

Office of Early Learning  
School Readiness Curriculum Approval

**Name of Curriculum**

Submitter Written Correlation with  
the Florida Early Learning and Developmental Standards: Birth to Five

Florida Early Learning and Developmental Standards:	Submission Evidence and Page Number(s)
<b>Domain: Physical Development</b>	
<b>Age: Birth to 8 Months</b>	
<b>A. Gross Motor Development</b>	
1. Shows characteristics of appropriate health and development	
2. Demonstrates beginning signs of balance, control, and coordination	
<b>B. Fine Motor Development</b>	
1. Demonstrates visual abilities that support healthy growth and development	
2. Demonstrates beginning signs of strength, control and eye-hand coordination	
<b>C. Self-help</b>	
1. Demonstrates beginning participation in self-care	
2. Participates in basic health and safety routines	
<b>D. Health</b>	
1. Shows characteristics of good nutritional health	
2. Exhibits auditory abilities that support healthy growth and development	
3. Shows characteristics of good oral health	
4. Shows basic health needs are met	

<b>Florida Early Learning and Developmental Standards:</b>	<b>Submission Evidence and Page Number(s)</b>
<b>Domain: Physical Development</b>	
<b>Age: 8 to 18 Months</b>	
<b>A. Gross Motor Development</b>	
1. Shows characteristics of appropriate health and development	
2. Demonstrates increased signs of balance, control and coordination	
<b>B. Fine Motor Development</b>	
1. Demonstrates visual abilities that support healthy growth and development	
2. Demonstrates increased signs of strength, control and eye-hand coordination	
<b>C. Self-help</b>	
1. Demonstrates increased participation in self-care	
2. Participates in basic health and safety routines	
<b>D. Health</b>	
1. Shows characteristics of good nutritional health	
2. Exhibits auditory abilities that support healthy growth and development	
3. Shows characteristics of good oral health	
4. Shows basic health needs are met	
<b>Domain: Physical Development</b>	
<b>Age: 18-24 Months</b>	
<b>A. Gross Motor Development</b>	
1. Shows characteristics of appropriate health and development	
2. Demonstrates improved signs of balance, control, and coordination	
<b>B. Fine Motor Development</b>	
1. Demonstrates visual abilities that support healthy growth and development	
2. Demonstrates improved signs of strength, control and eye-hand coordination	
<b>C. Self-help</b>	
1. Demonstrates participation in self-care	
2. Participates in basic health and safety routines	
<b>D. Health</b>	
1. Shows characteristics of good nutritional health	
2. Exhibits auditory abilities that support healthy growth and development	
3. Shows characteristics of good oral health	
4. Shows basic health needs are met	

<b>Florida Early Learning and Developmental Standards:</b>	<b>Submission Evidence and Page Number(s)</b>
<b>Domain: Physical Development</b>	
<b>Age: 2 Year-Olds</b>	
<b>A. Gross Motor Development</b>	
1. Shows characteristics of appropriate health and development	
2. Demonstrates advancing signs of balance, control, and coordination	
<b>B. Fine Motor Development</b>	
1. Demonstrates visual abilities that support healthy growth and development	
2. Demonstrates advancing signs of strength, control and eye-hand coordination	
<b>C. Self-help</b>	
1. Demonstrates advancing participation in self-care	
2. Participates in basic health and safety routines	
<b>D. Health</b>	
1. Exhibits auditory abilities that support healthy growth and development	
2. Shows characteristics of good oral health	
3. Shows basic health needs are met	
<b>Domain: Physical Development</b>	
<b>Age: 3 Year-Olds</b>	
<b>A. Gross Motor Development</b>	
1. Shows characteristics of appropriate health and development	
2. Demonstrates increasing control of large muscles	
<b>B. Fine Motor Development</b>	
1. Demonstrates increasing control of small muscles	
2. Shows improving eye-hand coordination	
3. Uses various drawing and art tools with developing coordination	
<b>C. Self-help</b>	
1. Actively participates in self-care	
2. Actively takes part in basic health and safety routines	
<b>D. Health</b>	
1. Exhibits auditory abilities that support healthy growth and development	
2. Shows characteristics of good oral health	
3. Shows physical needs are met	

Florida Early Learning and Developmental Standards:	Submission Evidence and Page Number(s)
<b>Domain: Physical Development</b>	
<b>Age: 4 Year-Olds</b>	
<b>A. Health and Wellness</b>	
1. Shows characteristics of good health to facilitate learning	
2. Shows visual abilities facilitate learning and healthy growth and development	
3. Demonstrates auditory ability to facilitate learning and healthy growth and development	
4. Demonstrates characteristics of good oral health and performs oral hygiene routines	
5. Shows familiarity with health care providers in relation to health and wellness	
6. Demonstrates self-control, interpersonal and social skills in relation to mental health	
7. Shows basic physical needs are met	
8. Actively takes part in basic health and safety routines	
9. Participates in physical fitness activities	
10. Makes healthy food choices	
<b>B. Self-help</b>	
1. Actively participates in self-care	
2. Helps carry out classroom routines	
<b>C. Gross Motor Development</b>	
1. Demonstrates increasing motor control and balance	
2. Demonstrates the ability to combine movements for gross motor skills	
<b>D. Fine Motor Development</b>	
1. Demonstrates increasing control of small motor muscles to perform simple tasks	
2. Uses eye-hand coordination to perform fine motor tasks	
3. Shows beginning control of writing by using various drawing and art tools with increasing coordination.	

<b>Florida Early Learning and Developmental Standards:</b>	<b>Submission Evidence and Page Number(s)</b>
<b>Domain: Approaches to Learning</b>	
<b>Age: Birth to Eight Months</b>	
<b>A. Eagerness and Curiosity</b>	
1. Shows awareness of and interest in the environment	
<b>B. Persistence</b>	
1. Attends to sights, sounds and people for brief and increasing periods of time and tries to produce interesting and pleasurable outcomes	
<b>C. Creativity and Inventiveness</b>	
1. Notices and shows interest and excitement with familiar objects, people and events	
<b>Domain: Approaches to Learning</b>	
<b>Age: 8-18 Months</b>	
<b>A. Eagerness and Curiosity</b>	
1. Shows eagerness and curiosity as a learner	
<b>B. Persistence</b>	
1. Pays attention briefly and persist in repetitive tasks	
<b>C. Creativity and Inventiveness</b>	
1. Approaches and explores new experiences in familiar settings	
<b>Domain: Approaches to Learning</b>	
<b>Age: 18-24 Months</b>	
<b>A. Eagerness and Curiosity</b>	
1. Shows eagerness and curiosity as a learner	
<b>B. Persistence</b>	
1. Pays attention for longer periods of time and persists at preferred activities	
<b>C. Creativity and Inventiveness</b>	
1. Explores the various new properties and uses for familiar objects and activities	
<b>Domain: Approaches to Learning</b>	
<b>Age: 2 Year-Olds</b>	
<b>A. Eagerness and Curiosity</b>	
1. Shows eagerness and curiosity as a learner	
<b>B. Persistence</b>	
1. Spends more time engaging in child-initiated activities and seeks or accepts help when encountering a problem	
<b>C. Creativity and Inventiveness</b>	
1. Explores the environment with purpose and flexibility	

<b>Florida Early Learning and Developmental Standards:</b>	<b>Submission Evidence and Page Number(s)</b>
<b>Domain: Approaches to Learning</b>	
<b>Age: 3 Year-Olds</b>	
<b>A. Eagerness and Curiosity</b>	
1. Shows eagerness and is curious to learn new things and have new experiences	
<b>B. Persistence</b>	
1. Sustains attention for brief periods and finds help when needed	
<b>C. Creativity and Inventiveness</b>	
1. Approaches daily activities with creativity and inventiveness	
<b>D. Planning and Reflection</b>	
1. Shows initial signs of planning and learning from their experiences	
<b>Domain: Approaches to Learning</b>	
<b>Age: 4 Year-Olds</b>	
<b>A. Eagerness and Curiosity</b>	
1. Shows curiosity and is eager to learn new things and have new experiences	
<b>B. Persistence</b>	
1. Attends to tasks for brief periods and finds help when needed	
<b>C. Creativity</b>	
1. Approaches daily activities with creativity	
<b>D. Planning and Reflection</b>	
1. Shows initial signs of planning and learning from their experiences	
<b>Domain: Social Emotional Development</b>	
<b>Age: Birth to 8 Months</b>	
<b>A. Trust and Emotional Safety</b>	
1. Experiences and develops secure relationships	
2. Responds to the environment	
<b>B. Self-Regulation</b>	
1. Develops early emotional regulation	
2. Develops early behavioral regulation	
3. Develops early social problem-solving	
<b>C. Self-Concept</b>	
1. Forms and maintains mutual relationships with others	
2. Becomes aware of oneself as a unique individual while still connected to others	
3. Demonstrates emerging sense of competence and confidence in growing abilities	

<b>Florida Early Learning and Developmental Standards</b>	<b>Submission Evidence and Page Number(s)</b>
<b>Domain: Social Emotional Development</b>	
<b>Age: 8-18 Months</b>	
<b>A. Trust and Emotional Safety</b>	
1. Experiences and develops secure relationships	
2. Responds to the environment	
<b>B. Self-Regulation</b>	
1. Demonstrates developing early emotional regulation	
2. Demonstrates developing early behavioral regulation	
3. Demonstrates developing early social problem-solving	
<b>C. Self-Concept</b>	
1. Forms and maintains mutual relationships with others	
2. Becomes aware of oneself as a unique individual while still connected to others	
3. Demonstrates increasing sense of competence and confidence in growing abilities	
<b>Domain: Social Emotional Development</b>	
<b>Age: 18-24 Months</b>	
<b>A. Trust and Emotional Safety</b>	
1. Forms and maintains secure relationships with others	
2. Responds to the environment	
<b>B. Self-Regulation</b>	
1. Demonstrates increasing early emotional regulation	
2. Demonstrates increasing early behavioral regulation	
3. Demonstrates increasing social problem-solving	
<b>C. Self-Concept</b>	
1. Forms and maintains mutual relationships with others	
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<b>Florida Early Learning and Developmental Standards</b>	<b>Submission Evidence and Page Number(s)</b>
<b>Domain: Social Emotional Development</b>	
<b>Age: 2 Year-Olds</b>	
<b>A. Trust and Emotional Safety</b>	
1. Forms and maintains secure relationships with others	
2. Responds to the environment	
<b>B. Self-Regulation</b>	
1. Demonstrates increasing emotional regulation	
2. Demonstrates increasing behavioral regulation	
3. Demonstrates increasing social problem-solving	
<b>C. Self-Concept</b>	
1. Forms and maintains mutual relationships with others	
2. Becomes aware of oneself as a unique individual while still connected to others	
3. Demonstrates increasing sense of competence and confidence in growing abilities	
<b>Domain: Social Emotional Development</b>	
<b>Age: 3 Year-Olds</b>	
<b>A. Pro-social Behaviors</b>	
1. Develops positive relationships and interacts with familiar adults	
2. Interacts and develops positive relationships with peers	
3. Joins in group activities and experiences within early learning environments	
4. Shows care and concern for others	
<b>B. Self-Regulation</b>	
1. Follows simple rules and routines with support	
2. Begins to use materials with increasing care and safety	
3. Adapts to transitions with support	
4. Shows developing ability to solve social problems with support from familiar adults	
<b>C. Self-Concept</b>	
1. Shows growing confidence in their abilities	
2. Begins to independently initiate and direct some experiences	
3. Demonstrates increasing sense of competence and confidence in growing abilities	



<b>Florida Early Learning and Developmental Standards:</b>	<b>Submission Evidence and Page Number(s)</b>
<b>Domain: Social Emotional Development</b>	
<b>Age: 4 Year-Olds</b>	
<b>A. Self-Regulation</b>	
<b>a. Affective</b>	
1. Demonstrates growing autonomy and independence, indicated by increasing self-care and willing participation in daily routines, when given a consistent and predictable environment	
2. Begins to recognize, then internally manage and regulate, the expression of emotions both positive and negative, with teacher support and multiple experiences over time	
<b>b. Life/Adaptive</b>	
1. Follows simple rules, agreements and familiar routines with teacher support	
2. Begins to use materials with increasing care and safety	
3. Adapts to transitions with increasing independence	
<b>B. Relationships</b>	
<b>a. Self</b>	
1. Shows increasing confidence in their own abilities	
<b>b. Peers</b>	
1. Interacts and develops positive relationships with peers	
2. Develops special friendships	
3. Shows care and concern for others	
<b>c. Adults</b>	
1. Develops positive relationships and interacts comfortably with familiar adults	
<b>C. Social Problem Solving</b>	
1. Shows developing ability to solve social problems with support from familiar adults	
2. Develops an initial understanding of bullying, with support from familiar adults	

<b>Florida Early Learning and Developmental Standards:</b>	<b>Submission Evidence and Page Number(s)</b>
<b>Domain: Language and Communication</b>	
<b>Age: Birth to 8 Months</b>	
<b>A. Listening and Understanding</b>	
1. Responds to frequently heard sounds and words	
<b>B. Communication and Speaking</b>	
1. Uses a variety of sounds and movements to communicate	
<b>C. Early Reading</b>	
1. Shows enjoyment of the sounds and rhythms of language	
<b>D. Early Writing</b>	
1. Develops eye-hand coordination and more intentional hand control	
2. Watches activities of others and imitates sounds, facial expressions, and actions	
<b>Domain: Language and Communication</b>	
<b>Age: 8-18 Months</b>	
<b>A. Listening and Understanding</b>	
1. Shows increased understanding of gestures and words	
<b>B. Communication and Speaking</b>	
1. Uses consistent sounds, and gestures and some words to communicate	
<b>C. Early Reading</b>	
1. Builds and uses vocabulary with language, pictures, and books	
<b>D. Early Writing</b>	
1. Uses tools to make scribbles	
2. Repeats actions that symbolize ideas	
<b>Domain: Language and Communication</b>	
<b>Age: 18-24 Months</b>	
<b>A. Listening and Understanding</b>	
1. Gains meaning through listening	
<b>B. Communication and Speaking</b>	
1. Uses a larger number of words and uses words together	
2. Attends to and tries to take part in conversations	
<b>C. Early Reading</b>	
1. Learns that pictures represent real objects, events, and ideas (stories)	
2. Shows motivation to read	
<b>D. Early Writing</b>	
1. Makes purposeful marks on paper	
2. Uses beginning representation through play that imitates familiar routines	

<b>Florida Early Learning Developmental Standards</b>	<b>Submission Evidence and Page Number(s)</b>
<b>Domain: Language and Communication</b>	
<b>Age: 2 Year-Olds</b>	
<b>A. Listening and Understanding</b>	
1. Gains meaning through listening	
<b>B. Communication and Speaking</b>	
1. Speaks clearly and is understood by most listeners	
2. Participates in conversations	
<b>C. Early Reading</b>	
1. Shows growing interest in print and words	
2. Shows motivation to read	
<b>D. Early Writing</b>	
1. Uses scribbles, marks and drawings to convey messages	
2. Uses more complicated imaginative play as symbolic thought processes and mental concepts or pictures are developed	
<b>Domain: Language and Communication</b>	
<b>Age: 3 Year-Olds</b>	
<b>A. Listening and Understanding</b>	
1. Listens to and understands spoken language	
2. Shows understanding by following simple directions	
<b>B. Communication and Speaking</b>	
1. Shows improving expressive communication skills	
2. Shows increased vocabulary and uses language for many purposes	
<b>C. Early Reading</b>	
1. Shows an appreciation and enjoyment of reading	
2. Demonstrates beginning phonological awareness	
3. Shows awareness of letters and symbols	
4. Demonstrates comprehension and responds to stories	
<b>D. Early Writing</b>	
1. Begins to use writing, pictures and play to express ideas	
2. Shows beginning writing skills by making letter like shapes and scribbles to write	

<b>Florida Early Learning and Developmental Standards:</b>	<b>Submission Evidence and Page Number(s)</b>
<b>Domain: Language and Communication</b>	
<b>Age: 4 Year-Olds</b>	
<b>A. Listening and Understanding</b>	
1. Increases knowledge through listening	
2. Follows multi-step directions	
<b>B. Speaking</b>	
1. Speech is understood by both a familiar and an unfamiliar peer or adult	
<b>C. Vocabulary</b>	
1. Shows an understanding of words and their meanings	
2. Shows increased vocabulary to describe many objects, actions, and events	
<b>D. Sentence and Structure</b>	
1. Uses age appropriate grammar in conversations and increasingly complex phrases and sentences	
2. Connects phrases and sentences to build ideas	
<b>E. Conversation</b>	
1. Uses language to express needs and feelings, share experiences, predict outcomes and resolve problems	
2. Initiates, asks questions and responds to adults and peers in a variety of settings	
3. Uses appropriate language and style context	
<b>F. Emergent Reading</b>	
1. Shows motivation for reading	
2. Shows age-appropriate phonological awareness	
3. Shows alphabetic knowledge	
4. Demonstrates comprehension of text read aloud	
<b>G. Emergent Writing</b>	
1. Shows motivation to engage in written expression	
2. Uses scribbling, letter-like shapes and letters that are clearly different from drawing to represent thoughts and ideas	
3. Demonstrates age-appropriate ability to write letters	
4. Demonstrates knowledge of purposes, functions, and structure of written composition	

<b>Florida Early Learning and Developmental Standards:</b>	<b>Submission Evidence and Page Number(s)</b>
<b>Domain: Cognitive Development and General Knowledge</b>	
<b>Age: Birth to 8 Months</b>	
<b>A. Exploration and Discovery</b>	
1. Responds in simple ways to people and objects	
2. Establishes primary relationships	
3. Begins to actively seek out responses	
<b>B. Concept Development and Memory</b>	
1. Responds in simple ways to people and objects	
2. Establishes primary relationships	
3. Begins to make things happen	
<b>C. Problem-Solving and Creative Expression</b>	
1. Responds in simple ways to people and objects	
2. Establishes primary relationships	
3. Begins to make things happen	
<b>Domain: Cognitive Development and General Knowledge</b>	
<b>Age: 8 to 18 Months</b>	
<b>A. Exploration and Discovery</b>	
1. Responds in varied ways to people and objects	
2. Establishes more complex relationships	
3. Initiates more events	
<b>B. Concept Development and Memory</b>	
1. Responds in varied ways to people and objects	
2. Establishes more complex relationships	
3. Initiates more events	
<b>C. Problem-Solving and Creative Expression</b>	
1. Responds in varied ways to people and objects	
2. Establishes more complex relationships	
3. Initiates more events	

<b>Florida Early Learning and Developmental Standards:</b>	<b>Submission Evidence and Page Number(s)</b>
<b>Domain: Cognitive Development and General Knowledge</b>	
<b>Age: 18-24 Months</b>	
<b>A. Exploration and Discovery</b>	
1. Shows more complex responses to people and objects	
2. Expands relationships	
3. Initiates more complex interactions	
<b>B. Concept Development and Memory</b>	
1. Shows more complex responses to people and objects	
2. Expands relationships	
3. Initiates more complex interactions	
<b>C. Problem-Solving and Creative Expression</b>	
1. Shows more complex responses to people and objects	
2. Expands relationships	
3. Initiates more complex interactions	
<b>Domain: Cognitive Development and General Knowledge</b>	
<b>Age: 2 Year-Olds</b>	
<b>A. Exploration and Discovery</b>	
1. Demonstrates varying responses to people and objects	
2. Engages in multiple productive relationships	
3. Initiates rich and varied events	
<b>B. Concept Development and Memory</b>	
1. Demonstrates varying responses to people and objects	
2. Engages in multiple productive relationships	
3. Initiates rich and varied events	
<b>C. Problem-Solving and Creative Expression</b>	
1. Demonstrates discriminating responses to people and things	
2. Engages in multiple productive relationships	
3. Initiates rich and varied events	

<b>Florida Early Learning and Developmental Standards:</b>	<b>Submission Evidence and Page Number(s)</b>
<b>Domain: Cognitive Development and General Knowledge</b>	
<b>Age: 3 Year-Olds</b>	
<b>A. Mathematical Thinking</b>	
1. Demonstrates interest in mathematical problem-solving	
2. Sorts objects into groups by one characteristic	
3. Shows knowledge of numbers and counting	
4. Recognizes some geometric shapes	
5. Shows beginning understanding of spatial relationships and position words	
6. Demonstrates beginning ability to compare and contrast	
7. Engages in activities that explore measurement	
<b>B. Scientific Thinking</b>	
1. Uses senses to collect information through observation and exploration	
2. Begins to use simple tools for observing and investigating	
3. Begins to compare objects	
<b>C. Social Studies</b>	
1. Begins to recognize and appreciate similarities and differences in people	
2. Begins to understand family characteristics, roles, and functions	
3. Shows awareness of some social roles and jobs that people do	
4. Demonstrates awareness of group rules	
5. Demonstrates awareness of the environment around them	
<b>D. The Arts</b>	
1. Uses many different creative art materials to express and explore	
2. Engages in musical experiences	
3. Engages in creative movement and dramatic play	
4. Shows understanding and appreciation of artistic creations or events	

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<b>Domain: Cognitive Development and General Knowledge</b>	
<b>Age: 4 Year-Olds</b>	
<b>A. Mathematical Thinking</b>	
<b>a. Number Sense</b>	
1. Demonstrates understanding of one-to-one correspondence	
2. Shows understanding of how to count and construct sets	
3. Shows understanding by participating in the comparison of quantities	
4. Assigns and relates numerical representations among numerals (written), sets of objects and number names (spoken) from zero to 10	
5. Counts and knows the sequence of number names (spoken) in the range of 10 to 15	
6. Shows understanding of and uses appropriate terms to describe ordinal positions	
<b>b. Number and Operations</b>	
1. Shows understanding of how to combines sets and remove from a concrete set of objects (receptive knowledge)	
2. Shows understanding of addition and subtraction using a concrete set of objects (expressive knowledge) or story problems found in every day classroom activities	
3. Begins to develop an understanding of separating a set into a maximum of four parts, with teacher support and multiple experiences over time	
<b>c. Patterns and Seriation</b>	
1. Understands characteristics of patterns and non-patterns and begins to reproduce them with at least two elements (e.g., red/blue, red/blue, versus a non-pattern like a rainbow)	
2. Sorts, orders, compares and describes objects according to characteristics or attributes (seriation)	
<b>d. Geometry</b>	
1. Understands various two-dimensional shapes, including circle, triangle, square, rectangle, oval, and other less common shapes (e.g., trapezoid, rhombus)	
2. Shows understanding that two-dimensional shapes are equivalent (remain the same) in different orientations	
3. Understands various three dimensional shapes, including sphere, cube, cone, and other less common shapes (e.g., cylinder, pyramid)	



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<b>Age: 4 Year-Olds</b>	
<b>A. Mathematical Thinking</b>	
<b>a. Spatial Relations</b>	
1. Demonstrates understanding of spatial relationships and uses position words (e.g., in front of, behind, between, over, through, under)	
2. Describes relative position from different perspectives (e.g., “I am on top of the climber and you are below me.”)	
3. Understands and can tell the difference between orientation terms (e.g., horizontal, diagonal, vertical)	
4. Uses directions to move through space and find places in space (e.g., obstacle course, Simon Says, Mother May I, hop scotch, giving simple directions)	
<b>b. Measurement</b>	
1. Engages in activities that explore measurement	
2. Compares continuous quantities using length, weight, and height	
3. Represents and analyzes data	
4. Predicts the results of data collection, with teacher support and multiple experiences over time	
<b>B. Scientific Thinking</b>	
<b>a. Investigation and Inquiry</b>	
1. Demonstrates the use of simple tools and equipment for observing and investigating	
2. Examines objects and makes comparisons	
<b>b. Physical Science</b>	
1. Explores the physical properties and creative use of objects or matter	
<b>c. Life Science</b>	
1. Explores growth and change of living things	
2. Identifies the characteristics of living things	
3. Identifies the five senses and explores functions of each	
<b>d. Earth and Space</b>	
1. Explores the outdoor environment and begins to recognize changes (e.g., weather conditions) in the environment, with teacher support and multiple experiences over time	
2. Discovers and explores objects (e.g., rocks, twigs, leaves, sea shells) that are naturally found in the environment	

<b>Florida Early Learning and Developmental Standards:</b>	<b>Submission Evidence and Page Number(s)</b>
<b>Domain: Cognitive Development and General Knowledge</b>	
<b>Age: 4 Year-Olds</b>	
<b>B. Scientific Thinking</b>	
<b>e. Environmental Awareness</b>	
1. Demonstrates ongoing environmental awareness and responsibility (e.g., reduce, reuse, recycle), with teacher support and multiple experiences over time	
<b>C. Social Studies</b>	
<b>a. Individual Development and Identity</b>	
1. Begins to recognize and appreciate similarities and differences in people	
2. Begins to understand family characteristics, roles and functions	
3. Shows awareness and describes some social roles and jobs that people do	
<b>b. People, Places and Environments</b>	
1. Demonstrates awareness of geographic thinking	
<b>c. Technology and Our World</b>	
1. Shows awareness of technology and its impact on how people live	
<b>d. Civic Ideals and Practices</b>	
1. Demonstrates awareness of group rules (civics)	
2. Begins to understand and take on leadership roles	
<b>D. Creative Expression Through The Arts</b>	
<b>a. Visual Arts</b>	
1. Explores visual arts	
2. Children create visual art to communicate an idea	
3. Discusses and responds to the feelings caused by artwork	
<b>b. Music</b>	
1. Explores music	
2. Creates music to communicate an idea	
3. Discusses and responds to the feeling caused by music	
<b>c. Creative Movement and Dance</b>	
1. Explores creative movement and dance	
2. Create creative movement and dance to communicate an idea	
3. Discusses and responds to the feelings caused by creative movement and dance	
<b>d. Dramatic Play and Theatre</b>	
1. Explores dramatic play and theatre	
2. Creates dramatic play and theatre to communicate and idea	
3. Discusses and responds to the feeling caused by dramatic play and theatre	