ECE.CUL-2.0** Begins to understand everyone belongs to a culture.
- 3-4.ECE.CUL-2.1** Begins to understand everyone belongs to a culture.
- 3-4.ECE.CUL-3.0** Explores culture of peers and families (classroom).
- 3-4.ECE.CUL-3.1** Explores culture of peers and families (classroom).

## Individual Development and Identity

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<b>3-4.ECE.IDI-1.0</b>	Recognizes characteristics of self as an individual.
<b>3-4.ECE.IDI-1.1</b>	Recognizes characteristics of self as an individual.
<b>3-4.ECE.IDI-2.0</b>	Recognizes the ways self is similar to and different from peers and others.
<b>3-4.ECE.IDI-2.1</b>	Recognizes the ways self is similar to and different from peers and others.

## Individuals and Groups

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<b>3-4.ECE.IG-1.0</b>	Identifies self and others as part of a group.
<b>3-4.ECE.IG-1.1</b>	Identifies self and others as part of a group.
<b>3-4.ECE.IG-2.0</b>	Identifies groups within a community.
<b>3-4.ECE.IG-2.1</b>	Identifies groups within a community.
<b>3-4.ECE.IG-3.0</b>	Begins to demonstrate awareness of group rules (e.g., family, classroom, school, and community).
<b>3-4.ECE.IG-3.1</b>	Begins to demonstrate awareness of group rules (e.g., family, classroom, school, and community).
<b>3-4.ECE.IG-4.0</b>	Exhibits emerging leadership skills and roles (e.g., line leader and door holder).
<b>3-4.ECE.IG-4.1</b>	Exhibits emerging leadership skills and roles (e.g., line leader and door holder).

## Spaces, Places, and Environments

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<b>3-4.ECE.SPE-1.0</b>	Recognizes the relationship of personal space to surroundings.
<b>3-4.ECE.SPE-1.1</b>	Recognizes the relationship of personal space to surroundings.
<b>3-4.ECE.SPE-2.0</b>	Identifies own environment and other locations.
<b>3-4.ECE.SPE-2.1</b>	Identifies own environment and other locations.
<b>3-4.ECE.SPE-3.0</b>	Identifies basic physical characteristics (e.g., landmarks or land features).
<b>3-4.ECE.SPE-3.1</b>	Identifies basic physical characteristics (e.g., landmarks or land features).
<b>3-4.ECE.SPE-4.0</b>	Begins to use spatial words (e.g., far/close, over/under and up/down).
<b>3-4.ECE.SPE-4.1</b>	Begins to use spatial words (e.g., far/close, over/under and up/down).
<b>3-4.ECE.SPE-5.0</b>	Begins to recognize some geographic tools and resources (e.g., maps, globes, or GPS).
<b>3-4.ECE.SPE-5.1</b>	Begins to recognize some geographic tools and resources (e.g., maps, globes, or GPS).

## Time, Continuity, and Change

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<b>3-4.ECE.TCC-1.0</b>	Recognizes sequence of events to establish a sense of order and time.
<b>3-4.ECE.TCC-1.1</b>	Recognizes sequence of events to establish a sense of order and time.
<b>3-4.ECE.TCC-2.0</b>	Explores changes that take place over time in the immediate environment.
<b>3-4.ECE.TCC-2.1</b>	Explores changes that take place over time in the immediate environment.



## **Governance, Civic Ideals, and Practices**

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- 3-4.ECE.GCIP-1.0** Begins to recognize and follow rules and expectations in varying settings.
- 3-4.ECE.GCIP-1.1** Begins to recognize and follow rules and expectations in varying settings.
- 3-4.ECE.GCIP-2.0** Begins to participate in problem solving and decision making.
- 3-4.ECE.GCIP-2.1** Begins to participate in problem solving and decision making.
- 3-4.ECE.GCIP-3.0** Begins to recognize national patriotic symbols (e.g., flag and eagle).
- 3-4.ECE.GCIP-3.1** Begins to recognize national patriotic symbols (e.g., flag and eagle).

## **Economics and Resources**

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- 3-4.ECE.ECR-1.0** Begins to recognize the difference between wants and needs.
- 3-4.ECE.ECR-1.1** Begins to recognize the difference between wants and needs.
- 3-4.ECE.ECR-2.0** Recognizes familiar people who perform different occupations.
- 3-4.ECE.ECR-2.1** Recognizes familiar people who perform different occupations.

## **Technology and Our World**

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- 3-4.ECE.TOW-1.0** Uses technology as a tool when appropriate (e.g., writing utensils, electronic toys, DVD, music players, digital cameras, computers, or tablets).
- 3-4.ECE.TOW-1.1** Consistently follows basic safety rules independently across different situations.

# **CREATIVE EXPRESSION THROUGH THE ARTS**

## **Sensory Art Experience**

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- 3-4.ECE.SAE-1.0** Uses imagination and creativity to express self with intention using a variety of open-ended, process-oriented, and diverse art materials.
- 3-4.ECE.SAE-1.1** Uses imagination and creativity to express self with intention using a variety of open-ended, process-oriented, and diverse art materials.

## **Music**

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- 3-4.ECE.M-1.0** Engages in a variety of individual and group musical activities with more coordinated intention.
- 3-4.ECE.M-1.1** Engages in a variety of individual and group musical activities with more coordinated intention.
- 3-4.ECE.M-2.0** Begins to express and represent thought, observations, imagination, feelings, experiences, and knowledge in individual and group music activities (e.g., singing, trying musical instruments, or marching).
- 3-4.ECE.M-2.1** Begins to express and represent thought, observations, imagination, feelings, experiences, and knowledge in individual and group music activities (e.g., singing, trying musical instruments, or marching).

## **Creative Movement**

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- 3-4.ECE.CM-1.0** Engages in individual and group movement activities to express and represent thoughts, observations, imagination, feelings, experiences, and knowledge.
- 3-4.ECE.CM-1.1** Engages in individual and group movement activities to express and represent thoughts, observations, imagination, feelings, experiences, and knowledge.

## **Imaginative and Creative Play**

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- 3-4.ECE.ICP-1.0** Expresses and represents thoughts, observations, imagination, feelings, experiences, and knowledge, verbally or nonverbally, using a variety of objects in own environment.
- 3-4.ECE.ICP-1.1** Expresses and represents thoughts, observations, imagination, feelings, experiences, and knowledge, verbally or nonverbally, using a variety of objects in own environment.

## **Appreciation of the Arts**

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- 3-4.ECE.AA-1.0** Responds to and expresses opinions and feelings about own art form as well as a variety of artistic expressions of others.
- 3-4.ECE.AA-1.1** Responds to and expresses opinions and feelings about own art form as well as a variety of artistic expressions of others.

**PHYSICAL DEVELOPMENT****Health and Wellbeing**

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- 4-5.ECE.HW-1.0** Active Physical Play: Engages in physical activities with increasing balance, coordination, endurance, and intensity.
- 4-5.ECE.HW-1.1** Engages in active games or outdoor play and other forms of physical activity for sustained periods of time (e.g., dancing in circle time).
- 4-5.ECE.HW-2.0** Safety: Shows awareness of safety and increasingly demonstrates knowledge of safe choices and risk assessment when participating in daily activities.
- 4-5.ECE.HW-2.1** Follows basic safety practices with close adult supervision (e.g., tries to buckle own seatbelt; seeks adult assistance to use step stool).
- 4-5.ECE.HW-2.2** Identifies consequences of not following safety rules.
- 4-5.ECE.HW-3.0** Personal Care Routines: Responds to and initiates care routines that support personal hygiene.
- 4-5.ECE.HW-3.1** Initiates and completes familiar hygiene routines independently.
- 4-5.ECE.HW-4.0** Feeding and Nutrition: Responds to feeding or feeds self with increasing efficiency and demonstrates increasing interest in eating habits and making food choices.
- 4-5.ECE.HW-4.1** Assists adults in preparing simple foods to serve to self or others.
- 4-5.ECE.HW-4.2** Recognizes nutritious food choices and healthy eating habits.

**Motor Development**

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- 4-5.ECE.MD-1.0** Gross Motor Development: Demonstrates use of large muscles for movement, position, strength, and coordination.
- 4-5.ECE.MD-1.1** Balances, such as on one leg or on a beam, for longer periods of time both when standing still and when moving from one position to another.
- 4-5.ECE.MD-1.2** Demonstrates more coordinated movement when engaging in skills, such as jumping for height and distance, hopping, and running.
- 4-5.ECE.MD-1.3** Engages in more complex movements (e.g., riding a tricycle with ease).
- 4-5.ECE.MD-1.4** Engages in physical activities of increasing levels of intensity for sustained periods of time.
- 4-5.ECE.MD-2.0** Gross Motor Development: Demonstrates use of large muscles to move in the environment.
- 4-5.ECE.MD-2.1** Combines and coordinates more than two motor movements (e.g., moves a wheelchair through an obstacle course).
- 4-5.ECE.MD-3.0** Gross Motor Perception (Sensorimotor): Uses perceptual information to guide motions and interactions with objects and other people
- 4-5.ECE.MD-3.1** Acts and moves with purpose and independently recognizes differences in direction, distance, and location.
- 4-5.ECE.MD-3.2** Demonstrates spatial awareness through play activities.

<b>4-5.ECE.MD-4.0</b>	Fine Motor Development: Demonstrates increasing precision, strength, coordination, and efficiency when using hand muscles for play and functional tasks.
<b>4-5.ECE.MD-4.1</b>	Shows hand control using various drawing and art tools with increasing coordination.
<b>4-5.ECE.MD-5.0</b>	Fine Motor Development: Increasingly coordinates hand and eye movements to perform a variety of actions with increasing precision.
<b>4-5.ECE.MD-5.1</b>	Easily coordinates hand and eye movements to carry out tasks (e.g., working on puzzles or stringing beads together).
<b>4-5.ECE.MD-5.2</b>	Uses developmentally appropriate grasp to hold and manipulate tools for writing, drawing, and painting.
<b>4-5.ECE.MD-5.3</b>	Uses coordinated movements to complete complex tasks (e.g., cuts along a line, pours or buttons, buckles/unbuckles, zips, snaps, laces shoes, fastens tabs).

## **APPROACHES TO LEARNING**

### **Eagerness and Curiosity**

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<b>4-5.ECE.EC-1.0</b>	Shows increased curiosity and is eager to learn new things and have new experiences.
<b>4-5.ECE.EC-1.1</b>	Shows increased curiosity and is eager to learn new things and have new experiences.
<b>4-5.ECE.EC-2.0</b>	Attends to tasks for a brief period of time.
<b>4-5.ECE.EC-2.1</b>	Attends to tasks for a brief period of time.
<b>4-5.ECE.EC-3.0</b>	Approaches daily activities with creativity and inventiveness.
<b>4-5.ECE.EC-3.1</b>	Approaches daily activities with creativity and inventiveness.
<b>4-5.ECE.EC-4.0</b>	Demonstrates some planning and learning from experiences.
<b>4-5.ECE.EC-4.1</b>	Demonstrates some planning and learning from experiences.

## **SOCIAL AND EMOTIONAL DEVELOPMENT**

### **Emotional Functioning**

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<b>4-5.ECE.EF-1.0</b>	Expresses, identifies, and responds to a range of emotions.
<b>4-5.ECE.EF-1.1</b>	Recognizes the emotions of peers and responds with empathy and compassion.
<b>4-5.ECE.EF-2.0</b>	Demonstrates appropriate affect (emotional response) between behavior and facial expression.
<b>4-5.ECE.EF-2.1</b>	Demonstrates cognitive empathy (recognizing or inferring others' mental states) and the use of words, gestures, and facial expressions to respond appropriately.

## Managing Emotions

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- 4-5.ECE.ME-1.0** Demonstrates ability to self-regulate.  
**4-5.ECE.ME-1.1** Recognizes and names own emotions and manages and exhibits behavioral control with or without adult support.  
**4-5.ECE.ME-2.0** Attends to sights, sounds, objects, people, and activities.  
**4-5.ECE.ME-2.1** Increases attention to preferred activities and begins to attend to non-preferred activities.

## Building and Maintaining Relationships with Adults and Peers

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- 4-5.ECE.BMR-1.0** Develops positive relationships with adults.  
**4-5.ECE.BMR-1.1** Shows enjoyment in interactions with trusted adults while also demonstrating skill in separating from these adults.  
**4-5.ECE.BMR-2.0** Develops positive relationships with peers.  
**4-5.ECE.BMR-2.1** Plays with peers in a coordinated manner, including assigning roles, materials, and actions.  
**4-5.ECE.BMR-2.2** Maintains friendships and is able to engage in prosocial behavior such as cooperating, compromising, and turn-taking.  
**4-5.ECE.BMR-2.3** Responds appropriately to bullying behavior.  
**4-5.ECE.BMR-3.0** Develops increasing ability to engage in social problem solving.  
**4-5.ECE.BMR-3.1** Able to independently engage in simple social problem solving, including offering potential solutions and reflecting on the appropriateness of the solution.  
**4-5.ECE.BMR-4.0** Exhibits empathy by demonstrating care and concern for others.  
**4-5.ECE.BMR-4.1** Able to take the perspective of others and actively respond in a manner that is consistent and supportive.

## Sense of Identity and Belonging

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- 4-5.ECE.IB-1.0** Develops sense of identity and belonging through play.  
**4-5.ECE.IB-1.1** Engages in associative play and begins to play cooperatively with friends.  
**4-5.ECE.IB-2.0** Develops sense of identity and belonging through exploration and persistence.  
**4-5.ECE.IB-2.1** Persists at individual planned experiences, caregiver-directed experiences, and planned group activities.  
**4-5.ECE.IB-3.0** Develops sense of identity and belonging through routines, rituals, and interactions.  
**4-5.ECE.IB-3.1** Demonstrates willingness to be flexible if routines must change.  
**4-5.ECE.IB-4.0** Develops sense of self-awareness and independence.  
**4-5.ECE.IB-4.1** Uses words to communicate personal characteristics, preferences, thoughts, and feelings.  
**4-5.ECE.IB-4.2** Recognizes preferences of others.  
**4-5.ECE.IB-4.3** Uses words to demonstrate knowledge of personal information (e.g., hair color, age, gender, or size).  
**4-5.ECE.IB-4.4** Identifies self as a unique member of a group (e.g., class, school, family, or larger community).

## LANGUAGE AND LITERACY

### Listening and Understanding

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- 4-5.ECE.LU-1.0** Demonstrates understanding when listening.
- 4-5.ECE.LU-1.1** Engages in multiple back-and-forth communicative interactions with adults (e. g., teacher-shared information, read-aloud books) and peers to set goals, follow rules, solve problems, and share what is learned with others.
- 4-5.ECE.LU-1.2** Shows understanding by asking and answering factual, predictive, and inferential questions, adding comments relevant to the topic, and reacting appropriately to what is said.
- 4-5.ECE.LU-2.0** Increases knowledge through listening.
- 4-5.ECE.LU-2.1** Identifies the main idea, some details of a conversation, story, or informational text and can explicitly connect what is being learned to own existing knowledge.
- 4-5.ECE.LU-2.2** Demonstrates increased ability to focus and sustain attention, set goals, and solve dilemmas presented in conversation, story, informational text, or creative play.
- 4-5.ECE.LU-3.0** Follows directions.
- 4-5.ECE.LU-3.1** Achieves mastery of two-step directions and usually follows three-step directions.

### Speaking

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- 4-5.ECE.S-1.0** Speaks and is understood when speaking.
- 4-5.ECE.S-1.1** Speaks and is understood by both a familiar and an unfamiliar adult but may make some pronunciation errors.

### Vocabulary

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- 4-5.ECE.V-1.0** Shows an understanding of words and their meanings (receptive).
- 4-5.ECE.V-1.1** Demonstrates understanding of age-appropriate vocabulary across many topic areas and demonstrates a wide variety of words and their meanings within each area (e.g., world knowledge, names of body parts and feelings).
- 4-5.ECE.V-1.2** Demonstrates understanding of functional and organizational language (e.g., same, and different, in front of and behind, next to, opposite, below) in multiple environments.
- 4-5.ECE.V-1.3** Understands or knows the meaning of many thousands of words, including subject area words (e.g., science, social studies, math, and literacy), many more than he or she routinely uses (receptive language).
- 4-5.ECE.V-2.0** Uses increased vocabulary to describe objects, actions, and events (expressive).
- 4-5.ECE.V-2.1** Uses a large speaking vocabulary, adding new words weekly (e.g., repeats words and uses them appropriately in context) (typically has a vocabulary of more than 1,500 words).

- 4-5.ECE.V-2.2** Uses a variety of word-meaning relationships (e.g., part-whole, object-function, object-location).
- 4-5.ECE.V-2.3** Identifies unfamiliar words, asking for clarification.
- 4-5.ECE.V-2.4** Uses words in multiple contexts, with the understanding that some words have multiple meanings.

## **Sentences and Structure**

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- 4-5.ECE.SS-1.0** Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences.
- 4-5.ECE.SS-1.1** Typically uses complete sentences of five or more words, usually with subject, verb, and object order.
- 4-5.ECE.SS-1.2** Uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement.
- 4-5.ECE.SS-2.0** Connects words, phrases, and sentences to build ideas.
- 4-5.ECE.SS-2.1** Uses sentences with more than one phrase.
- 4-5.ECE.SS-2.2** Combines more than one idea using complex sentences (e.g., sequences and cause/effect relationships).
- 4-5.ECE.SS-2.3** Combines sentences that give lots of detail, stick to the topic, and clearly communicate intended meaning.

## **Conversation**

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- 4-5.ECE.C-1.0** Uses verbal and nonverbal communication and language to express needs and feelings, share experiences, and resolve problems.
- 4-5.ECE.C-1.1** Engages in conversations with two to three back-and-forth turns using language, gestures, and expressions (e.g., words related to social conventions like “please” and “thank you”).
- 4-5.ECE.C-2.0** Asks questions and responds to adults and peers in a variety of settings.
- 4-5.ECE.C-2.1** Asks and responds to more complex statements and questions, follows another’s conversational lead, maintains multi-turn conversations, appropriately introduces new content, and appropriately initiates or ends conversations.
- 4-5.ECE.C-3.0** Demonstrates understanding of the social conventions of communication and language use.
- 4-5.ECE.C-3.1** Demonstrates increased awareness of nonverbal conversational rules.
- 4-5.ECE.C-3.2** Demonstrates knowledge of verbal conversational rules (e.g., appropriately takes turns, does not interrupt, uses appropriate verbal expressions, and uses appropriate intonation).
- 4-5.ECE.C-3.3** Matches language to social and academic contexts (e.g., uses volume appropriate to context).

## Emergent Reading

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- 4-5.ECE.ER-1.0** Shows motivation for and appreciation of reading.
- 4-5.ECE.ER-1.1** Selects books for reading enjoyment and reading-related activities, including pretending to read to self or others.
- 4-5.ECE.ER-1.2** Makes real-world connections between stories and real-life experiences.
- 4-5.ECE.ER-1.3** Interacts appropriately with books and other materials in a print-rich environment.
- 4-5.ECE.ER-1.4** Asks to be read to, asks the meaning of written text, or compares books/stories.
- 4-5.ECE.ER-1.5** Initiates and participates in conversations that demonstrate appreciation of printed materials.
- 4-5.ECE.ER-2.0** Shows age-appropriate phonological awareness.
- 4-5.ECE.ER-2.1** Distinguishes individual words within spoken phrases or sentences.
- 4-5.ECE.ER-2.2** Combines words to make a compound word (e.g., “foot” + “ball” = “football”).
- 4-5.ECE.ER-2.3** Deletes a word from a compound word (e.g., “starfish” – “star” = “fish”).
- 4-5.ECE.ER-2.4** Combines syllables into words (e.g., “sis” + “ter” = “sister”).
- 4-5.ECE.ER-2.5** Deletes a syllable from a word (e.g., “trumpet” – “trum” = “pet” or “candy” – “dy” = “can”).
- 4-5.ECE.ER-2.6** Combines onset and rhyme to form a familiar one-syllable word with and without pictorial support (e.g., when shown several pictures and adult says “/c/” + “at,” child can select the picture of the cat).
- 4-5.ECE.ER-3.0** Shows alphabetic and print knowledge.
- 4-5.ECE.ER-3.1** Recognizes that print conveys meaning.
- 4-5.ECE.ER-3.2** Recognizes almost all letters when named (e.g., when shown a group of letters, can accurately identify, verbally or nonverbally, the letter that is named).
- 4-5.ECE.ER-3.3** Names most letters (e.g., when shown an uppercase or lowercase letter, can accurately say its name).
- 4-5.ECE.ER-3.4** Recognizes some letter sounds (e.g., when shown a group of letters, can accurately identify, verbally or nonverbally, the letter of the sound given).
- 4-5.ECE.ER-4.0** Demonstrates comprehension of books read aloud.
- 4-5.ECE.ER-4.1** Retells or reenacts story with increasing accuracy and complexity after it is read aloud.
- 4-5.ECE.ER-4.3** Asks and answers appropriate questions about the story (e.g., “What just happened?” “What might happen next?” “What would happen if...?” “What was so silly about...?” “How would you feel if you...?”).



## Emergent Writing

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- 4-5.ECE.EW-1.0** Begins to show motivation to engage in written expression and appropriate knowledge of forms and functions of written composition.
- 4-5.ECE.EW-1.1** Intentionally uses scribbles/writing to convey meaning (e.g., signing artwork, captioning, labeling, creating lists, making notes).
- 4-5.ECE.EW-1.2** Uses letter-like shapes or letters to write words or parts of words.
- 4-5.ECE.EW-1.3** Writes own name (e.g., first name, last name, or nickname), not necessarily with full correct spelling or well-formed letters.

## MATHEMATICS

### Number Sense

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- 4-5.ECE.NS-1.0** Subitizes (immediately recognizes without counting) up to five objects.
- 4-5.ECE.NS-1.1** Subitizes (immediately recognizes without counting) up to five objects.
- 4-5.ECE.NS-2.0** Counts and identifies the number sequence “1 to 31.”
- 4-5.ECE.NS-2.1** Counts and identifies the number sequence “1 to 31.”
- 4-5.ECE.NS-3.0** Demonstrates one-to-one correspondence when counting objects placed in a row (one to 15 and beyond).
- 4-5.ECE.NS-3.1** Demonstrates one-to-one correspondence when counting objects placed in a row (one to 15 and beyond).
- 4-5.ECE.NS-4.0** Constructs and counts sets of objects (one to 10 and beyond).
- 4-5.ECE.NS-4.1** Constructs and counts sets of objects (one to 10 and beyond).
- 4-5.ECE.NS-5.0** Counts sets constructed by the teacher to five and beyond.
- 4-5.ECE.NS-5.1** Counts sets constructed by the teacher to five and beyond.
- 4-5.ECE.NS-6.0** Uses counting and matching strategies to find which is more, less than, or equal to 10.
- 4-5.ECE.NS-6.1** Uses counting and matching strategies to find which is more, less than, or equal to 10.
- 4-5.ECE.NS-7.0** Reads and writes some numerals one to 10 using appropriate activities.
- 4-5.ECE.NS-7.1** Reads and writes some numerals one to 10 using appropriate activities.

### Number Operations

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- 4-5.ECE.NO-1.0** Explores quantities up to eight using objects, fingers, and dramatic play to solve real-world joining and separating problems.
- 4-5.ECE.NO-1.1** Explores quantities up to eight using objects, fingers, and dramatic play to solve real-world joining and separating problems.
- 4-5.ECE.NO-2.0** Begins to demonstrate how to compose and decompose (build and take apart) sets up to eight using objects, fingers, and acting out.
- 4-5.ECE.NO-2.1** Begins to demonstrate how to compose and decompose (build and take apart) sets up to eight using objects, fingers, and acting out.

## Patterns

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- 4-5.ECE.PAT-1.0** Identifies and extends a simple AB repeating pattern.  
**4-5.ECE.PAT-1.1** Identifies and extends a simple AB repeating pattern.  
**4-5.ECE.PAT-2.0** Duplicates a simple AB pattern using different objects.  
**4-5.ECE.PAT-2.1** Duplicates a simple AB pattern using different objects.  
**4-5.ECE.PAT-3.0** Recognizes the unit of repeat of a more complex pattern and extends the pattern (e.g., ABB or ABC).  
**4-5.ECE.PAT-3.1** Recognizes the unit of repeat of a more complex pattern and extends the pattern (e.g., ABB or ABC).

## Geometry

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- 4-5.ECE.G-1.0** Recognizes and names two-dimensional shapes (circle, square, triangle, and rectangle) of different size and orientation.  
**4-5.ECE.G-1.1** Recognizes and names two-dimensional shapes (circle, square, triangle, and rectangle) of different size and orientation.  
**4-5.ECE.G-2.0** Describes, sorts, and classifies two- and three-dimensional shapes using some attributes such as size, sides, and other properties (e.g., vertices).  
**4-5.ECE.G-2.1** Describes, sorts, and classifies two- and three-dimensional shapes using some attributes such as size, sides, and other properties (e.g., vertices).  
**4-5.ECE.G-3.0** Creates two-dimensional shapes using other shapes (e.g., putting two squares together to make a rectangle).  
**4-5.ECE.G-3.1** Creates two-dimensional shapes using other shapes (e.g., putting two squares together to make a rectangle).  
**4-5.ECE.G-4.0** Constructs with three-dimensional shapes in the environment through play (e.g., building castles in the construction area).  
**4-5.ECE.G-4.1** Constructs with three-dimensional shapes in the environment through play (e.g., building castles in the construction area).

## Spatial Relations

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- 4-5.ECE.SR-1.0** Describes relationships between objects and locations with words and gestures by constructing models to demonstrate an understanding of proximity (beside, next to, between, below, over and under).  
**4-5.ECE.SR-1.1** Describes relationships between objects and locations with words and gestures by constructing models to demonstrate an understanding of proximity (beside, next to, between, below, over and under).  
**4-5.ECE.SR-2.0** Uses directions to move through space and find places in space.  
**4-5.ECE.SR-2.1** Uses directions to move through space and find places in space.

## Measurement and Data

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- 4-5.ECE.MEA-1.0** Measures object attributes using a variety of standard and nonstandard tools.
- 4-5.ECE.MEA-1.1** Measures object attributes using a variety of standard and nonstandard tools.
- 4-5.ECE.MEA-2.0** Identifies measurable attributes such as length and weight and solves problems by making direct comparisons of objects.
- 4-5.ECE.MEA-2.1** Identifies measurable attributes such as length and weight and solves problems by making direct comparisons of objects.
- 4-5.ECE.MEA-3.0** Seriates (places objects in sequence) up to six objects in order by height or length (e.g., cube towers or unit blocks).
- 4-5.ECE.MEA-3.1** Seriates (places objects in sequence) up to six objects in order by height or length (e.g., cube towers or unit blocks).
- 4-5.ECE.MEA-4.0** Represents, analyzes, and discusses data (e.g., charts, graphs, and tallies).
- 4-5.ECE.MEA-4.1** Represents, analyzes, and discusses data (e.g., charts, graphs, and tallies).
- 4-5.ECE.MEA-5.0** Begins to predict the results of data collection.
- 4-5.ECE.MEA-5.1** Begins to predict the results of data collection.

## SCIENTIFIC INQUIRY

### Scientific Inquiry through Exploration and Discovery

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- 4-5.ECE.SIED-1.0** Uses senses to explore and understand their social and physical environment.
- 4-5.ECE.SIED-1.1** Identifies each of the five senses and their relationship to each of the sense organs.
- 4-5.ECE.SIED-1.2** Begins to identify and make observations about what can be learned about the world using each of the five senses.
- 4-5.ECE.SIED-1.3** Begins to understand that individuals may experience sensory events differently from each other (e.g., may like sound of loud noises or feel of fuzzy fabric).
- 4-5.ECE.SIED-2.0** Uses tools in scientific inquiry.
- 4-5.ECE.SIED-2.1** Uses tools and various technologies to support exploration and inquiry (e.g., digital cameras, scales).
- 4-5.ECE.SIED-3.0** Uses understanding of causal relationships to act on social and physical environments.
- 4-5.ECE.SIED-3.1** Makes predictions and tests their predictions through experimentation and investigation.
- 4-5.ECE.SIED-3.2** Collects and records data through drawing, writing, dictation, and taking photographs (e.g., using tables, charts, drawings, tallies, and graphs).
- 4-5.ECE.SIED-3.3** Begins to form conclusions and construct explanations (e.g., What do the results mean?).
- 4-5.ECE.SIED-3.4** Shares findings and outcomes of experiments.

## Life Science

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- 4-5.ECE.LS-1.0** Demonstrates knowledge related to living things and their environments.  
**4-5.ECE.LS-1.1** Identifies characteristics of a variety of plants and animals, including physical attributes and behaviors (e.g., camouflage, body covering, eye color, other adaptations, types of trees and where they grow).  
**4-5.ECE.LS-1.2** Notices the similarities and differences among various living things.  
**4-5.ECE.LS-1.3** Understands that all living things grow, change, and go through life cycles.  
**4-5.ECE.LS-1.4** Begins to distinguish between living and nonliving things.  
**4-5.ECE.LS-1.5** Observes that living things differ with regard to their needs and habitats.

## Physical Science

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- 4-5.ECE.PS-1.0** Demonstrates knowledge related to physical science.  
**4-5.ECE.PS-1.1** Discusses what makes objects move the way they do and how the movement can be controlled.  
**4-5.ECE.PS-1.2** Makes predictions about how to change the speed of an object, tests predictions through experiments, and describes what happens.  
**4-5.ECE.PS-1.3** Distinguishes between the properties of an object and the properties of which the material is made (e.g., water and ice).  
**4-5.ECE.PS-1.4** Investigates and describes changing states of matter—liquid, solid, and gas.  
**4-5.ECE.PS-1.5** Explores the relationship of objects to light (e.g., light and shadows).

## Earth and Space Science

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- 4-5.ECE.ESS-1.0** Demonstrates knowledge related to the dynamic properties of earth and sky.  
**4-5.ECE.ESS-1.1** Describes properties of water, including changes in the states of water—liquid, solid, and gas (e.g., buoyancy, movement, displacement, and flow).  
**4-5.ECE.ESS-1.2** Discovers, explores, sorts, compares, and contrasts objects that are naturally found in the environment, including rocks, soil, sand, and mud, and recognizes relationships among the objects (e.g., nature walks with hand lenses, collection bag) (e.g., rocks, twigs, leaves, and seashells).  
**4-5.ECE.ESS-1.3** Begins to explore and discuss simple observations of characteristics and movements of the clouds, sun, moon, and stars.  
**4-5.ECE.ESS-1.4** Compares the daytime and nighttime cycle.  
**4-5.ECE.ESS-1.5** Uses appropriate vocabulary to discuss climate and changes in the weather and the impact it has on their daily lives (e.g., types of clothing for different environments).

## **Environment**

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- 4-5.ECE.E-1.0** Demonstrates awareness of relationship to people, objects, and living/nonliving things in their environment.
- 4-5.ECE.E-1.1** Demonstrates how people use objects and natural resources in the environment.
- 4-5.ECE.E-1.2** Participates in daily routines demonstrating basic conservation strategies (e.g., conserving water when washing hands or brushing teeth).
- 4-5.ECE.E-1.3** Identifies examples of organized efforts to protect the environment (e.g., recycling materials in the classroom).

## **Engineering and Technology**

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- 4-5.ECE.ET-1.0** Shows interest and understanding of how simple tools and machines assist with solving problems or creating objects and structures.
- 4-5.ECE.ET-1.1** Identifies problems and tries to solve them by designing or using tools (e.g., makes a simple tent with a chair and cloth for protection from the sun).
- 4-5.ECE.ET-1.2** Explains why a simple machine is appropriate for a particular task (e.g., moving something heavy, moving water from one location to another).
- 4-5.ECE.ET-1.3** Uses appropriate tools and materials with greater flexibility to create or solve problems.
- 4-5.ECE.ET-1.4** Invents and constructs simple objects or more complex structures and investigates concepts of motion and stability of structures (e.g., ramps, pathways, structure, Legos, block building, and play).

## **SOCIAL STUDIES**

### **Culture**

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- 4-5.ECE.CUL-1.0** Identifies self as a member of a culture.
- 4-5.ECE.CUL-1.1** Identifies self as a member of a culture.
- 4-5.ECE.CUL-2.0** Understands everyone belongs to a culture.
- 4-5.ECE.CUL-2.1** Understands everyone belongs to a culture.
- 4-5.ECE.CUL-3.0** Explores culture of peers and families in the classroom and community.
- 4-5.ECE.CUL-3.1** Explores culture of peers and families in the classroom and community.
- 4-5.ECE.CUL-4.0** Explores cultural attributes by comparing and contrasting different characteristics (e.g., language, literature, music, arts, artifacts, foods, architecture, and celebrations).
- 4-5.ECE.CUL-4.1** Explores cultural attributes by comparing and contrasting different characteristics (e.g., language, literature, music, arts, artifacts, foods, architecture, and celebrations).

## Individual Development and Identity

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<b>4-5.ECE.IDI-1.0</b>	Identifies characteristics of self as an individual.
<b>4-5.ECE.IDI-1.1</b>	Identifies characteristics of self as an individual.
<b>4-5.ECE.IDI-2.0</b>	Identifies the ways self is similar to and different from peers and others.
<b>4-5.ECE.IDI-2.1</b>	Identifies the ways self is similar to and different from peers and others.
<b>4-5.ECE.IDI-3.0</b>	Recognizes individual responsibility as a member of a group (e.g., classroom or family).
<b>4-5.ECE.IDI-3.1</b>	Recognizes individual responsibility as a member of a group (e.g., classroom or family).

## Individuals and Groups

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<b>4-5.ECE.IG-1.0</b>	Identifies differences and similarities of self and others as part of a group.
<b>4-5.ECE.IG-1.1</b>	Identifies differences and similarities of self and others as part of a group.
<b>4-5.ECE.IG-2.0</b>	Explains the role of groups within a community.
<b>4-5.ECE.IG-2.1</b>	Explains the role of groups within a community.
<b>4-5.ECE.IG-3.0</b>	Demonstrates awareness of group rules (e.g., family, classroom, school, or community).
<b>4-5.ECE.IG-3.1</b>	Demonstrates awareness of group rules (e.g., family, classroom, school, or community).
<b>4-5.ECE.IG-4.0</b>	Exhibits leadership skills and roles (e.g., line leader and door holder).
<b>4-5.ECE.IG-4.1</b>	Exhibits leadership skills and roles (e.g., line leader and door holder).

## Spaces, Places, and Environments

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<b>4-5.ECE.SPE-1.0</b>	Identifies the relationship of personal space to surroundings.
<b>4-5.ECE.SPE-1.1</b>	Identifies the relationship of personal space to surroundings.
<b>4-5.ECE.SPE-2.0</b>	Identifies differences and similarities between own environment and other locations.
<b>4-5.ECE.SPE-2.1</b>	Identifies differences and similarities between own environment and other locations.
<b>4-5.ECE.SPE-3.0</b>	Identifies differences and similarities of basic physical characteristics (e.g., landmarks or land features).
<b>4-5.ECE.SPE-3.1</b>	Identifies differences and similarities of basic physical characteristics (e.g., landmarks or land features).
<b>4-5.ECE.SPE-4.0</b>	Uses spatial words (e.g., far/close, over/under and up/down).
<b>4-5.ECE.SPE-4.1</b>	Uses spatial words (e.g., far/close, over/under and up/down).
<b>4-5.ECE.SPE-5.0</b>	Recognizes some geographic tools and resources (e.g., maps, globes, or GPS).
<b>4-5.ECE.SPE-5.1</b>	Recognizes some geographic tools and resources (e.g., maps, globes, or GPS).
<b>4-5.ECE.SPE-6.0</b>	Begins to identify the relationship between human decisions and the impact on the environment (e.g., recycling and water conservation).
<b>4-5.ECE.SPE-6.1</b>	Begins to identify the relationship between human decisions and the impact on the environment (e.g., recycling and water conservation).

## **Time, Continuity, and Change**

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- 4-5.ECE.TCC-1.0** Identifies changes within a sequence of events to establish a sense of order and time.
- 4-5.ECE.TCC-1.1** Identifies changes within a sequence of events to establish a sense of order and time.
- 4-5.ECE.TCC-2.0** Observes and recognizes changes that take place over time in the immediate environment.
- 4-5.ECE.TCC-2.1** Observes and recognizes changes that take place over time in the immediate environment.

## **Governance, Civic Ideals, and Practices**

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- 4-5.ECE.GCIP-1.0** Recognizes and follows rules and expectations in varying settings.
- 4-5.ECE.GCIP-1.1** Recognizes and follows rules and expectations in varying settings.
- 4-5.ECE.GCIP-2.0** Participates in problem solving and decision making.
- 4-5.ECE.GCIP-2.1** Participates in problem solving and decision making.
- 4-5.ECE.GCIP-3.0** Begins to explore basic principles of democracy (e.g., deciding rules in a classroom, respecting opinions of others, voting on classroom activities or civic responsibilities).
- 4-5.ECE.GCIP-3.1** Begins to explore basic principles of democracy (e.g., deciding rules in a classroom, respecting opinions of others, voting on classroom activities or civic responsibilities).

## **Economics and Resources**

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- 4-5.ECE.ECR-1.0** Recognizes the difference between wants and needs.
- 4-5.ECE.ECR-1.1** Recognizes the difference between wants and needs.
- 4-5.ECE.ECR-2.0** Begins to recognize that people work to earn money to buy things they need or want.
- 4-5.ECE.ECR-2.1** Begins to recognize that people work to earn money to buy things they need or want.

## **Technology and Our World**

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- 4-5.ECE.TOW-1.0** Uses and shows awareness of technology and its impact on how people live (e.g., computers, tablets, mobile devices, cameras, or music players).
- 4-5.ECE.TOW-1.1** Uses and shows awareness of technology and its impact on how people live (e.g., computers, tablets, mobile devices, cameras, or music players).

# **CREATIVE EXPRESSION THROUGH THE ARTS**

## **Sensory Art Experience**

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- 4-5.ECE.SAE-1.0** Combines with intention a variety of open-ended, process-oriented, and diverse art materials.
- 4-5.ECE.SAE-1.1** Combines with intention a variety of open-ended, process-oriented, and diverse art materials.

## Music

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- 4-5.ECE.M-1.0** Actively participates in a variety of individual and group musical activities.
- 4-5.ECE.M-1.1** Actively participates in a variety of individual and group musical activities.
- 4-5.ECE.M-2.0** Expresses and represents thought, observations, imagination, feelings, experiences, and knowledge in individual and group music activities.
- 4-5.ECE.M-2.1** Expresses and represents thought, observations, imagination, feelings, experiences, and knowledge in individual and group music activities.

## Creative Movement

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- 4-5.ECE.CM-1.0** Continues to engage in individual and group movement activities to express and represent thoughts, observations, imagination, feelings, experiences, and knowledge.
- 4-5.ECE.CM-1.1** Continues to engage in individual and group movement activities to express and represent thoughts, observations, imagination, feelings, experiences, and knowledge.

## Imaginative and Creative Play

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- 4-5.ECE.ICP-1.0** Expresses and represents thoughts, observations, imagination, feelings, experiences, and knowledge, verbally or nonverbally, with others using a variety of objects in own environment.
- 4-5.ECE.ICP-1.1** Expresses and represents thoughts, observations, imagination, feelings, experiences, and knowledge, verbally or nonverbally, with others using a variety of objects in own environment.

## Appreciation of the Arts

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- 4-5.ECE.AA-1.0** Uses appropriate art vocabulary to describe own art creations and those of others.
- 4-5.ECE.AA-1.1** Uses appropriate art vocabulary to describe own art creations and those of others.
- 4-5.ECE.AA-2.0** Compares own art to similar art forms.
- 4-5.ECE.AA-2.1** Compares own art to similar art forms.
- 4-5.ECE.AA-3.0** Begins to recognize that instruments and art forms represent cultural perspectives of the home and the community, now and in the past.
- 4-5.ECE.AA-3.1** Begins to recognize that instruments and art forms represent cultural perspectives of the home and the community, now and in the past.