

Standards		Weekly Issues
APL1.1h	Shows curiosity by saying things like, "I wonder what will happen next."	1-School Rules 2-All About Me 3-Feelings 4-Family and Friends 5-In the Neighborhood 6-Workers and Helpers 7-Staying Healthy 8-Staying Safe 9-Maps 10-Land and Water 11-Living Things 12-Outer Space 13-Giving Thanks 14-The Sun and the Moon 15-Weather and Seasons 16-Wintertime 17-Celebrations 18-Stories from Around the World 19-All Together Now 20-Many Cultures 21-Past, Present, and Future 22-Going Places 23-Symbols of Unity 24-Look, Explore, Learn 25-Solving Problems 26-A World of Things 27-Forces and Motion 28-Life Cycles 29-Springtime 30-Making, Buying, and Selling 31-Jobs and Money 32-Farms and Food Sources 33-Habitats 34-Awesome Animals 35-Patterns 36-What's Next?
APL1.1i	Seeks out new information by asking, "How does that work?"	1-School Rules 2-All About Me 3-Feelings 4-Family and Friends 5-In the Neighborhood 6-Workers and Helpers 7-Staying Healthy 8-Staying Safe

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		9-Maps 10-Land and Water 11-Living Things 12-Outer Space 13-Giving Thanks 14-The Sun and the Moon 15-Weather and Seasons 16-Wintertime 17-Celebrations 18-Stories from Around the World 19-All Together Now 20-Many Cultures 21-Past, Present, and Future 22-Going Places 23-Symbols of Unity 24-Look, Explore, Learn 25-Solving Problems 26-A World of Things 27-Forces and Motion 28-Life Cycles 29-Springtime 30-Making, Buying, and Selling 31-Jobs and Money 32-Farms and Food Sources 33-Habitats 34-Awesome Animals 35-Patterns 36-What's Next?
APL1.1j	Shows eagerness to learn about a variety of topics.	1-School Rules 2-All About Me 3-Feelings 4-Family and Friends 5-In the Neighborhood 6-Workers and Helpers 7-Staying Healthy 8-Staying Safe 9-Maps 10-Land and Water 11-Living Things 12-Outer Space 13-Giving Thanks 14-The Sun and the Moon 15-Weather and Seasons 16-Wintertime

Standards		Weekly Issues
		17-Celebrations 18-Stories from Around the World 19-All Together Now 20-Many Cultures 21-Past, Present, and Future 22-Going Places 23-Symbols of Unity 24-Look, Explore, Learn 25-Solving Problems 26-A World of Things 27-Forces and Motion 28-Life Cycles 29-Springtime 30-Making, Buying, and Selling 31-Jobs and Money 32-Farms and Food Sources 33-Habitats 34-Awesome Animals 35-Patterns 36-What's Next?
APL1.2o	Chooses different ways to explore the environment based on prior experiences with tools or actions.	12-Outer Space 14-The Sun and the Moon 15-Weather and Seasons 23-Symbols of Unity 24-Look, Explore, Learn 25-Solving Problems 26-A World of Things 30-Making, Buying, and Selling 36-What's Next?
APL1.2p	Suggests new ideas for play activities and follows through with self-direction and independence.	2-All About Me 11-Living Things 13-Giving Thanks 15-Weather and Seasons 18-Stories from Around the World 21-Past, Present, and Future 22-Going Places 23-Symbols of Unity 24-Look, Explore, Learn 25-Solving Problems 26-A World of Things 28-Life Cycles 31-Jobs and Money 36-What's Next?

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APL1.2q	Seeks new challenges with familiar materials and activities independently (e.g., climbs up the slide).	23-Symbols of Unity 25-Solving Problems 30-Making, Buying, and Selling 36-What's Next?
APL2.1o	Represents reality through the arts and with art materials (e.g., by creating stories, drawing, or enacting experiences in dramatic play).	1-School Rules 2-All About Me 3-Feelings 4-Family and Friends 5-In the Neighborhood 6-Workers and Helpers 7-Staying Healthy 8-Staying Safe 9-Maps 10-Land and Water 11-Living Things 12-Outer Space 13-Giving Thanks 14-The Sun and the Moon 15-Weather and Seasons 16-Wintertime 17-Celebrations 18-Stories from Around the World 19-All Together Now 20-Many Cultures 21-Past, Present, and Future 22-Going Places 23-Symbols of Unity 24-Look, Explore, Learn 25-Solving Problems 26-A World of Things 27-Forces and Motion 28-Life Cycles 29-Springtime 30-Making, Buying, and Selling 31-Jobs and Money 32-Farms and Food Sources 33-Habitats 34-Awesome Animals 35-Patterns 36-What's Next?
APL2.1p	Utilizes realistic and open-ended materials in cooperative play.	1-School Rules 2-All About Me 3-Feelings 4-Family and Friends

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		5-In the Neighborhood 6-Workers and Helpers 7-Staying Healthy 8-Staying Safe 9-Maps 10-Land and Water 11-Living Things 12-Outer Space 13-Giving Thanks 14-The Sun and the Moon 15-Weather and Seasons 16-Wintertime 17-Celebrations 18-Stories from Around the World 19-All Together Now 20-Many Cultures 21-Past, Present, and Future 22-Going Places 23-Symbols of Unity 24-Look, Explore, Learn 25-Solving Problems 26-A World of Things 27-Forces and Motion 28-Life Cycles 29-Springtime 30-Making, Buying, and Selling 31-Jobs and Money 32-Farms and Food Sources 33-Habitats 34-Awesome Animals 35-Patterns 36-What's Next?
APL2.1q	Shows purpose and inventiveness in play (e.g., collects different shapes of blocks to build a castle).	1-School Rules 2-All About Me 3-Feelings 4-Family and Friends 5-In the Neighborhood 6-Workers and Helpers 7-Staying Healthy 8-Staying Safe 9-Maps 10-Land and Water 11-Living Things 12-Outer Space

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		13-Giving Thanks 14-The Sun and the Moon 15-Weather and Seasons 16-Wintertime 17-Celebrations 18-Stories from Around the World 19-All Together Now 20-Many Cultures 21-Past, Present, and Future 22-Going Places 23-Symbols of Unity 24-Look, Explore, Learn 25-Solving Problems 26-A World of Things 27-Forces and Motion 28-Life Cycles 29-Springtime 30-Making, Buying, and Selling 31-Jobs and Money 32-Farms and Food Sources 33-Habitats 34-Awesome Animals 35-Patterns 36-What's Next?
APL3.1k	Focuses attention on tasks and activities like painting or block building for longer periods of time with increasing independence.	1-School Rules 2-All About Me 3-Feelings 4-Family and Friends 5-In the Neighborhood 6-Workers and Helpers 7-Staying Healthy 8-Staying Safe 9-Maps 10-Land and Water 11-Living Things 12-Outer Space 13-Giving Thanks 14-The Sun and the Moon 15-Weather and Seasons 16-Wintertime 17-Celebrations 18-Stories from Around the World 19-All Together Now 20-Many Cultures

Standards		Weekly Issues
		21-Past, Present, and Future 22-Going Places 23-Symbols of Unity 24-Look, Explore, Learn 25-Solving Problems 26-A World of Things 27-Forces and Motion 28-Life Cycles 29-Springtime 30-Making, Buying, and Selling 31-Jobs and Money 32-Farms and Food Sources 33-Habitats 34-Awesome Animals 35-Patterns 36-What's Next?
APL3.1I	Sustains engagement with a task that interests them for long periods of time (e.g., works in the art center creating watercolor paintings for 30 minutes).	1-School Rules 2-All About Me 3-Feelings 4-Family and Friends 5-In the Neighborhood 6-Workers and Helpers 7-Staying Healthy 8-Staying Safe 9-Maps 10-Land and Water 11-Living Things 12-Outer Space 13-Giving Thanks 14-The Sun and the Moon 15-Weather and Seasons 16-Wintertime 17-Celebrations 18-Stories from Around the World 19-All Together Now 20-Many Cultures 21-Past, Present, and Future 22-Going Places 23-Symbols of Unity 24-Look, Explore, Learn 25-Solving Problems 26-A World of Things 27-Forces and Motion 28-Life Cycles

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		29-Springtime 30-Making, Buying, and Selling 31-Jobs and Money 32-Farms and Food Sources 33-Habitats 34-Awesome Animals 35-Patterns 36-What's Next?
APL3.1m	Begins to attend to adult-initiated tasks that are not based on their interests (e.g., participates in a teacher-led small or large group).	1-School Rules 2-All About Me 3-Feelings 4-Family and Friends 5-In the Neighborhood 6-Workers and Helpers 7-Staying Healthy 8-Staying Safe 9-Maps 10-Land and Water 11-Living Things 12-Outer Space 13-Giving Thanks 14-The Sun and the Moon 15-Weather and Seasons 16-Wintertime 17-Celebrations 18-Stories from Around the World 19-All Together Now 20-Many Cultures 21-Past, Present, and Future 22-Going Places 23-Symbols of Unity 24-Look, Explore, Learn 25-Solving Problems 26-A World of Things 27-Forces and Motion 28-Life Cycles 29-Springtime 30-Making, Buying, and Selling 31-Jobs and Money 32-Farms and Food Sources 33-Habitats 34-Awesome Animals 35-Patterns 36-What's Next?

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APL3.2m	Remembers several steps in sequence to complete multi-step directions (e.g., complete a puzzle, return it to the shelf, and join the group at the rug).	1-School Rules 2-All About Me 3-Feelings 4-Family and Friends 5-In the Neighborhood 6-Workers and Helpers 7-Staying Healthy 8-Staying Safe 9-Maps 10-Land and Water 11-Living Things 12-Outer Space 13-Giving Thanks 14-The Sun and the Moon 15-Weather and Seasons 16-Wintertime 17-Celebrations 18-Stories from Around the World 19-All Together Now 20-Many Cultures 21-Past, Present, and Future 22-Going Places 23-Symbols of Unity 24-Look, Explore, Learn 25-Solving Problems 26-A World of Things 27-Forces and Motion 28-Life Cycles 29-Springtime 30-Making, Buying, and Selling 31-Jobs and Money 32-Farms and Food Sources 33-Habitats 34-Awesome Animals 35-Patterns 36-What's Next?
APL3.2n	Remembers actions that go with stories or songs.	1-School Rules 2-All About Me 3-Feelings 4-Family and Friends 5-In the Neighborhood 6-Workers and Helpers 7-Staying Healthy 8-Staying Safe

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		9-Maps 10-Land and Water 11-Living Things 12-Outer Space 13-Giving Thanks 14-The Sun and the Moon 15-Weather and Seasons 16-Wintertime 17-Celebrations 18-Stories from Around the World 19-All Together Now 20-Many Cultures 21-Past, Present, and Future 22-Going Places 23-Symbols of Unity 24-Look, Explore, Learn 25-Solving Problems 26-A World of Things 27-Forces and Motion 28-Life Cycles 29-Springtime 30-Making, Buying, and Selling 31-Jobs and Money 32-Farms and Food Sources 33-Habitats 34-Awesome Animals 35-Patterns 36-What's Next?
APL3.2o	Teaches another child the steps taken for a given action (e.g., shows a peer how to use soap to wash hands before snack).	#N/A
APL3.3m	Adapts to new rules in a game or activity (e.g., sorting cards by color and then by shape).	11-Living Things 13-Giving Thanks 16-Wintertime 17-Celebrations 21-Past, Present, and Future 22-Going Places 28-Life Cycles 29-Springtime 36-What's Next?
APL3.3n	Considers ideas from adults and other children in finding a solution or strategy.	2-All About Me 3-Feelings 7-Staying Healthy 8-Staying Safe

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		9-Maps 10-Land and Water 18-Stories from Around the World 21-Past, Present, and Future 31-Jobs and Money 36-What's Next?
APL3.3o	Demonstrates flexibility and adaptability with less adult prompting (e.g., sharing toys or trying out new materials).	1-School Rules 2-All About Me 3-Feelings 4-Family and Friends 5-In the Neighborhood 6-Workers and Helpers 7-Staying Healthy 8-Staying Safe 9-Maps 10-Land and Water 11-Living Things 12-Outer Space 13-Giving Thanks 14-The Sun and the Moon 15-Weather and Seasons 16-Wintertime 17-Celebrations 18-Stories from Around the World 19-All Together Now 20-Many Cultures 21-Past, Present, and Future 22-Going Places 23-Symbols of Unity 24-Look, Explore, Learn 25-Solving Problems 26-A World of Things 27-Forces and Motion 28-Life Cycles 29-Springtime 30-Making, Buying, and Selling 31-Jobs and Money 32-Farms and Food Sources 33-Habitats 34-Awesome Animals 35-Patterns 36-What's Next?
APL3.3p	Responds consistently to adult suggestions to try out different activities.	1-School Rules 2-All About Me

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		3-Feelings 4-Family and Friends 5-In the Neighborhood 6-Workers and Helpers 7-Staying Healthy 8-Staying Safe 9-Maps 10-Land and Water 11-Living Things 12-Outer Space 13-Giving Thanks 14-The Sun and the Moon 15-Weather and Seasons 16-Wintertime 17-Celebrations 18-Stories from Around the World 19-All Together Now 20-Many Cultures 21-Past, Present, and Future 22-Going Places 23-Symbols of Unity 24-Look, Explore, Learn 25-Solving Problems 26-A World of Things 27-Forces and Motion 28-Life Cycles 29-Springtime 30-Making, Buying, and Selling 31-Jobs and Money 32-Farms and Food Sources 33-Habitats 34-Awesome Animals 35-Patterns 36-What's Next?
APL3.4e	Controls impulses with more independence (e.g., walks instead of runs; asks for a turn with a toy instead of grabbing; waits to share out instead of calling out).	3-Feelings 7-Staying Healthy 8-Staying Safe 9-Maps 10-Land and Water 36-What's Next?
APL3.4f	Uses strategies to help control own actions more frequently such as creating physical distance or finding an alternative toy or activity.	3-Feelings

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APL3.5r	Sometimes persists in less preferred activities with or without adult support.	1-School Rules 2-All About Me 3-Feelings 4-Family and Friends 5-In the Neighborhood 6-Workers and Helpers 7-Staying Healthy 8-Staying Safe 9-Maps 10-Land and Water 11-Living Things 12-Outer Space 13-Giving Thanks 14-The Sun and the Moon 15-Weather and Seasons 16-Wintertime 17-Celebrations 18-Stories from Around the World 19-All Together Now 20-Many Cultures 21-Past, Present, and Future 22-Going Places 23-Symbols of Unity 24-Look, Explore, Learn 25-Solving Problems 26-A World of Things 27-Forces and Motion 28-Life Cycles 29-Springtime 30-Making, Buying, and Selling 31-Jobs and Money 32-Farms and Food Sources 33-Habitats 34-Awesome Animals 35-Patterns 36-What's Next?
APL3.5s	Figures out more than one solution to a problem (e.g., using packing tape with strings to hold cardboard pieces together when masking tape doesn't work).	3-Feelings 8-Staying Safe 9-Maps 10-Land and Water
APL4.1i	Follows classroom rules and routines more independently (e.g., morning arrival).	1-School Rules 2-All About Me 3-Feelings 4-Family and Friends

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	<ul style="list-style-type: none"> 5-In the Neighborhood 6-Workers and Helpers 7-Staying Healthy 8-Staying Safe 9-Maps 10-Land and Water 11-Living Things 12-Outer Space 13-Giving Thanks 14-The Sun and the Moon 15-Weather and Seasons 16-Wintertime 17-Celebrations 18-Stories from Around the World 19-All Together Now 20-Many Cultures 21-Past, Present, and Future 22-Going Places 23-Symbols of Unity 24-Look, Explore, Learn 25-Solving Problems 26-A World of Things 27-Forces and Motion 28-Life Cycles 29-Springtime 30-Making, Buying, and Selling 31-Jobs and Money 32-Farms and Food Sources 33-Habitats 34-Awesome Animals 35-Patterns 36-What's Next?
APL4.1j	<p>Uses classroom materials appropriately.</p> <ul style="list-style-type: none"> 1-School Rules 2-All About Me 3-Feelings 4-Family and Friends 5-In the Neighborhood 6-Workers and Helpers 7-Staying Healthy 8-Staying Safe 9-Maps 10-Land and Water 11-Living Things 12-Outer Space

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		13-Giving Thanks 14-The Sun and the Moon 15-Weather and Seasons 16-Wintertime 17-Celebrations 18-Stories from Around the World 19-All Together Now 20-Many Cultures 21-Past, Present, and Future 22-Going Places 23-Symbols of Unity 24-Look, Explore, Learn 25-Solving Problems 26-A World of Things 27-Forces and Motion 28-Life Cycles 29-Springtime 30-Making, Buying, and Selling 31-Jobs and Money 32-Farms and Food Sources 33-Habitats 34-Awesome Animals 35-Patterns 36-What's Next?
APL4.1k	Manages actions, words, and behavior with increasing independence (e.g., matches behavior to context and expectations).	1-School Rules 2-All About Me 3-Feelings 4-Family and Friends 5-In the Neighborhood 6-Workers and Helpers 7-Staying Healthy 8-Staying Safe 9-Maps 10-Land and Water 11-Living Things 12-Outer Space 13-Giving Thanks 14-The Sun and the Moon 15-Weather and Seasons 16-Wintertime 17-Celebrations 18-Stories from Around the World 19-All Together Now 20-Many Cultures

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		21-Past, Present, and Future 22-Going Places 23-Symbols of Unity 24-Look, Explore, Learn 25-Solving Problems 26-A World of Things 27-Forces and Motion 28-Life Cycles 29-Springtime 30-Making, Buying, and Selling 31-Jobs and Money 32-Farms and Food Sources 33-Habitats 34-Awesome Animals 35-Patterns 36-What's Next?
SED1.1n	Describes themselves (e.g., talks about self in terms of looks, gender, family, and interests).	1-School Rules 2-All About Me 3-Feelings 4-Family and Friends 5-In the Neighborhood 6-Workers and Helpers 7-Staying Healthy 8-Staying Safe 9-Maps 10-Land and Water 11-Living Things 12-Outer Space 13-Giving Thanks 14-The Sun and the Moon 15-Weather and Seasons 16-Wintertime 17-Celebrations 18-Stories from Around the World 19-All Together Now 20-Many Cultures 21-Past, Present, and Future 22-Going Places 23-Symbols of Unity 24-Look, Explore, Learn 25-Solving Problems 26-A World of Things 27-Forces and Motion 28-Life Cycles

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		29-Springtime 30-Making, Buying, and Selling 31-Jobs and Money 32-Farms and Food Sources 33-Habitats 34-Awesome Animals 35-Patterns 36-What's Next?
SED1.1o	Positively identifies self as a member of a specific culture or group that fits into a larger world picture.	2-All About Me 4-Family and Friends 13-Giving Thanks 17-Celebrations 18-Stories from Around the World 19-All Together Now 20-Many Cultures 21-Past, Present, and Future 36-What's Next?
SED1.1p	Shares other identifying information (e.g., parent's name).	2-All About Me 4-Family and Friends 11-Living Things 13-Giving Thanks 31-Jobs and Money 36-What's Next?
SED1.1q	Describes a larger range of individual characteristics and interests and communicates how these are similar or different from those of other people.	2-All About Me 4-Family and Friends 11-Living Things 12-Outer Space 13-Giving Thanks 14-The Sun and the Moon 17-Celebrations 18-Stories from Around the World 19-All Together Now 20-Many Cultures 21-Past, Present, and Future 22-Going Places 23-Symbols of Unity 24-Look, Explore, Learn 25-Solving Problems 26-A World of Things 27-Forces and Motion 28-Life Cycles 29-Springtime 30-Making, Buying, and Selling

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		31-Jobs and Money 32-Farms and Food Sources 33-Habitats 34-Awesome Animals 35-Patterns 36-What's Next?
SED1.2k	Displays pride in their accomplishments.	1-School Rules 2-All About Me 3-Feelings 4-Family and Friends 5-In the Neighborhood 6-Workers and Helpers 7-Staying Healthy 8-Staying Safe 9-Maps 10-Land and Water 11-Living Things 12-Outer Space 13-Giving Thanks 14-The Sun and the Moon 15-Weather and Seasons 16-Wintertime 17-Celebrations 18-Stories from Around the World 19-All Together Now 20-Many Cultures 21-Past, Present, and Future 22-Going Places 23-Symbols of Unity 24-Look, Explore, Learn 25-Solving Problems 26-A World of Things 27-Forces and Motion 28-Life Cycles 29-Springtime 30-Making, Buying, and Selling 31-Jobs and Money 32-Farms and Food Sources 33-Habitats 34-Awesome Animals 35-Patterns 36-What's Next?
SED1.3l	Acts independently in unfamiliar settings with unfamiliar adults.	1-School Rules 2-All About Me

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		3-Feelings 4-Family and Friends 5-In the Neighborhood 6-Workers and Helpers 7-Staying Healthy 8-Staying Safe 9-Maps 10-Land and Water 11-Living Things 12-Outer Space 13-Giving Thanks 14-The Sun and the Moon 15-Weather and Seasons 16-Wintertime 17-Celebrations 18-Stories from Around the World 19-All Together Now 20-Many Cultures 21-Past, Present, and Future 22-Going Places 23-Symbols of Unity 24-Look, Explore, Learn 25-Solving Problems 26-A World of Things 27-Forces and Motion 28-Life Cycles 29-Springtime 30-Making, Buying, and Selling 31-Jobs and Money 32-Farms and Food Sources 33-Habitats 34-Awesome Animals 35-Patterns 36-What's Next?
SED1.3m	Attempts to complete tasks independently.	1-School Rules 2-All About Me 3-Feelings 4-Family and Friends 5-In the Neighborhood 6-Workers and Helpers 7-Staying Healthy 8-Staying Safe 9-Maps 10-Land and Water

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		11-Living Things 12-Outer Space 13-Giving Thanks 14-The Sun and the Moon 15-Weather and Seasons 16-Wintertime 17-Celebrations 18-Stories from Around the World 19-All Together Now 20-Many Cultures 21-Past, Present, and Future 22-Going Places 23-Symbols of Unity 24-Look, Explore, Learn 25-Solving Problems 26-A World of Things 27-Forces and Motion 28-Life Cycles 29-Springtime 30-Making, Buying, and Selling 31-Jobs and Money 32-Farms and Food Sources 33-Habitats 34-Awesome Animals 35-Patterns 36-What's Next?
SED1.3n	Asks for support from adults only when needed.	1-School Rules 2-All About Me 3-Feelings 4-Family and Friends 5-In the Neighborhood 6-Workers and Helpers 7-Staying Healthy 8-Staying Safe 9-Maps 10-Land and Water 11-Living Things 12-Outer Space 13-Giving Thanks 14-The Sun and the Moon 15-Weather and Seasons 16-Wintertime 17-Celebrations 18-Stories from Around the World

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		19-All Together Now 20-Many Cultures 21-Past, Present, and Future 22-Going Places 23-Symbols of Unity 24-Look, Explore, Learn 25-Solving Problems 26-A World of Things 27-Forces and Motion 28-Life Cycles 29-Springtime 30-Making, Buying, and Selling 31-Jobs and Money 32-Farms and Food Sources 33-Habitats 34-Awesome Animals 35-Patterns 36-What's Next?
SED2.1i	Begins to recognize their own emotions before reacting (e.g., pauses and takes deep breath when mad).	3-Feelings 7-Staying Healthy 8-Staying Safe 9-Maps 10-Land and Water
SED2.1j	Communicates how other children or adults may be feeling and why (e.g., states that a peer is sad because their toy was taken away).	2-All About Me 3-Feelings
SED2.2k	Recognizes appropriate reaction to situations.	1-School Rules 2-All About Me 3-Feelings 4-Family and Friends 5-In the Neighborhood 6-Workers and Helpers 7-Staying Healthy 8-Staying Safe 9-Maps 10-Land and Water 11-Living Things 12-Outer Space 13-Giving Thanks 14-The Sun and the Moon 15-Weather and Seasons 16-Wintertime 17-Celebrations

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		18-Stories from Around the World 19-All Together Now 20-Many Cultures 21-Past, Present, and Future 22-Going Places 23-Symbols of Unity 24-Look, Explore, Learn 25-Solving Problems 26-A World of Things 27-Forces and Motion 28-Life Cycles 29-Springtime 30-Making, Buying, and Selling 31-Jobs and Money 32-Farms and Food Sources 33-Habitats 34-Awesome Animals 35-Patterns 36-What's Next?
SED2.2i	Uses words and respectful language to express thoughts and emotions (e.g., "I'm frustrated because Jay won't let me play" or "I'm excited to play with my cousin Santiago tomorrow.").	3-Feelings 11-Living Things 12-Outer Space 13-Giving Thanks 14-The Sun and the Moon 15-Weather and Seasons 16-Wintertime 17-Celebrations 18-Stories from Around the World 19-All Together Now 21-Past, Present, and Future 22-Going Places 24-Look, Explore, Learn 26-A World of Things 27-Forces and Motion 30-Making, Buying, and Selling 36-What's Next?
SED2.3f	Demonstrates confidence in meeting own needs.	1-School Rules 2-All About Me 3-Feelings 4-Family and Friends 5-In the Neighborhood 6-Workers and Helpers 7-Staying Healthy 8-Staying Safe

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		9-Maps 10-Land and Water 11-Living Things 12-Outer Space 13-Giving Thanks 14-The Sun and the Moon 15-Weather and Seasons 16-Wintertime 17-Celebrations 18-Stories from Around the World 19-All Together Now 20-Many Cultures 21-Past, Present, and Future 22-Going Places 23-Symbols of Unity 24-Look, Explore, Learn 25-Solving Problems 26-A World of Things 27-Forces and Motion 28-Life Cycles 29-Springtime 30-Making, Buying, and Selling 31-Jobs and Money 32-Farms and Food Sources 33-Habitats 34-Awesome Animals 35-Patterns 36-What's Next?
SED2.3g	Seeks and accepts help when needed.	1-School Rules 2-All About Me 3-Feelings 4-Family and Friends 5-In the Neighborhood 6-Workers and Helpers 7-Staying Healthy 8-Staying Safe 9-Maps 10-Land and Water 11-Living Things 12-Outer Space 13-Giving Thanks 14-The Sun and the Moon 15-Weather and Seasons 16-Wintertime

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		17-Celebrations 18-Stories from Around the World 19-All Together Now 20-Many Cultures 21-Past, Present, and Future 22-Going Places 23-Symbols of Unity 24-Look, Explore, Learn 25-Solving Problems 26-A World of Things 27-Forces and Motion 28-Life Cycles 29-Springtime 30-Making, Buying, and Selling 31-Jobs and Money 32-Farms and Food Sources 33-Habitats 34-Awesome Animals 35-Patterns 36-What's Next?
SED2.4m	Increasingly uses a variety of strategies to self-soothe or solve problems (e.g., goes to a quiet area or uses a fidget toy when upset).	3-Feelings 7-Staying Healthy
SED2.4n	Exhibits emotional control with or without adult support (e.g., follows group activities although upset).	1-School Rules 2-All About Me 3-Feelings 4-Family and Friends 5-In the Neighborhood 6-Workers and Helpers 7-Staying Healthy 8-Staying Safe 9-Maps 10-Land and Water 11-Living Things 12-Outer Space 13-Giving Thanks 14-The Sun and the Moon 15-Weather and Seasons 16-Wintertime 17-Celebrations 18-Stories from Around the World 19-All Together Now 20-Many Cultures 21-Past, Present, and Future

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		22-Going Places 23-Symbols of Unity 24-Look, Explore, Learn 25-Solving Problems 26-A World of Things 27-Forces and Motion 28-Life Cycles 29-Springtime 30-Making, Buying, and Selling 31-Jobs and Money 32-Farms and Food Sources 33-Habitats 34-Awesome Animals 35-Patterns 36-What's Next?
SED2.5h	Shows care and concern for others, including comforting others in distress.	1-School Rules 2-All About Me 3-Feelings 4-Family and Friends 5-In the Neighborhood 6-Workers and Helpers 7-Staying Healthy 8-Staying Safe 9-Maps 10-Land and Water 11-Living Things 12-Outer Space 13-Giving Thanks 14-The Sun and the Moon 15-Weather and Seasons 16-Wintertime 17-Celebrations 18-Stories from Around the World 19-All Together Now 20-Many Cultures 21-Past, Present, and Future 22-Going Places 23-Symbols of Unity 24-Look, Explore, Learn 25-Solving Problems 26-A World of Things 27-Forces and Motion 28-Life Cycles 29-Springtime

Standards		Weekly Issues
		30-Making, Buying, and Selling 31-Jobs and Money 32-Farms and Food Sources 33-Habitats 34-Awesome Animals 35-Patterns 36-What's Next?
SED2.5i	Begins to recognize the emotions of peers and responds with empathy and compassion.	1-School Rules 2-All About Me 3-Feelings 4-Family and Friends 5-In the Neighborhood 6-Workers and Helpers 7-Staying Healthy 8-Staying Safe 9-Maps 10-Land and Water 11-Living Things 12-Outer Space 13-Giving Thanks 14-The Sun and the Moon 15-Weather and Seasons 16-Wintertime 17-Celebrations 18-Stories from Around the World 19-All Together Now 20-Many Cultures 21-Past, Present, and Future 22-Going Places 23-Symbols of Unity 24-Look, Explore, Learn 25-Solving Problems 26-A World of Things 27-Forces and Motion 28-Life Cycles 29-Springtime 30-Making, Buying, and Selling 31-Jobs and Money 32-Farms and Food Sources 33-Habitats 34-Awesome Animals 35-Patterns 36-What's Next?
SED2.5j	Begins to understand the reasons for others' emotions and	2-All About Me

Standards		Weekly Issues
	responds appropriately (e.g., a child comforts a peer who is upset that they have to clean up their toys).	3-Feelings 4-Family and Friends 7-Staying Healthy 8-Staying Safe 9-Maps 10-Land and Water 23-Symbols of Unity 36-What's Next?
SED3.1n	Shows enjoyment in interactions with trusted adults while also demonstrating skills in separating from these adults.	1-School Rules 2-All About Me 3-Feelings 4-Family and Friends 5-In the Neighborhood 6-Workers and Helpers 7-Staying Healthy 8-Staying Safe 9-Maps 10-Land and Water 11-Living Things 12-Outer Space 13-Giving Thanks 14-The Sun and the Moon 15-Weather and Seasons 16-Wintertime 17-Celebrations 18-Stories from Around the World 19-All Together Now 20-Many Cultures 21-Past, Present, and Future 22-Going Places 23-Symbols of Unity 24-Look, Explore, Learn 25-Solving Problems 26-A World of Things 27-Forces and Motion 28-Life Cycles 29-Springtime 30-Making, Buying, and Selling 31-Jobs and Money 32-Farms and Food Sources 33-Habitats 34-Awesome Animals 35-Patterns 36-What's Next?

Standards		Weekly Issues
SED3.1o	Comfortable with being with less familiar adults in a safe setting (e.g., engages with visitor to home or classroom).	1-School Rules 2-All About Me 3-Feelings 4-Family and Friends 5-In the Neighborhood 6-Workers and Helpers 7-Staying Healthy 8-Staying Safe 9-Maps 10-Land and Water 11-Living Things 12-Outer Space 13-Giving Thanks 14-The Sun and the Moon 15-Weather and Seasons 16-Wintertime 17-Celebrations 18-Stories from Around the World 19-All Together Now 20-Many Cultures 21-Past, Present, and Future 22-Going Places 23-Symbols of Unity 24-Look, Explore, Learn 25-Solving Problems 26-A World of Things 27-Forces and Motion 28-Life Cycles 29-Springtime 30-Making, Buying, and Selling 31-Jobs and Money 32-Farms and Food Sources 33-Habitats 34-Awesome Animals 35-Patterns 36-What's Next?
SED3.2r	Demonstrates strategies for participating in social play with peers (e.g., asks to join in game or brings new item to add to existing play).	1-School Rules 2-All About Me 3-Feelings 4-Family and Friends 5-In the Neighborhood 6-Workers and Helpers 7-Staying Healthy 8-Staying Safe

Standards		Weekly Issues
		9-Maps 10-Land and Water 11-Living Things 12-Outer Space 13-Giving Thanks 14-The Sun and the Moon 15-Weather and Seasons 16-Wintertime 17-Celebrations 18-Stories from Around the World 19-All Together Now 20-Many Cultures 21-Past, Present, and Future 22-Going Places 23-Symbols of Unity 24-Look, Explore, Learn 25-Solving Problems 26-A World of Things 27-Forces and Motion 28-Life Cycles 29-Springtime 30-Making, Buying, and Selling 31-Jobs and Money 32-Farms and Food Sources 33-Habitats 34-Awesome Animals 35-Patterns 36-What's Next?
SED3.2s	Plays with peers in a coordinated manner including assigning roles, materials, and actions (e.g., sets up and assigns roles in restaurant in dramatic play area).	1-School Rules 2-All About Me 3-Feelings 4-Family and Friends 5-In the Neighborhood 6-Workers and Helpers 7-Staying Healthy 8-Staying Safe 9-Maps 10-Land and Water 11-Living Things 12-Outer Space 13-Giving Thanks 14-The Sun and the Moon 15-Weather and Seasons 16-Wintertime

Standards		Weekly Issues
		17-Celebrations 18-Stories from Around the World 19-All Together Now 20-Many Cultures 21-Past, Present, and Future 22-Going Places 23-Symbols of Unity 24-Look, Explore, Learn 25-Solving Problems 26-A World of Things 27-Forces and Motion 28-Life Cycles 29-Springtime 30-Making, Buying, and Selling 31-Jobs and Money 32-Farms and Food Sources 33-Habitats 34-Awesome Animals 35-Patterns 36-What's Next?
SED3.2t	Maintains friendships over time.	1-School Rules 2-All About Me 3-Feelings 4-Family and Friends 5-In the Neighborhood 6-Workers and Helpers 7-Staying Healthy 8-Staying Safe 9-Maps 10-Land and Water 11-Living Things 12-Outer Space 13-Giving Thanks 14-The Sun and the Moon 15-Weather and Seasons 16-Wintertime 17-Celebrations 18-Stories from Around the World 19-All Together Now 20-Many Cultures 21-Past, Present, and Future 22-Going Places 23-Symbols of Unity 24-Look, Explore, Learn

Standards		Weekly Issues
		25-Solving Problems 26-A World of Things 27-Forces and Motion 28-Life Cycles 29-Springtime 30-Making, Buying, and Selling 31-Jobs and Money 32-Farms and Food Sources 33-Habitats 34-Awesome Animals 35-Patterns 36-What's Next?
SED3.2u	Responds to the needs of others and tries to help others with simple tasks.	2-All About Me 3-Feelings 4-Family and Friends 8-Staying Safe 13-Giving Thanks 20-Many Cultures 21-Past, Present, and Future 22-Going Places 23-Symbols of Unity 26-A World of Things 27-Forces and Motion 36-What's Next?
SED3.3n	Builds on cooperative play, communication, and working memory skills by engaging in dramatic play with several other children, each taking on a particular role in a shared theme.	1-School Rules 2-All About Me 3-Feelings 4-Family and Friends 5-In the Neighborhood 6-Workers and Helpers 7-Staying Healthy 8-Staying Safe 9-Maps 10-Land and Water 11-Living Things 12-Outer Space 13-Giving Thanks 14-The Sun and the Moon 15-Weather and Seasons 16-Wintertime 17-Celebrations 18-Stories from Around the World 19-All Together Now 20-Many Cultures

Standards		Weekly Issues
		21-Past, Present, and Future 22-Going Places 23-Symbols of Unity 24-Look, Explore, Learn 25-Solving Problems 26-A World of Things 27-Forces and Motion 28-Life Cycles 29-Springtime 30-Making, Buying, and Selling 31-Jobs and Money 32-Farms and Food Sources 33-Habitats 34-Awesome Animals 35-Patterns 36-What's Next?
SED3.4d	Engages in prosocial behavior such as cooperating, compromising, turn-taking, and resolving social conflict.	1-School Rules 2-All About Me 3-Feelings 4-Family and Friends 5-In the Neighborhood 6-Workers and Helpers 7-Staying Healthy 8-Staying Safe 9-Maps 10-Land and Water 11-Living Things 12-Outer Space 13-Giving Thanks 14-The Sun and the Moon 15-Weather and Seasons 16-Wintertime 17-Celebrations 18-Stories from Around the World 19-All Together Now 20-Many Cultures 21-Past, Present, and Future 22-Going Places 23-Symbols of Unity 24-Look, Explore, Learn 25-Solving Problems 26-A World of Things 27-Forces and Motion 28-Life Cycles

Standards		Weekly Issues
		29-Springtime 30-Making, Buying, and Selling 31-Jobs and Money 32-Farms and Food Sources 33-Habitats 34-Awesome Animals 35-Patterns 36-What's Next?
SED3.4e	Expresses feelings and needs in conflict situations (e.g., "I'm feeling upset because you have the truck I need for my racetrack.").	1-School Rules 2-All About Me 3-Feelings 4-Family and Friends
SED3.4f	Uses problem-solving strategies independently or with adult prompting when feeling angry or frustrated (e.g., asks peer to trade toys because they want the one-of-a-kind toy).	3-Feelings 4-Family and Friends 36-What's Next?
CLLD1.1aa	Answers questions and adds comments relevant to the topic.	1-School Rules 2-All About Me 3-Feelings 4-Family and Friends 5-In the Neighborhood 6-Workers and Helpers 7-Staying Healthy 8-Staying Safe 9-Maps 10-Land and Water 11-Living Things 12-Outer Space 13-Giving Thanks 14-The Sun and the Moon 15-Weather and Seasons 16-Wintertime 17-Celebrations 18-Stories from Around the World 19-All Together Now 20-Many Cultures 21-Past, Present, and Future 22-Going Places 23-Symbols of Unity 24-Look, Explore, Learn 25-Solving Problems 26-A World of Things 27-Forces and Motion 28-Life Cycles

Standards		Weekly Issues
		29-Springtime 30-Making, Buying, and Selling 31-Jobs and Money 32-Farms and Food Sources 33-Habitats 34-Awesome Animals 35-Patterns 36-What's Next?
CLLD1.1ab	Begins to demonstrate understanding of implied messages based on speaker's tone and/or gestures (e.g., finger on lip and saying "shhhh" means be quiet).	1-School Rules 2-All About Me 3-Feelings 4-Family and Friends 5-In the Neighborhood 6-Workers and Helpers 7-Staying Healthy 8-Staying Safe 9-Maps 10-Land and Water 11-Living Things 12-Outer Space 13-Giving Thanks 14-The Sun and the Moon 15-Weather and Seasons 16-Wintertime 17-Celebrations 18-Stories from Around the World 19-All Together Now 20-Many Cultures 21-Past, Present, and Future 22-Going Places 23-Symbols of Unity 24-Look, Explore, Learn 25-Solving Problems 26-A World of Things 27-Forces and Motion 28-Life Cycles 29-Springtime 30-Making, Buying, and Selling 31-Jobs and Money 32-Farms and Food Sources 33-Habitats 34-Awesome Animals 35-Patterns 36-What's Next?

Standards		Weekly Issues
CLLD1.1ac	Understands and responds to words for descriptive concepts (e.g., hard, square).	1-School Rules 2-All About Me 3-Feelings 4-Family and Friends 5-In the Neighborhood 6-Workers and Helpers 7-Staying Healthy 8-Staying Safe 9-Maps 10-Land and Water 11-Living Things 12-Outer Space 13-Giving Thanks 14-The Sun and the Moon 15-Weather and Seasons 16-Wintertime 17-Celebrations 18-Stories from Around the World 19-All Together Now 20-Many Cultures 21-Past, Present, and Future 22-Going Places 23-Symbols of Unity 24-Look, Explore, Learn 25-Solving Problems 26-A World of Things 27-Forces and Motion 28-Life Cycles 29-Springtime 30-Making, Buying, and Selling 31-Jobs and Money 32-Farms and Food Sources 33-Habitats 34-Awesome Animals 35-Patterns 36-What's Next?
CLLD1.1ad	Follows 2-3 step related directions and some new directions related to familiar and daily routines.	1-School Rules 2-All About Me 3-Feelings 4-Family and Friends 5-In the Neighborhood 6-Workers and Helpers 7-Staying Healthy 8-Staying Safe

Standards		Weekly Issues
		9-Maps 10-Land and Water 11-Living Things 12-Outer Space 13-Giving Thanks 14-The Sun and the Moon 15-Weather and Seasons 16-Wintertime 17-Celebrations 18-Stories from Around the World 19-All Together Now 20-Many Cultures 21-Past, Present, and Future 22-Going Places 23-Symbols of Unity 24-Look, Explore, Learn 25-Solving Problems 26-A World of Things 27-Forces and Motion 28-Life Cycles 29-Springtime 30-Making, Buying, and Selling 31-Jobs and Money 32-Farms and Food Sources 33-Habitats 34-Awesome Animals 35-Patterns 36-What's Next?
CLLD1.1ae	Demonstrates understanding of communication that includes a variety of complex sentences related to familiar stories, learning activities, and events (e.g., After Clifford the dog came home, he played with Emily Elizabeth).	1-School Rules 2-All About Me 3-Feelings 4-Family and Friends 5-In the Neighborhood 6-Workers and Helpers 7-Staying Healthy 8-Staying Safe 9-Maps 10-Land and Water 11-Living Things 12-Outer Space 13-Giving Thanks 14-The Sun and the Moon 15-Weather and Seasons 16-Wintertime

Standards		Weekly Issues
		17-Celebrations 18-Stories from Around the World 19-All Together Now 20-Many Cultures 21-Past, Present, and Future 22-Going Places 23-Symbols of Unity 24-Look, Explore, Learn 25-Solving Problems 26-A World of Things 27-Forces and Motion 28-Life Cycles 29-Springtime 30-Making, Buying, and Selling 31-Jobs and Money 32-Farms and Food Sources 33-Habitats 34-Awesome Animals 35-Patterns 36-What's Next?
CLLD1.2s	Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences (e.g., uses irregular past tense verbs such as came, ran, fell, broke, went, told, did).	1-School Rules 2-All About Me 3-Feelings 4-Family and Friends 5-In the Neighborhood 6-Workers and Helpers 7-Staying Healthy 8-Staying Safe 9-Maps 10-Land and Water 11-Living Things 12-Outer Space 13-Giving Thanks 14-The Sun and the Moon 15-Weather and Seasons 16-Wintertime 17-Celebrations 18-Stories from Around the World 19-All Together Now 20-Many Cultures 21-Past, Present, and Future 22-Going Places 23-Symbols of Unity 24-Look, Explore, Learn

	Standards	Weekly Issues
		25-Solving Problems 26-A World of Things 27-Forces and Motion 28-Life Cycles 29-Springtime 30-Making, Buying, and Selling 31-Jobs and Money 32-Farms and Food Sources 33-Habitats 34-Awesome Animals 35-Patterns 36-What's Next?
CLLD1.2t	Answers open-ended questions comfortably.	1-School Rules 2-All About Me 3-Feelings 4-Family and Friends 5-In the Neighborhood 6-Workers and Helpers 7-Staying Healthy 8-Staying Safe 9-Maps 10-Land and Water 11-Living Things 12-Outer Space 13-Giving Thanks 14-The Sun and the Moon 15-Weather and Seasons 16-Wintertime 17-Celebrations 18-Stories from Around the World 19-All Together Now 20-Many Cultures 21-Past, Present, and Future 22-Going Places 23-Symbols of Unity 24-Look, Explore, Learn 25-Solving Problems 26-A World of Things 27-Forces and Motion 28-Life Cycles 29-Springtime 30-Making, Buying, and Selling 31-Jobs and Money 32-Farms and Food Sources

Standards		Weekly Issues
		33-Habitats 34-Awesome Animals 35-Patterns 36-What's Next?
CLLD1.2u	Retells stories and events in sequence with multiple details (e.g., retells The Three Bears noting three chairs, three beds, etc.).	1-School Rules 2-All About Me 3-Feelings 4-Family and Friends 5-In the Neighborhood 6-Workers and Helpers 7-Staying Healthy 8-Staying Safe 9-Maps 10-Land and Water 11-Living Things 12-Outer Space 13-Giving Thanks 14-The Sun and the Moon 15-Weather and Seasons 16-Wintertime 17-Celebrations 18-Stories from Around the World 19-All Together Now 20-Many Cultures 21-Past, Present, and Future 22-Going Places 23-Symbols of Unity 24-Look, Explore, Learn 25-Solving Problems 26-A World of Things 27-Forces and Motion 28-Life Cycles 29-Springtime 30-Making, Buying, and Selling 31-Jobs and Money 32-Farms and Food Sources 33-Habitats 34-Awesome Animals 35-Patterns 36-What's Next?
CLLD1.3n	Begins to match language to contexts (e.g., voice volume, inflection/rise and fall of voice in speaking, and parting/greeting rituals).	1-School Rules 2-All About Me 3-Feelings 4-Family and Friends

Standards		Weekly Issues
		5-In the Neighborhood 6-Workers and Helpers 7-Staying Healthy 8-Staying Safe 9-Maps 10-Land and Water 11-Living Things 12-Outer Space 13-Giving Thanks 14-The Sun and the Moon 15-Weather and Seasons 16-Wintertime 17-Celebrations 18-Stories from Around the World 19-All Together Now 20-Many Cultures 21-Past, Present, and Future 22-Going Places 23-Symbols of Unity 24-Look, Explore, Learn 25-Solving Problems 26-A World of Things 27-Forces and Motion 28-Life Cycles 29-Springtime 30-Making, Buying, and Selling 31-Jobs and Money 32-Farms and Food Sources 33-Habitats 34-Awesome Animals 35-Patterns 36-What's Next?
CLLD1.3o	Engages in multiple back-and-forth conversations with adults in ways that can be goal-directed (such as solving problems).	1-School Rules 2-All About Me 3-Feelings 4-Family and Friends 5-In the Neighborhood 6-Workers and Helpers 7-Staying Healthy 8-Staying Safe 9-Maps 10-Land and Water 11-Living Things 12-Outer Space

Standards		Weekly Issues
		13-Giving Thanks 14-The Sun and the Moon 15-Weather and Seasons 16-Wintertime 17-Celebrations 18-Stories from Around the World 19-All Together Now 20-Many Cultures 21-Past, Present, and Future 22-Going Places 23-Symbols of Unity 24-Look, Explore, Learn 25-Solving Problems 26-A World of Things 27-Forces and Motion 28-Life Cycles 29-Springtime 30-Making, Buying, and Selling 31-Jobs and Money 32-Farms and Food Sources 33-Habitats 34-Awesome Animals 35-Patterns 36-What's Next?
CLLD1.4p	Asks and responds to questions with accurate information.	1-School Rules 2-All About Me 3-Feelings 4-Family and Friends 5-In the Neighborhood 6-Workers and Helpers 7-Staying Healthy 8-Staying Safe 9-Maps 10-Land and Water 11-Living Things 12-Outer Space 13-Giving Thanks 14-The Sun and the Moon 15-Weather and Seasons 16-Wintertime 17-Celebrations 18-Stories from Around the World 19-All Together Now 20-Many Cultures

Standards		Weekly Issues
		21-Past, Present, and Future 22-Going Places 23-Symbols of Unity 24-Look, Explore, Learn 25-Solving Problems 26-A World of Things 27-Forces and Motion 28-Life Cycles 29-Springtime 30-Making, Buying, and Selling 31-Jobs and Money 32-Farms and Food Sources 33-Habitats 34-Awesome Animals 35-Patterns 36-What's Next?
CLLD2.11	Distinguishes among a variety of texts and their purposes (e.g., books, shopping lists, etc.).	1-School Rules 2-All About Me 3-Feelings 4-Family and Friends 5-In the Neighborhood 6-Workers and Helpers 7-Staying Healthy 8-Staying Safe 9-Maps 10-Land and Water 11-Living Things 12-Outer Space 13-Giving Thanks 14-The Sun and the Moon 15-Weather and Seasons 16-Wintertime 17-Celebrations 18-Stories from Around the World 19-All Together Now 20-Many Cultures 21-Past, Present, and Future 22-Going Places 23-Symbols of Unity 24-Look, Explore, Learn 25-Solving Problems 26-A World of Things 27-Forces and Motion 28-Life Cycles

Standards		Weekly Issues
		29-Springtime 30-Making, Buying, and Selling 31-Jobs and Money 32-Farms and Food Sources 33-Habitats 34-Awesome Animals 35-Patterns 36-What's Next?
CLLD2.1m	Begins to track individual words in text or braille by pointing or touching.	1-School Rules 2-All About Me 3-Feelings 4-Family and Friends 5-In the Neighborhood 6-Workers and Helpers 7-Staying Healthy 8-Staying Safe 9-Maps 10-Land and Water 11-Living Things 12-Outer Space 13-Giving Thanks 14-The Sun and the Moon 15-Weather and Seasons 16-Wintertime 17-Celebrations 18-Stories from Around the World 19-All Together Now 20-Many Cultures 21-Past, Present, and Future 22-Going Places 23-Symbols of Unity 24-Look, Explore, Learn 25-Solving Problems 26-A World of Things 27-Forces and Motion 28-Life Cycles 29-Springtime 30-Making, Buying, and Selling 31-Jobs and Money 32-Farms and Food Sources 33-Habitats 34-Awesome Animals 35-Patterns 36-What's Next?

Standards		Weekly Issues
CLLD2.2p	Listens and responds to a variety of texts and media (e.g., audio book, music and movement).	1-School Rules 2-All About Me 3-Feelings 4-Family and Friends 5-In the Neighborhood 6-Workers and Helpers 7-Staying Healthy 8-Staying Safe 9-Maps 10-Land and Water 11-Living Things 12-Outer Space 13-Giving Thanks 14-The Sun and the Moon 15-Weather and Seasons 16-Wintertime 17-Celebrations 18-Stories from Around the World 19-All Together Now 20-Many Cultures 21-Past, Present, and Future 22-Going Places 23-Symbols of Unity 24-Look, Explore, Learn 25-Solving Problems 26-A World of Things 27-Forces and Motion 28-Life Cycles 29-Springtime 30-Making, Buying, and Selling 31-Jobs and Money 32-Farms and Food Sources 33-Habitats 34-Awesome Animals 35-Patterns 36-What's Next?
CLLD2.2q	Tells fictional or personal stories sequentially and with 3 or more details.	1-School Rules 2-All About Me 3-Feelings 4-Family and Friends 5-In the Neighborhood 6-Workers and Helpers 7-Staying Healthy 8-Staying Safe

Standards		Weekly Issues
		9-Maps 10-Land and Water 11-Living Things 12-Outer Space 13-Giving Thanks 14-The Sun and the Moon 15-Weather and Seasons 16-Wintertime 17-Celebrations 18-Stories from Around the World 19-All Together Now 20-Many Cultures 21-Past, Present, and Future 22-Going Places 23-Symbols of Unity 24-Look, Explore, Learn 25-Solving Problems 26-A World of Things 27-Forces and Motion 28-Life Cycles 29-Springtime 30-Making, Buying, and Selling 31-Jobs and Money 32-Farms and Food Sources 33-Habitats 34-Awesome Animals 35-Patterns 36-What's Next?
CLLD2.2r	Begins to understand cause and effect relationships in fiction and nonfiction texts.	1-School Rules 2-All About Me 3-Feelings 4-Family and Friends 5-In the Neighborhood 6-Workers and Helpers 7-Staying Healthy 8-Staying Safe 9-Maps 10-Land and Water 11-Living Things 12-Outer Space 13-Giving Thanks 14-The Sun and the Moon 15-Weather and Seasons 16-Wintertime

Standards		Weekly Issues
		17-Celebrations 18-Stories from Around the World 19-All Together Now 20-Many Cultures 21-Past, Present, and Future 22-Going Places 23-Symbols of Unity 24-Look, Explore, Learn 25-Solving Problems 26-A World of Things 27-Forces and Motion 28-Life Cycles 29-Springtime 30-Making, Buying, and Selling 31-Jobs and Money 32-Farms and Food Sources 33-Habitats 34-Awesome Animals 35-Patterns 36-What's Next?
CLLD2.2s	Predicts what will happen next in an unfamiliar story.	1-School Rules 2-All About Me 3-Feelings 4-Family and Friends 5-In the Neighborhood 6-Workers and Helpers 7-Staying Healthy 8-Staying Safe 9-Maps 10-Land and Water 11-Living Things 12-Outer Space 13-Giving Thanks 14-The Sun and the Moon 15-Weather and Seasons 16-Wintertime 17-Celebrations 18-Stories from Around the World 19-All Together Now 20-Many Cultures 21-Past, Present, and Future 22-Going Places 23-Symbols of Unity 24-Look, Explore, Learn

Standards		Weekly Issues
		25-Solving Problems 26-A World of Things 27-Forces and Motion 28-Life Cycles 29-Springtime 30-Making, Buying, and Selling 31-Jobs and Money 32-Farms and Food Sources 33-Habitats 34-Awesome Animals 35-Patterns 36-What's Next?
CLLD2.2t	Uses new words learned through listening to stories.	1-School Rules 2-All About Me 3-Feelings 4-Family and Friends 5-In the Neighborhood 6-Workers and Helpers 7-Staying Healthy 8-Staying Safe 9-Maps 10-Land and Water 11-Living Things 12-Outer Space 13-Giving Thanks 14-The Sun and the Moon 15-Weather and Seasons 16-Wintertime 17-Celebrations 18-Stories from Around the World 19-All Together Now 20-Many Cultures 21-Past, Present, and Future 22-Going Places 23-Symbols of Unity 24-Look, Explore, Learn 25-Solving Problems 26-A World of Things 27-Forces and Motion 28-Life Cycles 29-Springtime 30-Making, Buying, and Selling 31-Jobs and Money 32-Farms and Food Sources

Standards		Weekly Issues
		33-Habitats 34-Awesome Animals 35-Patterns 36-What's Next?
CLLD2.3i	Begins to rhyme and produce rhymes of simple words.	1-School Rules 11-Living Things 35-Patterns
CLLD2.3j	Begins to orally segment and combine compound words (e.g., lunchbox segmented is lunch-box; when combined it is lunchbox).	15-Weather and Seasons
CLLD2.3k	Begins to segment and combine syllables (e.g., purple segmented is pur-ple; when combined it is purple).	#N/A
CLLD2.3l	Begins to identify the initial and final sound in words (e.g., /b/ in bat).	#N/A
CLLD2.4f	For many, with instructional support, matches the sound with the corresponding letter.	#N/A
CLLD2.4g	For many, with instructional support, matches the letter with the corresponding sound.	#N/A
CLLD2.4h	Recognizes many upper and lower case letters.	1-School Rules 2-All About Me 3-Feelings 4-Family and Friends 5-In the Neighborhood 6-Workers and Helpers 7-Staying Healthy 8-Staying Safe 9-Maps 10-Land and Water 11-Living Things 12-Outer Space 13-Giving Thanks 14-The Sun and the Moon 15-Weather and Seasons 16-Wintertime 17-Celebrations 18-Stories from Around the World 19-All Together Now 20-Many Cultures 21-Past, Present, and Future 22-Going Places 23-Symbols of Unity 24-Look, Explore, Learn

Standards		Weekly Issues
		25-Solving Problems 26-A World of Things 27-Forces and Motion 28-Life Cycles 29-Springtime 30-Making, Buying, and Selling 31-Jobs and Money 32-Farms and Food Sources 33-Habitats 34-Awesome Animals 35-Patterns 36-What's Next?
CLLD2.4i	Will use a combination of letters and symbols to represent words.	1-School Rules 2-All About Me 3-Feelings 4-Family and Friends 5-In the Neighborhood 6-Workers and Helpers 7-Staying Healthy 8-Staying Safe 9-Maps 10-Land and Water 11-Living Things 12-Outer Space 13-Giving Thanks 14-The Sun and the Moon 15-Weather and Seasons 16-Wintertime 17-Celebrations 18-Stories from Around the World 19-All Together Now 20-Many Cultures 21-Past, Present, and Future 22-Going Places 23-Symbols of Unity 24-Look, Explore, Learn 25-Solving Problems 26-A World of Things 27-Forces and Motion 28-Life Cycles 29-Springtime 30-Making, Buying, and Selling 31-Jobs and Money 32-Farms and Food Sources

Standards		Weekly Issues
		33-Habitats 34-Awesome Animals 35-Patterns 36-What's Next?
CLLD3.1q	Begins to use initial letter sounds to represent a whole word (e.g., /f/ for fish).	#N/A
CLLD3.1r	Begins to represent the initial and final sounds to represent a word (e.g., 'dg' for dog).	#N/A
CLLD3.1s	Retells or reads their writing to others.	2-All About Me 3-Feelings 4-Family and Friends 11-Living Things 24-Look, Explore, Learn 26-A World of Things 27-Forces and Motion 28-Life Cycles 29-Springtime 30-Making, Buying, and Selling 31-Jobs and Money 32-Farms and Food Sources 33-Habitats 34-Awesome Animals 35-Patterns 36-What's Next?
CLLD3.1t	Represents all letters in their own name, with sequencing, positioning, and reversals still evidenced.	2-All About Me
CLLD3.1u	Begins to produce a correct representation of their name using capital letters, lowercase letters, or a combination of both moving from left to right.	2-All About Me
CLLD3.1v	Begins to copy names of familiar people and objects.	2-All About Me
CLLD3.2f	Continues to revise writing in the moment based on interactions with peers and adults.	#N/A
CLLD3.2g	Begins to revise by adding details to drawings/writings to express their ideas.	11-Living Things
CLLD3.2h	Begins to make a plan for the writing they will produce (e.g., creates a picture to tell a story and then writes).	24-Look, Explore, Learn 25-Solving Problems 26-A World of Things 27-Forces and Motion 29-Springtime 30-Making, Buying, and Selling 31-Jobs and Money

Standards		Weekly Issues
		33-Habitats 34-Awesome Animals 35-Patterns 36-What's Next?
CLLD3.3g	Begins to use a comfortable and efficient three-finger grip to control a variety of writing tools.	#N/A
CLLD3.3h	Uses a variety of digital tools to write or draw.	25-Solving Problems 35-Patterns
HPD1.1q	Uses sensory information to guide motions and interactions with objects and other people (e.g., plays games like tag with other children).	1-School Rules 2-All About Me 3-Feelings 4-Family and Friends 5-In the Neighborhood 6-Workers and Helpers 7-Staying Healthy 8-Staying Safe 9-Maps 10-Land and Water 11-Living Things 12-Outer Space 13-Giving Thanks 14-The Sun and the Moon 15-Weather and Seasons 16-Wintertime 17-Celebrations 18-Stories from Around the World 19-All Together Now 20-Many Cultures 21-Past, Present, and Future 22-Going Places 23-Symbols of Unity 24-Look, Explore, Learn 25-Solving Problems 26-A World of Things 27-Forces and Motion 28-Life Cycles 29-Springtime 30-Making, Buying, and Selling 31-Jobs and Money 32-Farms and Food Sources 33-Habitats 34-Awesome Animals 35-Patterns

Standards		Weekly Issues
		36-What's Next?
HPD1.1r	Shows increasing awareness of body, space, and relationship to other objects to allow more coordinated movements, actions, and interactions with others (e.g., shows the ability to get in line with other children and walk in line).	1-School Rules 2-All About Me 3-Feelings 4-Family and Friends 5-In the Neighborhood 6-Workers and Helpers 7-Staying Healthy 8-Staying Safe 9-Maps 10-Land and Water 11-Living Things 12-Outer Space 13-Giving Thanks 14-The Sun and the Moon 15-Weather and Seasons 16-Wintertime 17-Celebrations 18-Stories from Around the World 19-All Together Now 20-Many Cultures 21-Past, Present, and Future 22-Going Places 23-Symbols of Unity 24-Look, Explore, Learn 25-Solving Problems 26-A World of Things 27-Forces and Motion 28-Life Cycles 29-Springtime 30-Making, Buying, and Selling 31-Jobs and Money 32-Farms and Food Sources 33-Habitats 34-Awesome Animals 35-Patterns 36-What's Next?
HPD2.1o	Demonstrates more coordinated movement when jumping for height and distance, hopping, and running.	1-School Rules 2-All About Me 3-Feelings 4-Family and Friends 5-In the Neighborhood 6-Workers and Helpers 7-Staying Healthy

Standards		Weekly Issues
		8-Staying Safe 9-Maps 10-Land and Water 11-Living Things 12-Outer Space 13-Giving Thanks 14-The Sun and the Moon 15-Weather and Seasons 16-Wintertime 17-Celebrations 18-Stories from Around the World 19-All Together Now 20-Many Cultures 21-Past, Present, and Future 22-Going Places 23-Symbols of Unity 24-Look, Explore, Learn 25-Solving Problems 26-A World of Things 27-Forces and Motion 28-Life Cycles 29-Springtime 30-Making, Buying, and Selling 31-Jobs and Money 32-Farms and Food Sources 33-Habitats 34-Awesome Animals 35-Patterns 36-What's Next?
HPD2.1p	Carries out activities that combine and coordinate large muscle movements, including swinging on a swing, climbing a ladder, dancing to music, or balancing on one leg for longer periods of time.	1-School Rules 2-All About Me 3-Feelings 4-Family and Friends 5-In the Neighborhood 6-Workers and Helpers 7-Staying Healthy 8-Staying Safe 9-Maps 10-Land and Water 11-Living Things 12-Outer Space 13-Giving Thanks 14-The Sun and the Moon 15-Weather and Seasons

Standards		Weekly Issues
		16-Wintertime 17-Celebrations 18-Stories from Around the World 19-All Together Now 20-Many Cultures 21-Past, Present, and Future 22-Going Places 23-Symbols of Unity 24-Look, Explore, Learn 25-Solving Problems 26-A World of Things 27-Forces and Motion 28-Life Cycles 29-Springtime 30-Making, Buying, and Selling 31-Jobs and Money 32-Farms and Food Sources 33-Habitats 34-Awesome Animals 35-Patterns 36-What's Next?
HPD2.1q	Shows awareness of one's own body in relation to other people and objects while moving or dancing through space and at varying speeds and levels.	1-School Rules 2-All About Me 3-Feelings 4-Family and Friends 5-In the Neighborhood 6-Workers and Helpers 7-Staying Healthy 8-Staying Safe 9-Maps 10-Land and Water 11-Living Things 12-Outer Space 13-Giving Thanks 14-The Sun and the Moon 15-Weather and Seasons 16-Wintertime 17-Celebrations 18-Stories from Around the World 19-All Together Now 20-Many Cultures 21-Past, Present, and Future 22-Going Places 23-Symbols of Unity

Standards		Weekly Issues
		24-Look, Explore, Learn 25-Solving Problems 26-A World of Things 27-Forces and Motion 28-Life Cycles 29-Springtime 30-Making, Buying, and Selling 31-Jobs and Money 32-Farms and Food Sources 33-Habitats 34-Awesome Animals 35-Patterns 36-What's Next?
HPD2.2f	Develops strength and stamina by spending extended periods of time playing and participating in activities that build strength, speed, flexibility, and coordination (e.g., tag, red light - green light).	1-School Rules 2-All About Me 3-Feelings 4-Family and Friends 5-In the Neighborhood 6-Workers and Helpers 7-Staying Healthy 8-Staying Safe 9-Maps 10-Land and Water 11-Living Things 12-Outer Space 13-Giving Thanks 14-The Sun and the Moon 15-Weather and Seasons 16-Wintertime 17-Celebrations 18-Stories from Around the World 19-All Together Now 20-Many Cultures 21-Past, Present, and Future 22-Going Places 23-Symbols of Unity 24-Look, Explore, Learn 25-Solving Problems 26-A World of Things 27-Forces and Motion 28-Life Cycles 29-Springtime 30-Making, Buying, and Selling 31-Jobs and Money

Standards		Weekly Issues
		32-Farms and Food Sources 33-Habitats 34-Awesome Animals 35-Patterns 36-What's Next?
HPD3.1j	Uses objects with ease (e.g., fork, spoon, and sometimes a table knife).	1-School Rules 2-All About Me 3-Feelings 4-Family and Friends 5-In the Neighborhood 6-Workers and Helpers 7-Staying Healthy 8-Staying Safe 9-Maps 10-Land and Water 11-Living Things 12-Outer Space 13-Giving Thanks 14-The Sun and the Moon 15-Weather and Seasons 16-Wintertime 17-Celebrations 18-Stories from Around the World 19-All Together Now 20-Many Cultures 21-Past, Present, and Future 22-Going Places 23-Symbols of Unity 24-Look, Explore, Learn 25-Solving Problems 26-A World of Things 27-Forces and Motion 28-Life Cycles 29-Springtime 30-Making, Buying, and Selling 31-Jobs and Money 32-Farms and Food Sources 33-Habitats 34-Awesome Animals 35-Patterns 36-What's Next?
HPD3.1k	Draws smaller figures and includes more detail (e.g., faces with features).	1-School Rules 2-All About Me 3-Feelings

Standards	Standards	Weekly Issues
		4-Family and Friends 5-In the Neighborhood 6-Workers and Helpers 7-Staying Healthy 8-Staying Safe 9-Maps 10-Land and Water 11-Living Things 12-Outer Space 13-Giving Thanks 14-The Sun and the Moon 15-Weather and Seasons 16-Wintertime 17-Celebrations 18-Stories from Around the World 19-All Together Now 20-Many Cultures 21-Past, Present, and Future 22-Going Places 23-Symbols of Unity 24-Look, Explore, Learn 25-Solving Problems 26-A World of Things 27-Forces and Motion 28-Life Cycles 29-Springtime 30-Making, Buying, and Selling 31-Jobs and Money 32-Farms and Food Sources 33-Habitats 34-Awesome Animals 35-Patterns 36-What's Next?
HPD3.2j	Draws with crayons and markers and cuts with scissors, with moderate levels of precision and control (e.g., cuts along a line or circle).	1-School Rules 2-All About Me 3-Feelings 4-Family and Friends 5-In the Neighborhood 6-Workers and Helpers 7-Staying Healthy 8-Staying Safe 9-Maps 10-Land and Water 11-Living Things

Standards		Weekly Issues
		12-Outer Space 13-Giving Thanks 14-The Sun and the Moon 15-Weather and Seasons 16-Wintertime 17-Celebrations 18-Stories from Around the World 19-All Together Now 20-Many Cultures 21-Past, Present, and Future 22-Going Places 23-Symbols of Unity 24-Look, Explore, Learn 25-Solving Problems 26-A World of Things 27-Forces and Motion 28-Life Cycles 29-Springtime 30-Making, Buying, and Selling 31-Jobs and Money 32-Farms and Food Sources 33-Habitats 34-Awesome Animals 35-Patterns 36-What's Next?
HPD3.2k	Manages self-help routines such as dressing self (e.g., zipping, buttoning, snapping).	7-Staying Healthy 8-Staying Safe 9-Maps 11-Living Things 14-The Sun and the Moon 15-Weather and Seasons 16-Wintertime 19-All Together Now 20-Many Cultures 21-Past, Present, and Future 25-Solving Problems 31-Jobs and Money
HPD4.1r	Takes more responsibility for personal hygiene and self-care skills (e.g., washing hands independently).	7-Staying Healthy 8-Staying Safe
HPD4.1s	Uses language to ask adults or peers for the help needed in a particular situation, including acting out stories or in play scenes.	1-School Rules 2-All About Me 3-Feelings 4-Family and Friends

Standards		Weekly Issues
		5-In the Neighborhood 6-Workers and Helpers 7-Staying Healthy 8-Staying Safe 9-Maps 10-Land and Water 11-Living Things 12-Outer Space 13-Giving Thanks 14-The Sun and the Moon 15-Weather and Seasons 16-Wintertime 17-Celebrations 18-Stories from Around the World 19-All Together Now 20-Many Cultures 21-Past, Present, and Future 22-Going Places 23-Symbols of Unity 24-Look, Explore, Learn 25-Solving Problems 26-A World of Things 27-Forces and Motion 28-Life Cycles 29-Springtime 30-Making, Buying, and Selling 31-Jobs and Money 32-Farms and Food Sources 33-Habitats 34-Awesome Animals 35-Patterns 36-What's Next?
HPD4.1t	Consistently uses strategies to calm themselves when needed.	3-Feelings 7-Staying Healthy
HPD4.2o	Follows basic safety rules, signs, and labels consistently and anticipates consequences of not following rules.	1-School Rules 2-All About Me 3-Feelings 4-Family and Friends 5-In the Neighborhood 6-Workers and Helpers 7-Staying Healthy 8-Staying Safe 9-Maps 10-Land and Water

Standards		Weekly Issues
		11-Living Things 12-Outer Space 13-Giving Thanks 14-The Sun and the Moon 15-Weather and Seasons 16-Wintertime 17-Celebrations 18-Stories from Around the World 19-All Together Now 20-Many Cultures 21-Past, Present, and Future 22-Going Places 23-Symbols of Unity 24-Look, Explore, Learn 25-Solving Problems 26-A World of Things 27-Forces and Motion 28-Life Cycles 29-Springtime 30-Making, Buying, and Selling 31-Jobs and Money 32-Farms and Food Sources 33-Habitats 34-Awesome Animals 35-Patterns 36-What's Next?
HPD4.2p	Participates in safety practices by helping to use car seat restraints and helmets.	8-Staying Safe 11-Living Things 15-Weather and Seasons 22-Going Places
HPD4.2q	Identifies people in the community who can help them (e.g., firefighter, nurse).	8-Staying Safe 31-Jobs and Money 34-Awesome Animals 36-What's Next?
HPD4.2r	Identifies emergency and non-emergency situations.	8-Staying Safe
HPD4.3m	Makes healthy eating choices both independently and with support.	7-Staying Healthy 9-Maps 11-Living Things 15-Weather and Seasons
HPD4.3n	Follows picture recipes to prepare a simple snack.	7-Staying Healthy
HPD4.3o	Demonstrates an increasing understanding of the ways in which healthy food helps the body grow, like saying, "Milk	7-Staying Healthy 32-Farms and Food Sources

Standards		Weekly Issues
	makes my bones strong.”	36-What's Next?
HPD4.4m	Independently starts and participates in sleep routines.	7-Staying Healthy
HPD4.4n	Can describe why sleep keeps us healthy.	7-Staying Healthy
CD1.1j	Compares and categorizes observable phenomena (e.g., by collecting, organizing, and describing materials according to their physical characteristics).	5-In the Neighborhood 11-Living Things 12-Outer Space 14-The Sun and the Moon 15-Weather and Seasons 16-Wintertime 17-Celebrations 18-Stories from Around the World 19-All Together Now 20-Many Cultures 21-Past, Present, and Future 22-Going Places 25-Solving Problems 26-A World of Things 27-Forces and Motion 28-Life Cycles 29-Springtime 32-Farms and Food Sources 34-Awesome Animals 35-Patterns 36-What's Next?
CD1.1k	Imitates and uses adults' words and ideas when talking about the physical and natural worlds.	1-School Rules 2-All About Me 3-Feelings 4-Family and Friends 5-In the Neighborhood 6-Workers and Helpers 7-Staying Healthy 8-Staying Safe 9-Maps 10-Land and Water 11-Living Things 12-Outer Space 13-Giving Thanks 14-The Sun and the Moon 15-Weather and Seasons 16-Wintertime 17-Celebrations 18-Stories from Around the World 19-All Together Now

Standards		Weekly Issues
		20-Many Cultures 21-Past, Present, and Future 22-Going Places 23-Symbols of Unity 24-Look, Explore, Learn 25-Solving Problems 26-A World of Things 27-Forces and Motion 28-Life Cycles 29-Springtime 30-Making, Buying, and Selling 31-Jobs and Money 32-Farms and Food Sources 33-Habitats 34-Awesome Animals 35-Patterns 36-What's Next?
CD1.1I	Shows detail in drawings, constructions, and demonstrations to show thinking.	1-School Rules 2-All About Me 3-Feelings 4-Family and Friends 5-In the Neighborhood 6-Workers and Helpers 7-Staying Healthy 8-Staying Safe 9-Maps 10-Land and Water 11-Living Things 12-Outer Space 13-Giving Thanks 14-The Sun and the Moon 15-Weather and Seasons 16-Wintertime 17-Celebrations 18-Stories from Around the World 19-All Together Now 20-Many Cultures 21-Past, Present, and Future 22-Going Places 23-Symbols of Unity 24-Look, Explore, Learn 25-Solving Problems 26-A World of Things 27-Forces and Motion

Standards		Weekly Issues
		28-Life Cycles 29-Springtime 30-Making, Buying, and Selling 31-Jobs and Money 32-Farms and Food Sources 33-Habitats 34-Awesome Animals 35-Patterns 36-What's Next?
CD1.2n	Uses many sources (e.g., pictures, books) to gather information.	1-School Rules 2-All About Me 3-Feelings 4-Family and Friends 5-In the Neighborhood 6-Workers and Helpers 7-Staying Healthy 8-Staying Safe 9-Maps 10-Land and Water 11-Living Things 12-Outer Space 13-Giving Thanks 14-The Sun and the Moon 15-Weather and Seasons 16-Wintertime 17-Celebrations 18-Stories from Around the World 19-All Together Now 20-Many Cultures 21-Past, Present, and Future 22-Going Places 23-Symbols of Unity 24-Look, Explore, Learn 25-Solving Problems 26-A World of Things 27-Forces and Motion 28-Life Cycles 29-Springtime 30-Making, Buying, and Selling 31-Jobs and Money 32-Farms and Food Sources 33-Habitats 34-Awesome Animals 35-Patterns

Standards		Weekly Issues
		36-What's Next?
CD1.2o	With adult guidance, plans and conducts investigations.	5-In the Neighborhood 6-Workers and Helpers 11-Living Things 12-Outer Space 14-The Sun and the Moon 15-Weather and Seasons 16-Wintertime 17-Celebrations 18-Stories from Around the World 20-Many Cultures 22-Going Places 24-Look, Explore, Learn 25-Solving Problems 26-A World of Things 27-Forces and Motion 28-Life Cycles 29-Springtime 32-Farms and Food Sources 33-Habitats 34-Awesome Animals 35-Patterns
CD1.2p	Analyzes results, draws conclusions, and communicates results.	5-In the Neighborhood 6-Workers and Helpers 11-Living Things 12-Outer Space 14-The Sun and the Moon 15-Weather and Seasons 16-Wintertime 17-Celebrations 19-All Together Now 20-Many Cultures 22-Going Places 24-Look, Explore, Learn 25-Solving Problems 26-A World of Things 27-Forces and Motion 28-Life Cycles 29-Springtime 32-Farms and Food Sources 33-Habitats 34-Awesome Animals 35-Patterns

Standards		Weekly Issues
CD1.2q	Collaborates with others to conduct investigations.	5-In the Neighborhood 6-Workers and Helpers 11-Living Things 12-Outer Space 14-The Sun and the Moon 15-Weather and Seasons 16-Wintertime 17-Celebrations 19-All Together Now 22-Going Places 24-Look, Explore, Learn 25-Solving Problems 26-A World of Things 27-Forces and Motion
CD2.1n	Communicates about the roles of people in the community encountered directly (caregiver or educator) and roles introduced through pictures, books, and other media (artists, cooks, cashiers, construction workers).	4-Family and Friends 5-In the Neighborhood 6-Workers and Helpers 7-Staying Healthy 8-Staying Safe 9-Maps 10-Land and Water 11-Living Things 12-Outer Space 13-Giving Thanks 14-The Sun and the Moon 15-Weather and Seasons 16-Wintertime 17-Celebrations 18-Stories from Around the World 19-All Together Now 21-Past, Present, and Future 30-Making, Buying, and Selling 31-Jobs and Money 32-Farms and Food Sources 36-What's Next?
CD2.1o	Uses props and dramatic play to show growing awareness of things and events in the larger world (using a computer, driving a bus).	1-School Rules 4-Family and Friends 5-In the Neighborhood 6-Workers and Helpers 11-Living Things 12-Outer Space 21-Past, Present, and Future 22-Going Places 25-Solving Problems

Standards		Weekly Issues
		28-Life Cycles 31-Jobs and Money 32-Farms and Food Sources 33-Habitats 34-Awesome Animals 36-What's Next?
CD2.1p	Shows more detail in drawings, buildings, models, and performances, reflecting their thinking and understanding about social connections.	4-Family and Friends 5-In the Neighborhood 6-Workers and Helpers 11-Living Things 28-Life Cycles 30-Making, Buying, and Selling 31-Jobs and Money 32-Farms and Food Sources 34-Awesome Animals 36-What's Next?
CD2.2g	Communicates about self as a member of many different groups, such as within a family, classroom, faith community, or sports team.	2-All About Me 4-Family and Friends 5-In the Neighborhood 13-Giving Thanks 15-Weather and Seasons 16-Wintertime 17-Celebrations 18-Stories from Around the World 20-Many Cultures 21-Past, Present, and Future 36-What's Next?
CD2.2h	Uses positive social behaviors (taking turns, sharing, helping with jobs) to help meet needs of the group.	1-School Rules 2-All About Me 3-Feelings 4-Family and Friends 5-In the Neighborhood 6-Workers and Helpers 7-Staying Healthy 8-Staying Safe 9-Maps 10-Land and Water 11-Living Things 12-Outer Space 13-Giving Thanks 14-The Sun and the Moon 15-Weather and Seasons 16-Wintertime

Standards		Weekly Issues
		17-Celebrations 18-Stories from Around the World 19-All Together Now 20-Many Cultures 21-Past, Present, and Future 22-Going Places 23-Symbols of Unity 24-Look, Explore, Learn 25-Solving Problems 26-A World of Things 27-Forces and Motion 28-Life Cycles 29-Springtime 30-Making, Buying, and Selling 31-Jobs and Money 32-Farms and Food Sources 33-Habitats 34-Awesome Animals 35-Patterns 36-What's Next?
CD2.2i	With adult help, participates with peers in solving problems, settling conflicts, and negotiating plans and decisions.	1-School Rules 2-All About Me 3-Feelings 4-Family and Friends 5-In the Neighborhood 6-Workers and Helpers 7-Staying Healthy 8-Staying Safe 9-Maps 10-Land and Water 11-Living Things 12-Outer Space 13-Giving Thanks 14-The Sun and the Moon 15-Weather and Seasons 16-Wintertime 17-Celebrations 18-Stories from Around the World 19-All Together Now 20-Many Cultures 21-Past, Present, and Future 22-Going Places 23-Symbols of Unity 24-Look, Explore, Learn

Standards	Weekly Issues
	25-Solving Problems 26-A World of Things 27-Forces and Motion 28-Life Cycles 29-Springtime 30-Making, Buying, and Selling 31-Jobs and Money 32-Farms and Food Sources 33-Habitats 34-Awesome Animals 35-Patterns 36-What's Next?
CD2.3g	Learns simple vocabulary of other languages spoken in home, classroom, or school community.
	1-School Rules 2-All About Me 3-Feelings 4-Family and Friends 5-In the Neighborhood 6-Workers and Helpers 7-Staying Healthy 8-Staying Safe 9-Maps 10-Land and Water 11-Living Things 12-Outer Space 13-Giving Thanks 14-The Sun and the Moon 15-Weather and Seasons 16-Wintertime 17-Celebrations 18-Stories from Around the World 19-All Together Now 20-Many Cultures 21-Past, Present, and Future 22-Going Places 23-Symbols of Unity 24-Look, Explore, Learn 25-Solving Problems 26-A World of Things 27-Forces and Motion 28-Life Cycles 29-Springtime 30-Making, Buying, and Selling 31-Jobs and Money 32-Farms and Food Sources

Standards		Weekly Issues
		33-Habitats 34-Awesome Animals 35-Patterns 36-What's Next?
CD2.3h	Represents self and others in drawing with increasing detail and accuracy, including distinguishing features related to physical, racial, and cultural differences.	1-School Rules 2-All About Me 3-Feelings 4-Family and Friends 5-In the Neighborhood 6-Workers and Helpers 7-Staying Healthy 8-Staying Safe 9-Maps 10-Land and Water 11-Living Things 12-Outer Space 13-Giving Thanks 14-The Sun and the Moon 15-Weather and Seasons 16-Wintertime 17-Celebrations 18-Stories from Around the World 19-All Together Now 20-Many Cultures 21-Past, Present, and Future 22-Going Places 23-Symbols of Unity 24-Look, Explore, Learn 25-Solving Problems 26-A World of Things 27-Forces and Motion 28-Life Cycles 29-Springtime 30-Making, Buying, and Selling 31-Jobs and Money 32-Farms and Food Sources 33-Habitats 34-Awesome Animals 35-Patterns 36-What's Next?
CD2.3i	With adult help, notices and communicates about different family structures represented in the group.	4-Family and Friends 13-Giving Thanks 30-Making, Buying, and Selling 36-What's Next?

Standards		Weekly Issues
CD2.3j	Communicates about own family's culture and traditions and accepts that children and families are different.	4-Family and Friends 13-Giving Thanks 15-Weather and Seasons 17-Celebrations 36-What's Next?
CD3.1q	Counts forward to 20 by memory.	1-School Rules 2-All About Me 3-Feelings 4-Family and Friends 5-In the Neighborhood 6-Workers and Helpers 7-Staying Healthy 8-Staying Safe 9-Maps 10-Land and Water 11-Living Things 12-Outer Space 13-Giving Thanks 14-The Sun and the Moon 15-Weather and Seasons 16-Wintertime 17-Celebrations 18-Stories from Around the World 19-All Together Now 20-Many Cultures 21-Past, Present, and Future 22-Going Places 23-Symbols of Unity 24-Look, Explore, Learn 25-Solving Problems 26-A World of Things 27-Forces and Motion 28-Life Cycles 29-Springtime 30-Making, Buying, and Selling 31-Jobs and Money 32-Farms and Food Sources 33-Habitats 34-Awesome Animals 35-Patterns 36-What's Next?
CD3.1r	Counts backwards from 5.	#N/A
CD3.1s	Shows accuracy in demonstrating one-to-one correspondence	1-School Rules

Standards		Weekly Issues
	for up to 10 objects.	2-All About Me 3-Feelings 4-Family and Friends 5-In the Neighborhood 6-Workers and Helpers 7-Staying Healthy 8-Staying Safe 9-Maps 10-Land and Water 11-Living Things 12-Outer Space 13-Giving Thanks 14-The Sun and the Moon 15-Weather and Seasons 16-Wintertime 17-Celebrations 18-Stories from Around the World 19-All Together Now 20-Many Cultures 21-Past, Present, and Future 22-Going Places 23-Symbols of Unity 24-Look, Explore, Learn 25-Solving Problems 26-A World of Things 27-Forces and Motion 28-Life Cycles 29-Springtime 30-Making, Buying, and Selling 31-Jobs and Money 32-Farms and Food Sources 33-Habitats 34-Awesome Animals 35-Patterns 36-What's Next?
CD3.1t	Counts up to 10 objects in a line.	2-All About Me 4-Family and Friends 5-In the Neighborhood 6-Workers and Helpers 11-Living Things 12-Outer Space 13-Giving Thanks 14-The Sun and the Moon 15-Weather and Seasons

Standards		Weekly Issues
		16-Wintertime 17-Celebrations 18-Stories from Around the World 20-Many Cultures 22-Going Places 23-Symbols of Unity 24-Look, Explore, Learn 25-Solving Problems 27-Forces and Motion 28-Life Cycles 30-Making, Buying, and Selling 31-Jobs and Money 33-Habitats 34-Awesome Animals 35-Patterns 36-What's Next?
CD3.1u	Answers the question "How many?" for up to 10 objects.	2-All About Me 4-Family and Friends 5-In the Neighborhood 6-Workers and Helpers 11-Living Things 12-Outer Space 13-Giving Thanks 14-The Sun and the Moon 15-Weather and Seasons 16-Wintertime 19-All Together Now 27-Forces and Motion 31-Jobs and Money 36-What's Next?
CD3.1v	Counts out 10-20 objects in a line from a larger group.	34-Awesome Animals 35-Patterns
CD3.1w	Instantly recognizes a collection of up to 10 objects (i.e., subitizes).	#N/A
CD3.1x	Uses words that mean zero such as "nothing" or "none."	#N/A
CD3.1y	Shows a quantity to match a numeral by making marks, drawing items, or placing actual objects.	25-Solving Problems
CD3.1z	Compares sets of objects that range in size from 1-10, as having "more," "fewer," or "same."	2-All About Me 3-Feelings 4-Family and Friends 5-In the Neighborhood 6-Workers and Helpers

Standards		Weekly Issues
		7-Staying Healthy 9-Maps 10-Land and Water 12-Outer Space 30-Making, Buying, and Selling 34-Awesome Animals
CD3.1aa	Arranges images with 3 or more different quantities of objects in correct order.	#N/A
CD3.2c	Solves addition (joining) problems using manipulatives (e.g., fingers, objects, tally marks).	4-Family and Friends 5-In the Neighborhood 6-Workers and Helpers
CD3.2d	Solves subtraction (separating) problems using manipulatives (e.g., fingers, objects, tally marks).	4-Family and Friends 5-In the Neighborhood 6-Workers and Helpers
CD3.2e	With adult help, uses "counting on" as a strategy to solve addition (joining) problems (e.g., "I have 3 and 2 more gives me 4, 5").	4-Family and Friends 5-In the Neighborhood 6-Workers and Helpers
CD3.2f	With adult help, uses "counting back from" as a strategy to solve subtraction (separating) problems (e.g., To take away 3 from 5, "5,4,3...leaves 2").	4-Family and Friends 5-In the Neighborhood 6-Workers and Helpers
CD3.3s	Uses smaller shapes to compose larger and different shapes (e.g., two triangles make one square).	4-Family and Friends 5-In the Neighborhood 7-Staying Healthy 9-Maps 10-Land and Water 22-Going Places 23-Symbols of Unity
CD3.3t	Correctly names squares, rectangles, and triangles regardless of size or orientation.	4-Family and Friends 5-In the Neighborhood 6-Workers and Helpers
CD3.3u	Describes attributes of two- and three-dimensional shapes (e.g., "A square has four corners/angles," "a triangle has three straight sides").	1-School Rules 4-Family and Friends 5-In the Neighborhood 7-Staying Healthy 9-Maps 10-Land and Water 22-Going Places 23-Symbols of Unity 33-Habitats 35-Patterns
CD3.3v	Draws and describes pictures that show relative locations and	4-Family and Friends

Standards		Weekly Issues
	uses terms like “near to” or “closer to.”	5-In the Neighborhood 6-Workers and Helpers
CD3.4l	Identifies, duplicates, extends, and creates simple repeating patterns.	2-All About Me 3-Feelings 5-In the Neighborhood 6-Workers and Helpers 12-Outer Space 33-Habitats 34-Awesome Animals 35-Patterns
CD3.4m	Fills in missing elements of simple repeating patterns.	2-All About Me 3-Feelings 5-In the Neighborhood 6-Workers and Helpers 33-Habitats 34-Awesome Animals 35-Patterns
CD3.4n	Recognizes, names, and extends simple repeating patterns.	2-All About Me 3-Feelings 5-In the Neighborhood 6-Workers and Helpers 33-Habitats 34-Awesome Animals 35-Patterns
CD3.4o	Describes quantitative changes (e.g., “I am two years older than when I started school.”).	36-What's Next?
CD3.5g	Directly compares the length or volume of two objects.	5-In the Neighborhood 6-Workers and Helpers 7-Staying Healthy 11-Living Things 24-Look, Explore, Learn 25-Solving Problems 27-Forces and Motion 28-Life Cycles 31-Jobs and Money 32-Farms and Food Sources 33-Habitats 35-Patterns
CD3.5h	Uses comparative language to describe and compare objects using attributes (e.g., longer, shorter, lighter, heavier, etc.).	5-In the Neighborhood 12-Outer Space 24-Look, Explore, Learn 26-A World of Things

Standards		Weekly Issues
		27-Forces and Motion 28-Life Cycles 30-Making, Buying, and Selling 31-Jobs and Money 32-Farms and Food Sources 33-Habitats 34-Awesome Animals 35-Patterns 36-What's Next?
CD3.5i	With adult support, measures using the same non-standard unit, such as putting together snap cubes to see how tall a book is.	6-Workers and Helpers 27-Forces and Motion
CD3.5j	With adult support, compares or orders up to 5 objects based on their measurable attributes, such as height or weight.	5-In the Neighborhood 6-Workers and Helpers 24-Look, Explore, Learn
CD3.5k	With adult support, recognizes that different attributes such as weight, height, and volume require different tools to measure.	5-In the Neighborhood 6-Workers and Helpers
CD3.5l	With adult support, demonstrates "size seriation" by comparing and ordering objects according to measured attribute/characteristic (e.g., places books on shelf according to measured size).	5-In the Neighborhood 6-Workers and Helpers
CD3.5m	With adult support, explores tools of measurement such as rulers, scales, and measuring cups, using the appropriate tool for the attribute/characteristic being measured.	5-In the Neighborhood 6-Workers and Helpers 24-Look, Explore, Learn 25-Solving Problems 26-A World of Things 27-Forces and Motion 28-Life Cycles 30-Making, Buying, and Selling 31-Jobs and Money 32-Farms and Food Sources 33-Habitats 34-Awesome Animals 35-Patterns
CD3.5n	With instruction, shows an awareness of time by talking about events with words such as before, after, and later.	5-In the Neighborhood 6-Workers and Helpers 7-Staying Healthy 8-Staying Safe 9-Maps 10-Land and Water 13-Giving Thanks 14-The Sun and the Moon

Standards		Weekly Issues
		15-Weather and Seasons 16-Wintertime 17-Celebrations 18-Stories from Around the World 19-All Together Now 20-Many Cultures 21-Past, Present, and Future 22-Going Places 23-Symbols of Unity 24-Look, Explore, Learn 25-Solving Problems 26-A World of Things 27-Forces and Motion 28-Life Cycles 30-Making, Buying, and Selling 31-Jobs and Money 32-Farms and Food Sources
CD4.1p	Imitates adult model of walking in a circle or circular fashion, walking on tiptoe, and balancing on one foot during guided movement experiences.	#N/A
CD4.1q	Follows directions or demonstrations of moving forward, backward, sideways, or in a turning motion.	1-School Rules 2-All About Me 3-Feelings 4-Family and Friends 5-In the Neighborhood 6-Workers and Helpers 7-Staying Healthy 8-Staying Safe 9-Maps 10-Land and Water 11-Living Things 12-Outer Space 13-Giving Thanks 14-The Sun and the Moon 15-Weather and Seasons 16-Wintertime 17-Celebrations 18-Stories from Around the World 19-All Together Now 20-Many Cultures 21-Past, Present, and Future 22-Going Places 23-Symbols of Unity 24-Look, Explore, Learn

Standards		Weekly Issues
		25-Solving Problems 26-A World of Things 27-Forces and Motion 28-Life Cycles 29-Springtime 30-Making, Buying, and Selling 31-Jobs and Money 32-Farms and Food Sources 33-Habitats 34-Awesome Animals 35-Patterns 36-What's Next?
CD4.1r	Changes tempo of movements in response to changes in tempo or beat of music.	2-All About Me 3-Feelings 4-Family and Friends 5-In the Neighborhood 6-Workers and Helpers 7-Staying Healthy 13-Giving Thanks 16-Wintertime 21-Past, Present, and Future 23-Symbols of Unity 24-Look, Explore, Learn 25-Solving Problems 26-A World of Things 28-Life Cycles 29-Springtime 30-Making, Buying, and Selling 31-Jobs and Money
CD4.1s	Follows directions or example to stop moving on cue.	1-School Rules 2-All About Me 3-Feelings 4-Family and Friends 5-In the Neighborhood 6-Workers and Helpers 7-Staying Healthy 8-Staying Safe 9-Maps 10-Land and Water 11-Living Things 12-Outer Space 13-Giving Thanks 14-The Sun and the Moon 15-Weather and Seasons

Standards		Weekly Issues
		16-Wintertime 17-Celebrations 18-Stories from Around the World 19-All Together Now 20-Many Cultures 21-Past, Present, and Future 22-Going Places 23-Symbols of Unity 24-Look, Explore, Learn 25-Solving Problems 26-A World of Things 27-Forces and Motion 28-Life Cycles 29-Springtime 30-Making, Buying, and Selling 31-Jobs and Money 32-Farms and Food Sources 33-Habitats 34-Awesome Animals 35-Patterns 36-What's Next?
CD4.1t	Reproduces dance steps or movements several times.	2-All About Me 3-Feelings 4-Family and Friends 5-In the Neighborhood 6-Workers and Helpers 14-The Sun and the Moon 15-Weather and Seasons 16-Wintertime 17-Celebrations 21-Past, Present, and Future 22-Going Places 23-Symbols of Unity 24-Look, Explore, Learn 31-Jobs and Money 36-What's Next?
CD4.1u	Uses dance to communicate ideas or feelings.	2-All About Me 3-Feelings 4-Family and Friends 5-In the Neighborhood 6-Workers and Helpers 36-What's Next?
CD4.2s	Creates original lyrics and songs.	4-Family and Friends

Standards		Weekly Issues
		5-In the Neighborhood 6-Workers and Helpers
CD4.2t	Keeps a steady beat for 8-16 counts by patting body parts or using small instruments.	3-Feelings 4-Family and Friends 5-In the Neighborhood 6-Workers and Helpers 7-Staying Healthy 8-Staying Safe 13-Giving Thanks 14-The Sun and the Moon 16-Wintertime 17-Celebrations 20-Many Cultures 23-Symbols of Unity
CD4.2u	Draws to represent patterns in sound (e.g., "clap, clap, stomp, stomp" drawn as "dot, dot, dash, dash").	#N/A
CD4.2v	Uses songs, simple instruments, and found materials to create music that expresses mood, story, or relationships.	4-Family and Friends 5-In the Neighborhood 6-Workers and Helpers 13-Giving Thanks 15-Weather and Seasons 16-Wintertime 17-Celebrations
CD4.3n	Uses props and dramatic play to explore roles and events in the larger community and world.	1-School Rules 2-All About Me 3-Feelings 4-Family and Friends 5-In the Neighborhood 6-Workers and Helpers 7-Staying Healthy 8-Staying Safe 9-Maps 10-Land and Water 11-Living Things 12-Outer Space 13-Giving Thanks 14-The Sun and the Moon 15-Weather and Seasons 16-Wintertime 17-Celebrations 18-Stories from Around the World 19-All Together Now 20-Many Cultures

Standards		Weekly Issues
		21-Past, Present, and Future 22-Going Places 23-Symbols of Unity 24-Look, Explore, Learn 25-Solving Problems 26-A World of Things 27-Forces and Motion 28-Life Cycles 29-Springtime 30-Making, Buying, and Selling 31-Jobs and Money 32-Farms and Food Sources 33-Habitats 34-Awesome Animals 35-Patterns 36-What's Next?
CD4.3o	Negotiates roles and dialogue with peers and adapts to the needs of the group in dramatic play.	4-Family and Friends 5-In the Neighborhood 6-Workers and Helpers 13-Giving Thanks 14-The Sun and the Moon 16-Wintertime 17-Celebrations 18-Stories from Around the World 19-All Together Now 20-Many Cultures 21-Past, Present, and Future 23-Symbols of Unity 25-Solving Problems 26-A World of Things 28-Life Cycles 29-Springtime 30-Making, Buying, and Selling 31-Jobs and Money
CD4.4k	Begins to draw with planning and purpose to show or tell a story about something in their experience.	1-School Rules 2-All About Me 3-Feelings 4-Family and Friends 5-In the Neighborhood 6-Workers and Helpers 7-Staying Healthy 8-Staying Safe 9-Maps 10-Land and Water

Standards		Weekly Issues
		11-Living Things 12-Outer Space 13-Giving Thanks 14-The Sun and the Moon 15-Weather and Seasons 16-Wintertime 17-Celebrations 18-Stories from Around the World 19-All Together Now 20-Many Cultures 21-Past, Present, and Future 22-Going Places 23-Symbols of Unity 24-Look, Explore, Learn 25-Solving Problems 26-A World of Things 27-Forces and Motion 28-Life Cycles 29-Springtime 30-Making, Buying, and Selling 31-Jobs and Money 32-Farms and Food Sources 33-Habitats 34-Awesome Animals 35-Patterns 36-What's Next?
CD4.4l	Draws the human form with more accuracy and detail.	3-Feelings 4-Family and Friends 5-In the Neighborhood 6-Workers and Helpers 17-Celebrations 31-Jobs and Money 36-What's Next?
CD4.4m	Begins to describe art and the story it tells.	1-School Rules 2-All About Me 3-Feelings 4-Family and Friends 5-In the Neighborhood 6-Workers and Helpers 7-Staying Healthy 8-Staying Safe 9-Maps 10-Land and Water 11-Living Things



Virginia Social Studies STANDARDS CORRELATION

EL

	Standards	Weekly Issues
		12-Outer Space 13-Giving Thanks 14-The Sun and the Moon 15-Weather and Seasons 16-Wintertime 17-Celebrations 18-Stories from Around the World 19-All Together Now 20-Many Cultures 21-Past, Present, and Future 22-Going Places 23-Symbols of Unity 24-Look, Explore, Learn 25-Solving Problems 26-A World of Things 27-Forces and Motion 28-Life Cycles 29-Springtime 30-Making, Buying, and Selling 31-Jobs and Money 32-Farms and Food Sources 33-Habitats 34-Awesome Animals 35-Patterns 36-What's Next?



Virginia Social Studies STANDARDS CORRELATION

K

Standards		Weekly Issues
Skills		
K The student will apply history and social science skills to the content by		
K.a	viewing and exploring information sources, including, but not limited to artifacts, primary and secondary sources, charts, graphs, and diagrams;	15: Changes Over Time 16: History 17: Life Long Ago and Today 18: Folktales and Legends
K.b	applying geographic skills to identify and understand geographic features;	24: Map Skills 25: Location 26: Finding Places Around Me 27: Physical Characteristics of a Place 28: My Place on the Map
K.c	demonstrating curiosity and critical thinking through questioning;	1: What is a Question? 3: Community Helpers 4: What Are Rules? 5: What Are Laws? 6: Learning and Working Together 7: Government 8: Citizens 9: Characteristics of Responsible Citizens 10: Patriotism 11: National Symbols 12: National Holidays 19: Indigenous Peoples of Virginia 22: Virginia's History 24: Map Skills 25: Location 26: Finding Places Around Me 27: Physical Characteristics of a Place 28: My Place on the Map 29: Needs and Wants 30: Goods and Services 31: Jobs 32: Money
K.d	sequencing and organizing information;	1: What is a Question? 14: Words About Time 16: History 22: Virginia's History
K.e	identifying similarities and differences to explain content;	2: I Am a Member of a Community 6: Learning and Working Together 22: Virginia's History



Virginia Social Studies STANDARDS CORRELATION

K

Standards		Weekly Issues
K.f	recognizing cause-and-effect relationships;	4: What Are Rules? 5: What Are Laws? 6: Learning and Working Together
K.g	using economic decision-making models to make informed economic decisions;	29: Needs and Wants 30: Goods and Services 31: Jobs 32: Money
K.h	practicing civility, respect, hard work, and responsible citizenship skills; and	2: I Am a Member of a Community 4: What Are Rules? 5: What Are Laws? 6: Learning and Working Together 8: Citizens 9: Characteristics of Responsible Citizens
K.i	using content vocabulary to demonstrate comprehension.	2: I Am a Member of a Community 4: What Are Rules? 5: What Are Laws? 6: Learning and Working Together 7: Government 8: Citizens 9: Characteristics of Responsible Citizens 10: Patriotism 11: National Symbols 12: National Holidays 14: Words About Time 24: Map Skills 25: Location 26: Finding Places Around Me 27: Physical Characteristics of a Place 28: My Place on the Map 29: Needs and Wants 30: Goods and Services 31: Jobs 32: Money
Civics		
K.1 The student will apply history and social science skills to practice citizenship in the classroom by		
K.1.a	taking responsibility for one's actions;	6: Learning and Working Together 8: Citizens
K.1.b	practicing honesty and showing kindness to oneself and others;	6: Learning and Working Together 8: Citizens 9: Characteristics of Responsible Citizens



Virginia Social Studies STANDARDS CORRELATION

K

Standards		Weekly Issues
K.1.c	recognizing the purpose of rules and practicing self-control;	4: What Are Rules? 5: What Are Laws?
K.1.d	caring for one's personal property and respecting other students' property; and	4: What Are Rules? 6: Learning and Working Together 8: Citizens
K.1.e	taking turns, sharing, and working well with others for the good of everyone.	2: I Am a Member of a Community 4: What Are Rules? 6: Learning and Working Together 8: Citizens
K.2 The student will apply history and social science skills to explain how communities honor state and national traditions and recognize designated Virginia holidays, including but not limited to		
K.2.a	Labor Day;	12: National Holidays
K.2.b	Columbus Day and Yorktown Victory Day;	12: National Holidays
K.2.c	Election Day;	12: National Holidays
K.2.d	Veterans Day;	12: National Holidays
K.2.e	Thanksgiving Day;	12: National Holidays
K.2.f	Christmas Day;	12: National Holidays
K.2.g	New Year's Day;	12: National Holidays
K.2.h	Martin Luther King, Jr. Day;	12: National Holidays
K.2.i	George Washington Day (commonly known as Presidents' Day);	12: National Holidays
K.2.j	Memorial Day;	12: National Holidays
K.2.k	Juneteenth; and	12: National Holidays
K.2.l	Independence Day.	12: National Holidays



Virginia Social Studies STANDARDS CORRELATION

K

Standards		Weekly Issues
K.3 The student will apply history and social science skills to define patriotism and explain how communities express patriotism by		
K.3.a	identifying the American and Virginia flags;	10: Patriotism 13: Virginia State Symbols
K.3.b	identifying national and state symbols, including, but not limited to the bald eagle, the dogwood, and the cardinal;	11: National Symbols 13: Virginia State Symbols
K.3.c	recognizing the Pledge of Allegiance and the National Anthem; and	10: Patriotism
K.3.d	identifying the current president and explaining that the president is the leader of the United States and is elected by voters.	7: Government
History		
K.4 The student will apply history and social science skills to recognize Virginia's earliest communities by		
K.4.a	identifying examples of historic events, stories, and legends;	19: Indigenous Peoples of Virginia 20: Settlers in Virginia 22: Virginia's History
K.4.b	identifying early communities, changemakers, and contributions of leaders, including, but not limited to Indigenous tribes, farmers, traders, early settlers, minorities, women, and children;	19: Indigenous Peoples of Virginia 20: Settlers in Virginia
K.4.c	recognizing that places change over time; and	15: Changes Over Time 22: Virginia's History
K.4.d	identifying people who helped establish and lead the local community over time.	19: Indigenous Peoples of Virginia 20: Settlers in Virginia
K.5 The student will apply history and social science skills to understand and explain what makes communities unique by		
K.5.a	explaining the roles of important local community members, such as, but not limited to medical personnel, first responders, teachers, and business leaders;	3: Community Helpers 18: Folktales and Legends
K.5.b	identifying historic events; and	



Virginia Social Studies STANDARDS CORRELATION

K

Standards		Weekly Issues
K.5.c	telling the stories of the people that developed their local communities.	
Geography		
K.6	The student will apply history and social science skills to describe the relative location of people, places, and objects by using positional words, including, but not limited to near/far, over/under, above/below, left/right, behind/in front, next to and between.	25: Location 26: Finding Places Around Me
K.7 The student will apply history and social science skills to demonstrate an understanding of maps and globes by		
K.7.a	identifying the similarities and differences between a map and a globe;	24: Map Skills
K.7.b	identifying basic map symbols;	24: Map Skills
K.7.c	identifying land and bodies of water in the local community; and	27: Physical Characteristics of a Place
K.7.d	identifying the geographic location of the United States and Virginia on a map and globe.	24: Map Skills 28: My Place on the Map
Economics		
K.8 The student will apply history and social science skills to demonstrate an understanding of primary economic principles by		
K.8.a	describing ways people work to earn and save money to buy the things they need and want; and	30: Goods and Services 31: Jobs 32: Money
K.8.b	recognizing that Americans are free to make choices about what to buy and that they must make choices because they cannot have everything they want.	29: Needs and Wants 30: Goods and Services 32: Money



Virginia Social Studies STANDARDS CORRELATION

1

Standards		Weekly Issues
Skills		
1 The student will apply history and social science skills to the content by		
1.a	viewing and exploring information sources, including, but not limited to artifacts, primary and secondary sources, charts, graphs, and diagrams;	10: Symbols of Virginia 11: Culture 12: History 14: Life Long Ago and Today
1.b	applying geographic skills to identify and understand geographic features;	21: Map Skills 22: My Place in the World 23: Location 24: Physical characteristics of Virginia 26: Geography of Our Community
1.c	demonstrating curiosity and critical thinking through questioning;	1: What is Inquiry? 17: Indigenous People 18: Explorers 19: Presidents 20: Barrier Breakers
1.d	sequencing and organizing information;	13: Timelines 16: Jamestown
1.e	identifying similarities and differences to clarify and explain content;	14: Life Long Ago and Today 15: Virginia Over Time
1.f	recognizing cause-and-effect relationships;	25: Adapting to Our Environment
1.g	using economic decision-making models to make informed economic decisions;	27: Needs and Wants 28: Economics 29: Jobs 30: Economic Choices 31: Spending and Saving 32: Goods and Services in Virginia
1.h	practicing civility, respect, hard work, and responsible citizenship skills; and	2: Community 3: Rules and Laws 4: Authority Figures 5: Government 6: Citizens 7: Characteristics of Responsible Citizens
1.i	using content vocabulary to demonstrate comprehension.	8: Patriotism 9: National Patriotic Holidays



Virginia Social Studies STANDARDS CORRELATION

1

Standards		Weekly Issues
Civics		
1.1 The student will apply history and social science skills to practice citizenship in the classroom by		
1.1.a	practicing honesty and showing kindness to oneself and others;	7: Characteristics of Responsible Citizens
1.1.b	recognizing the purpose of rules and practicing self-control;	3: Rules and Laws
1.1.c	being respectful of others and celebrating differences in ethnic origins, customs, and traditions;	11: Culture
1.1.d	working respectfully with one another to achieve a goal;	7: Characteristics of Responsible Citizens
1.1.e	contributing one's time and talents to help others in their homes, schools, and communities through jobs;	29: Jobs
1.1.f	participating in classroom decision-making by voting; and	5: Government
1.1.g	understanding that local and state government representatives are elected by citizens who vote.	5: Government
1.2 The student will apply history and social science skills to explain how communities honor local and national traditions and recognize designated Virginia holidays, including, but not limited to		
1.2.a	Labor Day;	
1.2.b	Columbus Day and Yorktown Victory Day;	
1.2.c	Election Day;	
1.2.d	Veterans Day;	9: National Patriotic Holidays
1.2.e	Thanksgiving Day;	9: National Patriotic Holidays
1.2.f	Christmas Day;	
1.2.g	New Year's Day;	



Virginia Social Studies STANDARDS CORRELATION

1

Standards		Weekly Issues
1.2.h	Martin Luther King, Jr. Day;	9: National Patriotic Holidays
1.2.i	George Washington Day (commonly known as Presidents' Day);	9: National Patriotic Holidays
1.2.j	Memorial Day;	9: National Patriotic Holidays
1.2.k	Juneteenth; and	9: National Patriotic Holidays
1.2.l	Independence Day	9: National Patriotic Holidays
1.3 The student will apply history and social science skills to describe the symbols and traditions that honor and foster patriotism in the United States by		
1.3.a	learning the Pledge of Allegiance and the National Anthem and the ways people express respect for the American flag;	8: Patriotism
1.3.b	explaining the symbolism of the colors, stars, and stripes of the American flag;	8: Patriotism
1.3.c	identifying the Virginia flag, state capitol building, the cardinal as the state bird, and the dogwood as the state flower; and	10: Symbols of Virginia
1.3.d	explaining why people use symbols and have traditions.	10: Symbols of Virginia 11: Culture
History		
1.4 The student will apply history and social science skills to understand Virginia's history by		
1.4.a	identifying and describing important events and locations throughout the early history of the Commonwealth, including, but not limited to Werowocomoco and the first English colony in North America at Jamestown;	16: Jamestown
1.4.b	describing how life in various Virginia communities has changed over time; and	13: Timelines 15: Virginia Over Time
1.4.c	identifying local cities or counties on a map of Virginia.	



Virginia Social Studies STANDARDS CORRELATION

1

Standards		Weekly Issues
1.5 The student will apply history and social science skills to describe contributions of Virginia's diverse people and the stories of changemakers in the history of Virginia and their contributions to our Commonwealth, including, but not limited to		
1.5.a	Indigenous peoples: Chief Powhatan and Pocahontas;	17: Indigenous People
1.5.b	Explorers: John Smith and Christopher Newport;	18: Explorers
1.5.c	Presidents: George Washington, Thomas Jefferson, James Madison, and James Monroe; and	19: Presidents
1.5.d	Barrier Breakers: John Mercer Langston, Booker T. Washington, Maggie L. Walker, Barbara Johns, Arthur R. Ashe, Jr., and L. Douglas Wilder.	20: Barrier Breakers
Geography		
1.6 The student will apply history and social science skills to develop geographic skills by		
1.6.a	using basic map symbols, including references to land, water, cities, and roads;	21: Map Skills
1.6.b	using cardinal directions on maps;	21: Map Skills
1.6.c	locating Virginia, the United States, continents, and oceans on maps and globes; and	22: My Place in the World 24: Physical Characteristics of Virginia
1.6.d	constructing simple maps and including a title, map legend or key, and compass rose	23: Location
1.7 The student will apply history and social science skills to connect geography to historic events of Virginia and the United States by		
1.7.a	identifying landforms and bodies of water of Virginia and describing how they affect the way people live;	24: Physical Characteristics of Virginia 26: Geography of Our Community
1.7.b	understanding that the location of Virginia determines its climate and results in four distinct seasons;	24: Physical Characteristics of Virginia 25: Adapting to Our Environment
1.7.c	locating the site of the Jamestown colony; and	



Virginia Social Studies STANDARDS CORRELATION

1

Standards		Weekly Issues
1.7.d	locating Richmond and Washington, D.C., on Virginia and United States maps.	22: My Place in the World
Economics		
1.8 The student will apply history and social science skills to explain how individuals make economic choices to meet their basic needs by		
1.8.a	identifying the difference between goods and services;	28: Economics
1.8.b	describing how people can be both consumers and producers;	28: Economics
1.8.c	describing ways people work to earn and save money to purchase goods and services;	28: Economics 31: Spending and Saving
1.8.d	describing goods and services produced in Virginia; and	32: Goods and Services in Virginia
1.8.e	describing why people must make choices, prioritizing needs over wants.	27: Needs and Wants 30: Economic Choices 31: Spending and Saving



Virginia Social Studies STANDARDS CORRELATION

2

Standards		Weekly Issues
Skills		
2 The student will apply history and social science skills to the content by		
2.a	viewing and exploring information sources, including, but not limited to artifacts, primary and secondary sources, charts, graphs, and diagrams;	16: Exploration 18: Declaration of Independence 25: Map Skills 26: Physical Features 28: Landmarks
2.b	applying geographic skills to identify and understand geographic features and connections;	12: Tribal Sovereignty 13: Indigenous People: Eastern Woodlands 14: Indigenous People: Plains 15: Indigenous People: Southwest 16: Exploration 20: Capitals and Capitol Buildings 25: Map Skills 26: Physical Features 27: Memorials and Monuments 28: Landmarks
2.c	demonstrating curiosity and critical thinking through questioning and drawing conclusions;	1: Inquiry 3: Solving Problems in Your Community
2.d	sequencing and organizing information;	18: Declaration of Independence 20: Capitals and Capitol Buildings
2.e	identifying similarities and differences to clarify and explain content;	12: Tribal Sovereignty 13: Indigenous People: Eastern Woodlands 14: Indigenous People: Plains 15: Indigenous People: Southwest 20: Capitals and Capitol Buildings
2.f	recognizing cause-and-effect relationships;	7: Government Services
2.g	using economic decision-making models to make informed economic decisions;	31: Economic Choices 32: Economic Principles
2.h	practicing civility, respect, hard work, honesty, trustworthiness, and responsible citizenship skills; and	2: Community 4: Rules and Laws 5: Principles of Democracy 6: Culture



Virginia Social Studies STANDARDS CORRELATION

2

Standards		Weekly Issues
2.i	using content vocabulary to demonstrate comprehension.	1: Inquiry 8: Citizens 11: National Holidays 17: Thirteen Colonies 18: Declaration of Independence 29: Economic Resources
Civics		
2.1 The student will apply history and social science skills to distinguish between the rights and responsibilities that individuals have in the United States, including, but not limited to		
2.1.a	exercising freedom of expression;	8: Citizens
2.1.b	exercising freedom of religion;	8: Citizens
2.1.c	understanding equal protection;	8: Citizens
2.1.d	voting for local, state, and national representatives;	8: Citizens
2.1.e	respecting and following laws;	4: Rules and Laws
2.1.f	practicing honesty and trustworthiness; and	5: Principles of Democracy
2.1.g	respecting the rights, beliefs, and opinions of others.	5: Principles of Democracy 6: Culture 8: Citizens
2.2 The student will apply history and social science skills to understand citizenship by		
2.2.a	identifying the benefits of being an American citizen; and	8: Citizens
2.2.b	identifying the responsibilities of being an American citizen	8: Citizens
2.3 The student will apply history and social science skills to explain how communities honor local and national traditions and recognize designated Virginia holidays, including but not limited to		
2.3.a	Labor Day;	11: National Holidays
2.3.b	Columbus Day (Yorktown Victory Day);	11: National Holidays
2.3.c	Election Day;	8: Citizens



Virginia Social Studies STANDARDS CORRELATION

2

Standards		Weekly Issues
2.3.d	Veterans Day;	11: National Holidays
2.3.e	Thanksgiving Day;	11: National Holidays
2.3.f	Christmas Day;	11: National Holidays
2.3.g	New Year's Day;	11: National Holidays
2.3.h	Martin Luther King, Jr. Day;	11: National Holidays
2.3.i	George Washington Day (commonly known as Presidents' Day);	11: National Holidays
2.3.j	Memorial Day;	11: National Holidays
2.3.k	Juneteenth; and	11: National Holidays
2.3.l	Independence Day	11: National Holidays
2.4 The student will apply history and social science skills to recognize state and national symbols, including, but not limited to		
2.4.a	locating the Virginia and United States capitals and Capitol buildings;	20: Capitals and Capitol Buildings
2.4.b	explaining the meaning behind symbols, including, but not limited to the American flag, bald eagle, Washington Monument, Liberty Bell, and Statue of Liberty; and	9: Patriotism 10: Patriotic Symbols 27: Memorials and Monuments
2.4.c	learning about the meaning of the American flag and the words chosen in the Pledge of Allegiance and the National Anthem.	9: Patriotism
History		
2.5 The student will use history and social science skills to identify the geographic location, use of resources, and contributions of Indigenous peoples past and present, including		
2.5.a	Indigenous nations and tribes of the Eastern Woodlands;	13: Indigenous People: Eastern Woodlands
2.5.b	Indigenous nations and tribes of the Plains;	14: Indigenous People: Plains



Virginia Social Studies STANDARDS CORRELATION

2

Standards		Weekly Issues
2.5.c	Indigenous nations and tribes of the Southwest; and	15: Indigenous People: Southwest
2.5.d	understanding Tribal Sovereignty, including but not limited to the importance of land, history, and culture.	12: Tribal Sovereignty
2.6	The student will use history and social science skills to identify the geographic location, use of resources, and contributions of European explorers, and their influence on the development of North America, including, but not limited to the English, French, and Spanish.	16: Exploration
2.7 The student will apply history and social science skills to describe the revolutionaries who fought for America's freedom (1764–1781), including, but not limited to		
2.7.a	John Adams;	19: Founders
2.7.b	Benjamin Franklin;	19: Founders
2.7.c	Alexander Hamilton;	19: Founders
2.7.d	Patrick Henry;	19: Founders
2.7.e	Thomas Jefferson;	19: Founders
2.7.f	James Madison ("Father of the Constitution");	19: Founders
2.7.g	Paul Revere; and	19: Founders
2.7.h	George Washington ("Father of our Country").	19: Founders
2.8 The student will apply history and social science skills to understand the principles of American democracy and relate them to the founding of the nation by		
2.8.a	identifying reasons for the settlement of the thirteen colonies;	17: Thirteen Colonies
2.8.b	explaining the relationships between the colonies and Great Britain; and	17: Thirteen Colonies 18: Declaration of Independence
2.8.c	identifying key components of the Declaration of Independence.	18: Declaration of Independence



Virginia Social Studies STANDARDS CORRELATION

2

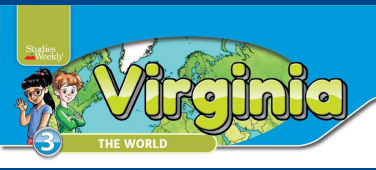
Standards		Weekly Issues
2.9 The student will apply history and social science skills to understand key events in United States history including, but not limited to		
2.9.a	recognizing the reasons for moving the nation's capital from Philadelphia to Washington, D.C., and the importance of the nation's capital; and	20: Capitals and Capitol Buildings
2.9.b	describing the impact of the Louisiana Purchase on the westward expansion of the United States.	21: Louisiana Purchase
2.10 The student will describe the contributions and roles of changemakers in United States history, including, but not limited to		
2.10.a	Scholars and Inventors: Benjamin Franklin, Benjamin Banneker, Thomas Jefferson, George Washington Carver, Booker T. Washington, Orville and Wilbur Wright, Steve Jobs, Jonas Salk, Thomas Edison, Alexander Graham Bell, and Mary Jackson;	22: Scholars and Inventors 23: Explorers and Adventurers
2.10.b	Explorers and Adventurers: Meriwether Lewis, William Clark, and Sacagawea, Neil Armstrong, Amelia Earhart;	21: Louisiana Purchase 23: Explorers and Adventurers
2.10.c	Reformers and Champions: Abraham Lincoln, Theodore "Teddy" Roosevelt, Helen Keller, Thurgood Marshall, Rosa Parks, Jackie Robinson, Cesar Chavez, Dr. Martin Luther King, Jr., Sen. Daniel Inouye, John F. Kennedy, and Barack Obama.	11: National Holidays 24: Reformers and Champions 27: Memorials and Monuments
Geography		
2.11 The student will apply history and social science skills to develop geographic mapping skills using world maps and globes by		
2.11.a	locating the countries of North America and the bordering oceans;	26: Physical Features
2.11.b	identifying major rivers, mountain ranges, lakes, and other physical features in the United States.	26: Physical Features
2.12 The student will apply history and social science skills to connect geography to landmarks and historic events, including, but not limited to		
2.12.a	Jefferson Memorial and Lincoln Memorial;	27: Memorials and Monuments
2.12.b	Valley Forge and George Washington's crossing of the Delaware River; and	17: Thirteen Colonies



Virginia Social Studies STANDARDS CORRELATION

2

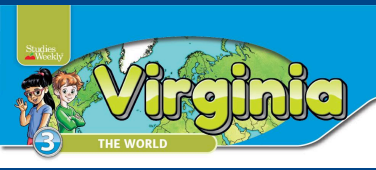
Standards		Weekly Issues
2.12.c	Yellowstone National Park.	28: Landmarks
Economics		
2.13 The student will apply history and social science skills to understand basic economic principles by		
2.13.a	identifying natural resources (e.g., water, soil, wood, coal), human resources (i.e., people at work), and capital resources (e.g., machines, tools, computers, buildings);	29: Economic Resources
2.13.b	distinguishing between needs and wants;	29: Economic Resources
2.13.c	distinguishing between the use of barter and the use of money in the exchange for goods and services and describing how money makes trading easier than barter; and	30: Economic Activity
2.13.d	explaining that scarcity (limited resources) requires people to make choices about producing and consuming goods and services.	32: Economic Principles



Virginia Social Studies STANDARDS CORRELATION

3

Standards		Weekly Issues
Skills		
3 The student will apply history and social science skills to the content by		
3.a	analyzing and interpreting information sources, including, but not limited to artifacts, primary and secondary sources, charts, graphs, and diagrams;	1: Inquiry 4: Important Documents 16: Using Charts, Maps, and Data 19: Ancient Egypt: Government and Culture 21: Ancient China: Government and Culture 22: Ancient Greece: Geography and Economics 23: Ancient Greece: Government and Culture 25: Ancient Rome: Government and Culture 27: The Mali Empire: Government and Culture 31: Production, Distribution, and Consumption
3.b	applying geographic skills to identify and understand geographic features and connections;	8: Thinking Like a Geographer 9: Map Skills 10: Place: Physical Features 11: Human Characteristics 12: Movement 13: People and the Environment
3.c	developing questions, demonstrating curiosity, and engaging in critical thinking and analysis;	1: Inquiry 4: Important Documents 22: Ancient Greece: Geography and Economics
3.d	using evidence to construct timelines, classify events, and distinguish fact from opinion;	15: Timelines
3.e	comparing and contrasting people, places, and events;	20: Ancient China: Geography and Economics 22: Ancient Greece: Geography and Economics 23: Ancient Greece: Government and Culture 24: Ancient Rome: Geography and Economics 26: The Mali Empire: Geography and Economics
3.f	identifying cause-and-effect relationships to clarify and explain content;	3: The Purpose of Government 5: National Government 22: Ancient Greece: Geography and Economics 23: Ancient Greece: Government and Culture 28: Economic Choices
3.g	using economic decision-making models to make informed economic decisions;	28: Economic Choices
3.h	practicing civility, respect, hard work, honesty, trustworthiness, and responsible citizenship skills; and	2: Government 7: Rights, Responsibilities, and Respect

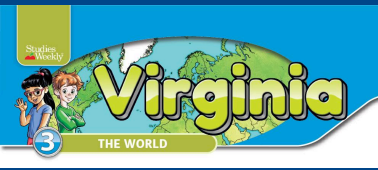


Virginia Social Studies STANDARDS CORRELATION

3

Standards		Weekly Issues
3.i	using content vocabulary to demonstrate learning through oral and written products.	5: National Government 9: Map Skills 30: Producers and Consumers 31: Production, Distribution, and Consumption
Civics		
3.1 The student will apply history and social science skills to define citizenship and explain the rights and responsibilities of United States citizenship by		
3.1.a	recognizing that Americans are people of diverse ethnic origins, customs, and traditions that are united by the basic principles of a republican form of government and respect for individual rights and freedoms;	2: Government 7: Rights, Responsibilities, and Respect
3.1.b	describing the rights guaranteed to citizens in the First Amendment;	4: Important Documents
3.1.c	understanding the importance of supporting and defending the U.S. Constitution and the Bill of Rights;	4: Important Documents
3.1.d	respecting and following local, state, and federal laws;	3: The Purpose of Government 7: Rights, Responsibilities, and Respect
3.1.e	taking part in the voting process when making classroom decisions;	7: Rights, Responsibilities, and Respect
3.1.f	running for elected office;	7: Rights, Responsibilities, and Respect
3.1.g	serving on a jury;	7: Rights, Responsibilities, and Respect
3.1.h	paying local, state, and federal taxes;	7: Rights, Responsibilities, and Respect
3.1.i	describing the purpose of rules; and	3: The Purpose of Government
3.1.j	understanding responsible digital citizenship.	7: Rights, Responsibilities, and Respect

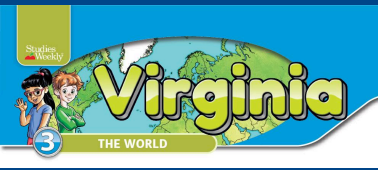
Standards		Weekly Issues
Geography		
3.2 The student will apply history and social science skills to locate and describe major geographic features of Africa, Antarctica, Asia, Australia, Europe, North America, and South America by		
3.2.a	locating and describing the seven continents and the five oceans; and	9: Map Skills
3.2.b	locating and describing the equator, the Prime Meridian, and the four hemispheres.	9: Map Skills
3.3 The student will apply history and social science skills to describe major geographic features of ancient societies on a world map by		
3.3.a	identifying and locating major bodies of water;	9: Map Skills 10: Place: Physical Features
3.3.b	identifying and locating major mountain ranges;	10: Place: Physical Features
3.3.c	describing how geographic features impacted the lives of individuals; and	11: Human Characteristics 12: Movement 13: People and the Environment 14: Natural Resources 18: Ancient Egypt: Geography and Economics 22: Ancient Greece: Geography and Economics 23: Ancient Greece: Government and Culture 24: Ancient Rome: Geography and Economics 26: The Mali Empire: Geography and Economics
3.3.d	connecting the geography to major historic events.	13: People and the Environment 14: Natural Resources 18: Ancient Egypt: Geography and Economics 20: Ancient China: Geography and Economics 22: Ancient Greece: Geography and Economics 23: Ancient Greece: Government and Culture 24: Ancient Rome: Geography and Economics 26: The Mali Empire: Geography and Economics
History		
3.4 The student will apply history and social science skills to describe the geographic, political, economic, and social structures and innovations of ancient Egypt by		
3.4.a	locating ancient Egypt on a map of the world;	18: Ancient Egypt: Geography Economics
3.4.b	connecting the geography of ancient Egypt and its economy;	18: Ancient Egypt: Geography Economics



Virginia Social Studies STANDARDS CORRELATION

3

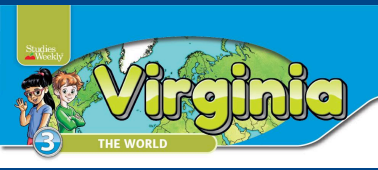
Standards		Weekly Issues
3.4.c	identifying and explaining the government;	19: Ancient Egypt: Government and Culture
3.4.d	describing the arts and innovations; and	19: Ancient Egypt: Government and Culture
3.4.e	identifying and explaining the architecture and its influence in the world today.	19: Ancient Egypt: Government and Culture
3.5 The student will apply history and social science skills to describe the geographic, political, economic, and social structures and innovations of ancient China by		
3.5.a	locating ancient China on a map of the world;	20: Ancient China: Geography and Economics
3.5.b	connecting the geography of ancient China and its economy;	20: Ancient China: Geography and Economics
3.5.c	identifying and explaining the government;	21: Ancient China: Government and Culture
3.5.d	describing the art and innovations; and	
3.5.e	identifying and explaining the architecture and its influence in the world today.	
3.6 The student will apply history and social science skills to describe the geographic, political, economic, and social structures and innovations of ancient Greece by		
3.6.a	locating ancient Greece on a map of the world;	22: Ancient Greece: Geography and Economics
3.6.b	describing the unique geography of ancient Greece;	22: Ancient Greece: Geography and Economics 23: Ancient Greece: Government and Culture
3.6.c	identifying and explaining direct democracy;	23: Ancient Greece: Government and Culture
3.6.d	describing the arts and innovations; and	20: Ancient China: Geography and Economics 21: Ancient China: Government and Culture 23: Ancient Greece: Government and Culture
3.6.e	identifying and explaining the architecture and its influence in the world today.	21: Ancient China: Government and Culture 23: Ancient Greece: Government and Culture
3.7 The student will apply history and social science skills to describe the geographic, political, economic, and social structures and innovations of ancient Rome by		
3.7.a	locating ancient Rome on a map of the world;	24: Ancient Rome: Geography and Economics



Virginia Social Studies STANDARDS CORRELATION

3

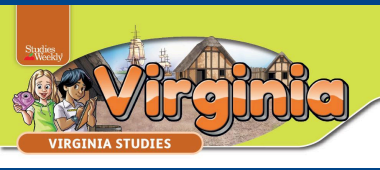
Standards		Weekly Issues
3.7.b	connecting the geography of ancient Rome and its economy;	24: Ancient Rome: Geography and Economics
3.7.c	identifying and explaining representative democracy;	25: Ancient Rome: Government and Culture
3.7.d	describing the arts and innovations; and	25: Ancient Rome: Government and Culture
3.7.e	identifying and explaining the architecture and its influence in the world today.	25: Ancient Rome: Government and Culture
3.8 The student will apply history and social science skills to describe the geographic, political, economic, and social structures and innovations of ancient empire of Mali by		
3.8.a	locating ancient empire of Mali on a map of the world;	26: The Mali Empire: Geography and Economics
3.8.b	connecting the geography of ancient empire of Mali and its economy;	26: The Mali Empire: Geography and Economics
3.8.c	identifying and explaining the government;	27: The Mali Empire: Government and Culture
3.8.d	describing the arts and innovations; and	27: The Mali Empire: Government and Culture
3.8.e	identifying and explaining the architecture and its influence in the world.	27: The Mali Empire: Government and Culture
3.9 The student will apply history and social science skills to explain the basic structure of the United States government by		
3.9.a	explaining the purpose of governments and understanding that other countries have governments similar to and different from the United States;	2: Government 3: The Purpose of Government
3.9.b	explaining how the Constitution supports the structure of the United States government;	4: Important Documents 5: National Government
3.9.c	identifying and describing the three branches of government;	5: National Government
3.9.d	explaining what governments do at the national, state, and local levels; and	5: National Government 6: Tribal, State, and Local Governments
3.9.e	explaining how local, state, and national governments are organized.	5: National Government 6: Tribal, State, and Local Governments



Virginia Social Studies STANDARDS CORRELATION

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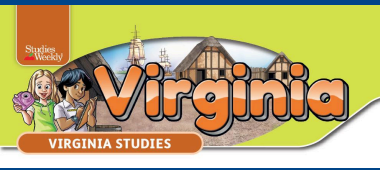
Standards		Weekly Issues
Economics		
3.10 The student will apply history and social science skills to explain the basic economic principles by		
3.10.a	defining production, distribution, and consumption of goods and services;	30: Producers and Consumers 31: Production, Distribution, and Consumption
3.10.b	understanding different cultures and the natural, human, and capital resources they use in the production of goods and services;	29: Resources: Natural, Human, and Capital
3.10.c	recognizing that because people and regions cannot produce everything they want, they specialize in what they do best and trade for the rest; and	30: Producers and Consumers 32: Economic Principles
3.10.d	identifying examples of making an economic choice and explaining the idea of opportunity cost.	28: Economic Choices 32: Economic Principles



Virginia Social Studies STANDARDS CORRELATION

4

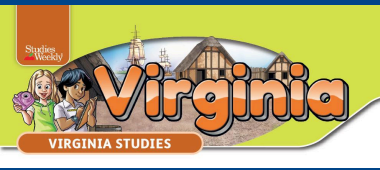
Standards		Weekly Issues
Skills		
VS The student will apply history and social science skills to the content by		
VS.a	analyzing and interpreting information sources, including but not limited to artifacts, primary and secondary sources, charts, graphs, and diagrams;	5: Indigenous Nations of Virginia 6: Diversity Among Indigenous Nations of Virginia 8: English Exploration and Colonization of North America 10: Government and Economy of Jamestown 11: Early Life in Jamestown 15: Leading the Nation 16: Westward Expansion 24: Life in Virginia at the Turn of the Century 28: The Civil Rights Movement
VS.b	applying geographic skills to identify and understand geographic features and connections;	2: Locating Virginia 3: Regions of Virginia 4: Virginia Waterways
VS.c	developing questions, enhancing curiosity, and engaging in critical thinking and analysis;	15: Leading the Nation 30: Innovations and Innovators from Virginia 32: Virginia Symbols
VS.d	using evidence to construct timelines, classify events, and distinguish fact from opinion;	14: Virginia's Role in the American Revolution 19: Virginia and the Civil War: The Military 26: The Roaring 20s and the Great Depression
VS.e	comparing and contrasting people, places, and events;	3: Regions of Virginia 4: Virginia Waterways 5: Indigenous Nations of Virginia 6: Diversity Among Indigenous Nations of Virginia 7: Indigenous Peoples of Virginia Today 12: The Development of the Virginia Colony 13: Unrest in the 13 Colonies 15: Leading the Nation 24: Life in Virginia at the Turn of the Century
VS.f	identifying cause-and-effect relationships to clarify and explain content;	5: Indigenous Nations of Virginia 8: English Exploration and Colonization of North America 9: Settling Jamestown 13: Unrest in the 13 Colonies 17: The Abolitionist Movement and the Underground Railroad 21: Reconstruction 22: Reconstructing Virginia



Virginia Social Studies STANDARDS CORRELATION

4

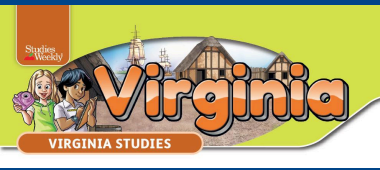
Standards		Weekly Issues
VS.g	using economic decision-making models to make informed economic decisions and to explain the incentives and consequences of a specific choice;	31: Virginia's Economy and the World
VS.h	practicing civility, respect, hard work, honesty, trustworthiness, and responsible citizenship skills; and	5: Indigenous Nations of Virginia
VS.i	developing products that reflect an understanding of content.	3: Regions of Virginia 31: Virginia's Economy and the World
Physical Geography		
VS.1 The student will apply history and social science skills to explain the relationship between physical geography and the lives of Virginia's peoples, past and present by		
VS.1.a	locating Virginia and its bordering states on maps of the United States and North America;	2: Locating Virginia
VS.1.b	locating and describing the relative location and physical characteristics of Virginia's five geographic regions on a map; and	3: Regions of Virginia
VS.1.c	locating, identifying, and describing the impact of Virginia's bodies of water on its history, economy, and culture.	4: Virginia Colonies
Virginia's Indigenous Peoples		
VS.2 The student will apply history and social science skills to describe the Indigenous nations of Virginia past and present by		
VS.2.a	describing how archaeologists have recovered artifacts from important places in the history of Indigenous people, including, but not limited to Werowocomoco;	5: Indigenous Nations of Virginia 6: Diversity Among Indigenous Nations of Virginia
VS.2.b	describing Virginia's three most prominent Indigenous language groups (i.e., the Algonquian, the Siouan, and the Iroquoian);	5: Indigenous Nations of Virginia 6: Diversity Among Indigenous Nations of Virginia
VS.2.c	describing the diversity among the Indigenous nations;	5: Indigenous Nations of Virginia 6: Diversity Among Indigenous Nations of Virginia



Virginia Social Studies STANDARDS CORRELATION

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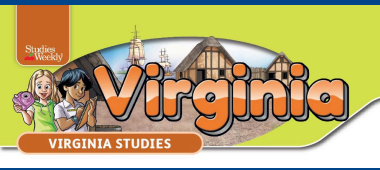
Standards		Weekly Issues
VS.2.d	describing the relationships and interactions of Virginia's Indigenous Peoples and their environment, circa 1600; and	5: Indigenous Nations of Virginia 6: Diversity Among Indigenous Nations of Virginia
VS.2.e	describing the lives and cultures of Virginia's Indigenous Peoples leading to the present day.	7: Indigenous Peoples of Virginia Today
1607 through the American Revolution		
VS.3 The student will apply history and social science skills to explain the causes and effects of events associated with the first permanent English settlement in North America by		
VS.3.a	explaining the reasons for English colonization;	8: English Exploration and Colonization of North America
VS.3.b	describing the economic and geographic influences on the decision to settle at Jamestown;	9: Settling Jamestown
VS.3.c	describing the importance of the Virginia Company of London Charter (April 10, 1606) in establishing the Jamestown colony;	9: Settling Jamestown
VS.3.d	describing the interactions between the English colonists and the Indigenous Peoples, including the role of the Powhatan in the survival of the colonists;	9: Settling Jamestown
VS.3.e	describing the hardships faced by settlers at Jamestown and the changes that took place to ensure survival, including, but not limited to trade with the Powhatan, the leadership of Captain John Smith, land ownership, and the successful commercial cultivation of tobacco;	9: Settling Jamestown 10: Government and Economy of Jamestown
VS.3.f	analyzing the impact of the arrival of Africans and women to the Jamestown settlement; and	10: Government and Economy of Jamestown 11: Early Life in Jamestown
VS.3.g	identifying the significance of establishing the General Assembly (1619), the first representative legislative body in English America.	10: Government and Economy of Jamestown
VS.4 The student will apply history and social science skills to understand life in the Virginia colony by		
VS.4.a	explaining the importance and influence of agriculture;	10: Government and Economy of Jamestown



Virginia Social Studies STANDARDS CORRELATION

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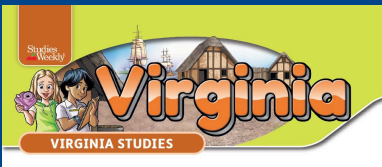
Standards		Weekly Issues
VS.4.b	examining how colonial Virginia reflected the culture of Indigenous Peoples, European (English, Scots-Irish, German) immigrants, and Africans;	12: The Development of the Virginia Colony
VS.4.c	distinguishing between indentured servants and enslaved people, including how European countries traded for, transported, and sold Africans to be enslaved to British North America beginning in the 17th century;	11: Early Life in Jamestown
VS.4.d	describing the laws that established race-based enslavement;	12: The Development of the Virginia Colony
VS.4.e	explaining the reasons for the relocation of Virginia's capital from Jamestown to Williamsburg; and	12: The Development of the Virginia Colony
VS.4.f	describing ways people exchanged goods and services in Colonial Virginia.	12: The Development of the Virginia Colony
VS.5 The student will apply history and social science skills to explain Virginia and Virginians' role during the American Revolution by		
VS.5.a	explaining the principles and events that convinced the colonists to declare independence and go to war with Great Britain, as expressed in the Declaration of Independence;	13: Unrest in the 13 Colonies
VS.5.b	examining the important contributions, leadership, and experiences of Virginians during the war, including, but not limited to George Washington, Thomas Jefferson, George Mason, James Madison, James Armistead Lafayette, Indigenous Peoples, women, and free and enslaved Blacks;	14: Virginia's Role in the American Revolution
VS.5.c	identifying the reasons for the relocation of Virginia's capital from Williamsburg to Richmond; and	14: Virginia's Role in the American Revolution
VS.5.d	identifying the importance of the American victory at Yorktown.	14: Virginia's Role in the American Revolution



Virginia Social Studies STANDARDS CORRELATION

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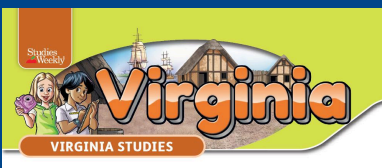
Standards		Weekly Issues
Political Growth and Westward Expansion: 1775 to the Mid-1800s		
VS.6 The student will apply history and social science skills to explain the establishment and growth of the new American nation with emphasis on the role of Virginians and events in Virginia during the 18th and 19th centuries by		
VS.6.a	explaining the roles of George Washington ("Father of Our Country"), James Madison ("Father of the Constitution"), and Patrick Henry ("Give Me Liberty or Give Me Death" speech);	15: Leading the Nation
VS.6.b	explaining the development of founding Virginia documents, including the Virginia Declaration of Rights (George Mason) and the Virginia Statute for Religious Freedom (Thomas Jefferson);	15: Leading the Nation
VS.6.c	describing how principles of these founding Virginia documents inspired the Declaration of Independence, the Virginia Constitution, the Constitution of the United States, and the Bill of Rights;	15: Leading the Nation
VS.6.d	explaining how geographical features and technological advances impacted the western movement in the first half of the 1800s; and	16: Westward Expansion
VS.6.e	explaining the causes and events of Nat Turner's Rebellion and how it impacted the institution of slavery.	17: The Abolitionist Movement and the Underground Railroad
Civil War and Postwar Eras		
VS.7 The students will apply history and social science skills to understand the key people, events, and issues of the Civil War and Virginia's role by		
VS.7.a	explaining the role of John Brown and the impact of the raid at Harpers Ferry;	18: A Nation Divided
VS.7.b	describing how the institution of slavery was the cause of the Civil War, and secondary factors that contributed to the secession of the southern states;	18: A Nation Divided
VS.7.c	explaining the significance of the Underground Railroad and the contributions of Harriet Tubman;	17: The Abolitionist Movement and the Underground Railroad



Virginia Social Studies STANDARDS CORRELATION

4

Standards		Weekly Issues
VS.7.d	explaining major events and issues that divided Virginians and led to secession, war, and the creation of West Virginia;	18: A Nation Divided
VS.7.e	identifying major battles that took place in Virginia;	19: Virginia and the Civil War: The Military
VS.7.f	identifying and explaining the leadership roles of Virginians, including, but not limited to Thomas “Stonewall” Jackson, Robert E. Lee, William Harvey Carney, Winfield Scott, and Powhatan Beaty; and	19: Virginia and the Civil War: The Military
VS.7.g	evaluating the experiences and contributions of Indigenous Peoples and enslaved and free Blacks and their allies during the war, including, but not limited to Elizabeth Van Lew and Mary Bowser.	20: Virginia and the Civil War: The People
VS.8 The student will apply history and social science skills to explain the reconstruction of Virginia following the Civil War by		
VS.8.a	describing what the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution accomplished;	21: Reconstruction 22: Reconstructing Virginia
VS.8.b	examining the effects of Reconstruction on life in Virginia;	22: Reconstructing Virginia
VS.8.c	describing the role that the “Freedmen’s Schools” played in the lives of African Americans in Virginia after the Civil War;	22: Reconstructing Virginia
VS.8.d	discussing the election of African American leader John Mercer to Congress in 1890;	22: Reconstructing Virginia
VS.8.e	describing the effect of the Supreme Court’s decision in Plessy v. Ferguson; and	22: Reconstructing Virginia 23: Virginia in the Late 1800s
VS.8.f	analyzing the effects of segregation and “Jim Crow” laws on life in Virginia	22: Reconstructing Virginia
VS.9 The student will apply history and social science skills to understand the ways in which Virginia became interconnected and diverse by		
VS.9.a	explaining the importance of railroads, waterways, new industries, and the growth of cities to Virginia’s economic development in the late 1800s; and	23: Virginia in the Late 1800s



Virginia Social Studies STANDARDS CORRELATION

4

Standards		Weekly Issues
VS.9.b	explaining the economic and social transition from a rural society to a more urban society.	23: Virginia in the Late 1800s
Virginia: 1900 to Present		
VS.10 The student will apply history and social science skills to understand the role Virginians played in American history during World War I and World War II by		
VS.10.a	examining how key leaders and citizens prepared for wartime; and	25: World War I 27: World War II
VS.10.b	describing the contributions made by military veterans and Medal of Honor recipients.	25: World War I 27: World War II
VS.11 The student will apply history and social science skills to understand the Civil Rights Movement in Virginia by		
VS.11.a	explaining the social and political events connected to disenfranchisement of African American voters in Virginia in the early 20th century, desegregation, court decisions, and Massive Resistance, with emphasis on the role of Virginians in the Supreme Court cases, including, but not limited to Brown v. Board of Education; and	28: The Civil Rights Movement
VS.11.b	investigating the political, social, and economic effects of choices made during the Civil Rights Era by Virginians including, but not limited to Maggie Walker, Robert Russa Moton, Barbara Johns, Samuel Wilbert Tucker, Oliver W. Hill, Sr., Irene Morgan, Arthur R. Ashe, A. Linwood Holton, Jr., and L. Douglas Wilder.	29: Significant Individuals of the Civil Rights Movement
VS.12	The student will use history and social science skills to recognize why Virginia is known as the “Mother of Presidents”.	32: Virginia Symbols
VS.13 The student will apply history and social science skills to the content by		
VS.13.a	examining major products and industries important to Virginia; and	31: Virginia’s Economy and the World
VS.13.b	examining the impact of the ideas, innovations, and advancements of Virginians on a global market.	30: Innovations and Innovators from Virginia 31: Virginia’s Economy and the World



Virginia Social Studies STANDARDS CORRELATION

5

Standards		Weekly Issues
Skills		
USI The student will apply history and social science skills to the content by		
USI.a	synthesizing evidence from information sources including, but not limited to artifacts, primary and secondary sources, charts, graphs, and diagrams to understand events in United States history;	4: Life in the Americas 5: Government, Culture, Artifacts and Trade in North America 17: The Actions of the Colonies 20: Independence and Revolution: The People 31: The Road to War 32: Civil War
USI.b	applying geographic skills to determine patterns and trends of people, places, or events;	2: Geography 3: Life in Africa 4: Life in the Americas 5: Government, Culture, Artifacts and Trade in North America 10: The New England Colonies 11: The Mid-Atlantic Colonies 21: Independence and Revolution: The Military 25: The New Nation 26: The War of 1812 27: America on the Move 28: The Cherokee Nation
USI.c	developing questions, enhancing curiosity, and engaging in critical thinking and analysis;	6: The Age of Encounters 7: Colonization 12: The Southern Colonies
USI.d	integrating evidence to construct and analyze timelines, classify events, and distinguish fact from opinion;	9: The Colonies and Their Founding 12: The Southern Colonies 13: Colonial Life 16: The Acts of Parliament 17: The Actions of the Colonies 18: The The Shot Heard 'Round the World
USI.e	comparing and contrasting historical, cultural, economic, and political perspectives;	4: Life in the Americas 5: Government, Culture, Artifacts and Trade in North America 6: The Age of Encounters 8: Consequences of Contact 9: The Colonies and Their Founding 10: The New England Colonies 11: The Mid-Atlantic Colonies 12: The Southern Colonies 13: Colonial Life 14: Clash of the Empires



Virginia Social Studies STANDARDS CORRELATION

5

Standards		Weekly Issues
USI.f	determining and explaining cause-and-effect relationships;	9: The Colonies and Their Founding 10: The New England Colonies 11: The Mid-Atlantic Colonies 13: Colonial Life 14: Clash of the Empires 15: Consequences of the French and Indian War 26: The War of 1812 29: Abolition and Suffrage 30: Compromises to Keep Slavery Legal 32: Civil War
USI.g	using economic decision-making models to make a decision and explain the incentives and consequences of a specific choice;	15: Consequences of the French and Indian War 16: The Acts of Parliament 17: The Actions of the Colonies 18: The Shot Heard 'Round the World 19: Independence and Revolution: The Government
USI.h	engaging and communicating as a civil and informed individual with persons with different perspectives; and	19: Independence and Revolution: The Government
USI.i	developing products that reflect an understanding of content.	19: Independence and Revolution: The Government 20: Independence and Revolution: The People 21: Independence and Revolution: The Military 23: The Founders and the Process
Geography of North America		
USI.1 The student will apply history and social science skills to understand the geography of North America by		
USI.1.a	locating North America in relation to the other continents and the oceans;	2: Geography 23: The Founders and the Process
USI.1.b	locating and describing major geographic regions and bodies of water of North America and their impact on the early history of the United States; and	2: Geography
USI.1.c	locating the 50 states.	2: Geography



Virginia Social Studies STANDARDS CORRELATION

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Standards		Weekly Issues
Early Cultures of North America		
USI.2 The student will apply history and social science skills to describe how early cultures developed throughout North America by		
USI.2.a	describing how archaeologists have recovered artifacts from ancient settlements, including, but not limited, to Cactus Hill in Virginia; and	5: Government, Culture, Artifacts and Trade in North America
USI.2.b	locating and explaining where Indigenous peoples lived prior to the arrival of Europeans, with an emphasis on how the various geographic regions they inhabited influenced their daily lives.	4: Life in the Americas 5: Government, Culture, Artifacts and Trade in North America
USI.3 The student will apply history and social science skills to explain European exploration and colonization in North America by		
USI.3.a	describing the motivations for, obstacles to, and accomplishments of the Dutch, English, French, Portuguese, and Spanish explorations; and	6: The Age of Encounters 7: Colonization
USI.3.b	describing cultural and economic interactions between Indigenous peoples and Europeans that led to cooperation and conflict.	8: Consequences of Contact
USI.4 The student will apply history and social science skills to understand how the Western Hemisphere, including the United States, impacted West Africa by		
USI.4.a	identifying the location and characteristics of West African societies of Ghana, Mali, and Songhai before European exploration;	3: Life in Africa
USI.4.b	examining the arrival of the first Africans to colonial America at Old Point Comfort (Fort Monroe);	8: Consequences of Contact
USI.4.c	explaining the Transatlantic Slave Trade and its impact on the African coast and Western Hemisphere; and	8: Consequences of Contact
USI.4.d	identifying the cultural connections, conflicts, and common values of enslaved people in the Western Hemisphere, as well as challenges and hardships endured by enslaved people brought to the United States.	8: Consequences of Contact



Virginia Social Studies STANDARDS CORRELATION

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Standards		Weekly Issues
Colonial America and the American Revolution		
USI.5 The student will apply history and social science skills to explain the social, political, religious, economic, and geographic factors that shaped colonial America by		
USI.5.a	describing the characteristics and differences among the New England, the Mid-Atlantic, and the Southern colonies;	9: The Colonies and Their Founding 10: The New England Colonies 11: The Mid-Atlantic Colonies 12: The Southern Colonies 13: Colonial Life
USI.5.b	explaining Virginia's importance as one of the most populous and wealthiest colonies;	12: The Southern Colonies
USI.5.c	comparing life from the perspectives of various groups, including, but not limited to large landowners, farmers, artisans, clergy, merchants, women, indentured servants, and enslaved and free Blacks;	9: The Colonies and Their Founding 10: The New England Colonies 11: The Mid-Atlantic Colonies 12: The Southern Colonies 13: Colonial Life 20: Independence and Revolution: The People
USI.5.d	explaining the specialization and interdependence of the regions; and	9: The Colonies and Their Founding 10: The New England Colonies 11: The Mid-Atlantic Colonies 12: The Southern Colonies 13: Colonial Life 14: Clash of the Empires
USI.5.e	explaining the changing political and economic relationships between the colonies and Great Britain, including, but not limited to representative government and self-rule in the colonies.	14: Clash of the Empires 15: Consequences of the French and Indian War
USI.6 The student will apply history and social science skills to explain the American Revolution by		
USI.6.a	identifying the causes and effects of the French and Indian War;	14: Clash of the Empires 15: Consequences of the French and Indian War
USI.6.b	identifying the issues of dissatisfaction that led to the American Revolution, including, but not limited to the "injuries and usurpations" outlined in the Declaration of Independence;	19: Independence and Revolution: The Government



Virginia Social Studies STANDARDS CORRELATION

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Standards		Weekly Issues
USI.6.c	comparing and contrasting the political ideas and principles that shaped the revolutionary movement;	16: The Acts of Parliament 17: The Actions of the Colonies 18: The Shot Heard 'Round the World 19: Independence and Revolution: The Government 20: Independence and Revolution: The People 21: Independence and Revolution: The Military
USI.6.d	describing the leadership roles of individuals, including, but not limited to George Washington, Benjamin Franklin, Thomas Jefferson, Patrick Henry, Thomas Paine, John Adams, and the Marquis de Lafayette; and	17: The Actions of the Colonies 18: The Shot Heard 'Round the World 19: Independence and Revolution: The Government 20: Independence and Revolution: The People 21: Independence and Revolution: The Military 22: Outcomes of the American Revolution 23: The Founders and Process
USI.6.e	examining the causes, course, and consequences of key events and battles of the era.	18: The Shot Heard 'Round the World 21: Independence and Revolution: The Military
A New Nation and its Expansion		
USI.7 The student will apply history and social science skills to describe the challenges faced by the new nation by		
USI.7.a	explaining the strengths, weaknesses, and outcomes of the government established by the Articles of Confederation;	23: The Founders and Process
USI.7.b	describing the Constitutional Convention and the development of the Constitution of the United States, with emphasis on the role of James Madison;	23: The Founders and Process
USI.7.c	examining constitutional issues debated, including the role of the national government and the debate over ratifying of the Constitution, the influence of the Federalist Papers, and the reasons for the addition of the Bill of Rights;	24: The U.S. Constitution and the Bill of Rights
USI.7.d	explaining the Three-Fifths Compromise; and	23: The Founders and Process
USI.7.e	examining the three branches of government.	24: The U.S. Constitution and the Bill of Rights



Virginia Social Studies STANDARDS CORRELATION

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Standards		Weekly Issues
USI.8 The student will apply history and social science skills to explain westward expansion and reform in America from 1801 to 1861 by		
USI.8.a	describing how territorial expansion affected the political map of the United States, including, but not limited to the Louisiana Purchase, the Lewis and Clark expedition and the role of Sacagawea, the acquisitions of Florida, Texas, Oregon, and California, and the results of the Mexican American War;	25: The New Nation 26: The War of 1812 27: America on the Move
USI.8.b	describing the causes, course of events, and effects of the War of 1812, the role of Andrew Jackson, and the development of the Monroe Doctrine;	26: The War of 1812
USI.8.c	identifying geographic, economic, and religious motivations that influenced the movement of settlers;	27: America on the Move
USI.8.d	analyzing the impact of westward expansion on Indigenous peoples, including, but not limited to the Indian Removal policies, the Trail of Tears, and the Seminole Wars;	28: The Cherokee Nation
USI.8.e	explaining technological advancements and innovations and their effects on life in America, including but not limited to the cotton gin, the reaper, the steam engine, and the steam locomotive;	27: America on the Move
USI.8.f	describing major developments in the abolitionist and women's suffrage movements; and	29: Abolition and Suffrage
USI.8.g	explaining how the expansion of U.S. territory led to increased momentum for the abolitionist and women's suffrage movements.	29: Abolition and Suffrage
The Civil War		
USI.9 The student will apply history and social science skills to understand the cause, major events, and effects of the Civil War by		
USI.9.a	describing how slavery and its expansion was the primary cause of the cultural, economic, and constitutional issues that divided the nation and led to the secession of southern states;	30: Compromises to Keep Slavery Legal 31: The Road to War



Virginia Social Studies STANDARDS CORRELATION

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Standards		Weekly Issues
USI.9.b	describing the differences in the economies of the North and the South, growth of agriculture and industry, and how those economies impacted the outcome of the war;	31: The Road to War
USI.9.c	evaluating the leadership and impact of Abraham Lincoln during the Civil War;	31: The Road to War
USI.9.d	describing how individuals influenced the course of the Civil War, including, but not limited to Jefferson Davis, Ulysses S. Grant, Robert E. Lee, William Tecumseh Sherman, Thomas "Stonewall" Jackson, and Frederick Douglass;	32: Civil War
USI.9.e	describing major political texts during the war, including but not limited to Lincoln's Inaugural Address, the Emancipation Proclamation, the Gettysburg Address, and Lincoln's Second Inaugural Address; and	31: The Road to War 32: Civil War
USI.9.f	analyzing the effects of the war from various perspectives of Union and Confederate soldiers, Indigenous peoples, women, European Americans, and enslaved and free Blacks during the war including, but not limited to Clara Barton, John Brown, Robert Smalls, Harriet Tubman, Elizabeth Van Lew, and Mary Bowser	32: Civil War

Week	Title	Standards Covered
1	School Rules	<p>APL1.1h Shows curiosity by saying things like, "I wonder what will happen next."</p> <p>APL1.1i Seeks out new information by asking, "How does that work?"</p> <p>APL1.1j Shows eagerness to learn about a variety of topics.</p> <p>APL2.1o Represents reality through the arts and with art materials (e.g., by creating stories, drawing, or enacting experiences in dramatic play).</p> <p>APL2.1p Utilizes realistic and open-ended materials in cooperative play.</p> <p>APL2.1q Shows purpose and inventiveness in play (e.g., collects different shapes of blocks to build a castle).</p> <p>APL3.1k Focuses attention on tasks and activities like painting or block building for longer periods of time with increasing independence.</p> <p>APL3.1l Sustains engagement with a task that interests them for long periods of time (e.g., works in the art center creating watercolor paintings for 30 minutes).</p> <p>APL3.1m Begins to attend to adult-initiated tasks that are not based on their interests (e.g., participates in a teacher-led small or large group).</p> <p>APL3.2m Remembers several steps in sequence to complete multi-step directions (e.g., complete a puzzle, return it to the shelf, and join the group at the rug).</p> <p>APL3.2n Remembers actions that go with stories or songs.</p> <p>APL3.3o Demonstrates flexibility and adaptability with less adult prompting (e.g., sharing toys or trying out new materials).</p> <p>APL3.3p Responds consistently to adult suggestions to try out different activities.</p> <p>APL3.5r Sometimes persists in less preferred activities with or without adult support.</p> <p>APL4.1i Follows classroom rules and routines more independently (e.g., morning arrival).</p> <p>APL4.1j Uses classroom materials appropriately.</p> <p>APL4.1k Manages actions, words, and behavior with increasing independence (e.g., matches behavior to context and expectations).</p> <p>SED1.1n Describes themselves (e.g., talks about self in terms of looks,</p>

Week	Title	Standards Covered
		<p>gender, family, and interests).</p> <p>SED1.2k Displays pride in their accomplishments.</p> <p>SED1.3l Acts independently in unfamiliar settings with unfamiliar adults.</p> <p>SED1.3m Attempts to complete tasks independently.</p> <p>SED1.3n Asks for support from adults only when needed.</p> <p>SED2.2k Recognizes appropriate reaction to situations.</p> <p>SED2.3f Demonstrates confidence in meeting own needs.</p> <p>SED2.3g Seeks and accepts help when needed.</p> <p>SED2.4n Exhibits emotional control with or without adult support (e.g., follows group activities although upset).</p> <p>SED2.5h Shows care and concern for others, including comforting others in distress.</p> <p>SED2.5i Begins to recognize the emotions of peers and responds with empathy and compassion.</p> <p>SED3.1n Shows enjoyment in interactions with trusted adults while also demonstrating skills in separating from these adults.</p> <p>SED3.1o Comfortable with being with less familiar adults in a safe setting (e.g., engages with visitor to home or classroom).</p> <p>SED3.2r Demonstrates strategies for participating in social play with peers (e.g., asks to join in game or brings new item to add to existing play).</p> <p>SED3.2s Plays with peers in a coordinated manner including assigning roles, materials, and actions (e.g., sets up and assigns roles in restaurant in dramatic play area).</p> <p>SED3.2t Maintains friendships over time.</p> <p>SED3.3n Builds on cooperative play, communication, and working memory skills by engaging in dramatic play with several other children, each taking on a particular role in a shared theme.</p> <p>SED3.4d Engages in prosocial behavior such as cooperating, compromising, turn-taking, and resolving social conflict.</p> <p>SED3.4e Expresses feelings and needs in conflict situations (e.g., "I'm feeling upset because you have the truck I need for my racetrack.").</p>

Week	Title	Standards Covered
		<p>CLLD1.1aa Answers questions and adds comments relevant to the topic.</p> <p>CLLD1.1ab Begins to demonstrate understanding of implied messages based on speaker's tone and/or gestures (e.g., finger on lip and saying "shhhh" means be quiet).</p> <p>CLLD1.1ac Understands and responds to words for descriptive concepts (e.g., hard, square).</p> <p>CLLD1.1ad Follows 2-3 step related directions and some new directions related to familiar and daily routines.</p> <p>CLLD1.1ae Demonstrates understanding of communication that includes a variety of complex sentences related to familiar stories, learning activities, and events (e.g., After Clifford the dog came home, he played with Emily Elizabeth).</p> <p>CLLD1.2s Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences (e.g., uses irregular past tense verbs such as came, ran, fell, broke, went, told, did).</p> <p>CLLD1.2t Answers open-ended questions comfortably.</p> <p>CLLD1.2u Retells stories and events in sequence with multiple details (e.g., retells The Three Bears noting three chairs, three beds, etc.).</p> <p>CLLD1.3n Begins to match language to contexts (e.g., voice volume, inflection/rise and fall of voice in speaking, and parting/greeting rituals).</p> <p>CLLD1.3o Engages in multiple back-and-forth conversations with adults in ways that can be goal-directed (such as solving problems).</p> <p>CLLD1.4p Asks and responds to questions with accurate information.</p> <p>CLLD2.1l Distinguishes among a variety of texts and their purposes (e.g., books, shopping lists, etc.).</p> <p>CLLD2.1m Begins to track individual words in text or braille by pointing or touching.</p> <p>CLLD2.2p Listens and responds to a variety of texts and media (e.g., audio book, music and movement).</p> <p>CLLD2.2q Tells fictional or personal stories sequentially and with 3 or more details.</p> <p>CLLD2.2r Begins to understand cause and effect relationships in fiction and nonfiction texts.</p> <p>CLLD2.2s Predicts what will happen next in an unfamiliar story.</p>

Week	Title	Standards Covered
		<p>CLLD2.2t Uses new words learned through listening to stories.</p> <p>CLLD2.3i Begins to rhyme and produce rhymes of simple words.</p> <p>CLLD2.4h Recognizes many upper and lower case letters.</p> <p>CLLD2.4i Will use a combination of letters and symbols to represent words.</p> <p>HPD1.1q Uses sensory information to guide motions and interactions with objects and other people (e.g., plays games like tag with other children).</p> <p>HPD1.1r Shows increasing awareness of body, space, and relationship to other objects to allow more coordinated movements, actions, and interactions with others (e.g., shows the ability to get in line with other children and walk in line).</p> <p>HPD2.1o Demonstrates more coordinated movement when jumping for height and distance, hopping, and running.</p> <p>HPD2.1p Carries out activities that combine and coordinate large muscle movements, including swinging on a swing, climbing a ladder, dancing to music, or balancing on one leg for longer periods of time.</p> <p>HPD2.1q Shows awareness of one's own body in relation to other people and objects while moving or dancing through space and at varying speeds and levels.</p> <p>HPD2.2f Develops strength and stamina by spending extended periods of time playing and participating in activities that build strength, speed, flexibility, and coordination (e.g., tag, red light - green light).</p> <p>HPD3.1j Uses objects with ease (e.g., fork, spoon, and sometimes a table knife).</p> <p>HPD3.1k Draws smaller figures and includes more detail (e.g., faces with features).</p> <p>HPD3.2j Draws with crayons and markers and cuts with scissors, with moderate levels of precision and control (e.g., cuts along a line or circle).</p> <p>HPD4.1s Uses language to ask adults or peers for the help needed in a particular situation, including acting out stories or in play scenes.</p> <p>HPD4.2o Follows basic safety rules, signs, and labels consistently and anticipates consequences of not following rules.</p> <p>CD1.1k Imitates and uses adults' words and ideas when talking about</p>

Week	Title	Standards Covered
		<p>the physical and natural worlds.</p> <p>CD1.1l Shows detail in drawings, constructions, and demonstrations to show thinking.</p> <p>CD1.2n Uses many sources (e.g., pictures, books) to gather information.</p> <p>CD2.1o Uses props and dramatic play to show growing awareness of things and events in the larger world (using a computer, driving a bus).</p> <p>CD2.2h Uses positive social behaviors (taking turns, sharing, helping with jobs) to help meet needs of the group.</p> <p>CD2.2i With adult help, participates with peers in solving problems, settling conflicts, and negotiating plans and decisions.</p> <p>CD2.3g Learns simple vocabulary of other languages spoken in home, classroom, or school community.</p> <p>CD2.3h Represents self and others in drawing with increasing detail and accuracy, including distinguishing features related to physical, racial, and cultural differences.</p> <p>CD3.1q Counts forward to 20 by memory.</p> <p>CD3.1s Shows accuracy in demonstrating one-to-one correspondence for up to 10 objects.</p> <p>CD3.3u Describes attributes of two- and three-dimensional shapes (e.g., "A square has four corners/angles," "a triangle has three straight sides").</p> <p>CD4.1q Follows directions or demonstrations of moving forward, backward, sideways, or in a turning motion.</p> <p>CD4.1s Follows directions or example to stop moving on cue.</p> <p>CD4.3n Uses props and dramatic play to explore roles and events in the larger community and world.</p> <p>CD4.4k Begins to draw with planning and purpose to show or tell a story about something in their experience.</p> <p>CD4.4m Begins to describe art and the story it tells.</p>
2	All About Me	<p>APL1.1h Shows curiosity by saying things like, "I wonder what will happen next."</p> <p>APL1.1i Seeks out new information by asking, "How does that work?"</p> <p>APL1.1j Shows eagerness to learn about a variety of topics.</p>

Week	Title	Standards Covered
		<p>APL1.2p Suggests new ideas for play activities and follows through with self-direction and independence.</p> <p>APL2.1o Represents reality through the arts and with art materials (e.g., by creating stories, drawing, or enacting experiences in dramatic play).</p> <p>APL2.1p Utilizes realistic and open-ended materials in cooperative play.</p> <p>APL2.1q Shows purpose and inventiveness in play (e.g., collects different shapes of blocks to build a castle).</p> <p>APL3.1k Focuses attention on tasks and activities like painting or block building for longer periods of time with increasing independence.</p> <p>APL3.1l Sustains engagement with a task that interests them for long periods of time (e.g., works in the art center creating watercolor paintings for 30 minutes).</p> <p>APL3.1m Begins to attend to adult-initiated tasks that are not based on their interests (e.g., participates in a teacher-led small or large group).</p> <p>APL3.2m Remembers several steps in sequence to complete multi-step directions (e.g., complete a puzzle, return it to the shelf, and join the group at the rug).</p> <p>APL3.2n Remembers actions that go with stories or songs.</p> <p>APL3.3n Considers ideas from adults and other children in finding a solution or strategy.</p> <p>APL3.3o Demonstrates flexibility and adaptability with less adult prompting (e.g., sharing toys or trying out new materials).</p> <p>APL3.3p Responds consistently to adult suggestions to try out different activities.</p> <p>APL3.5r Sometimes persists in less preferred activities with or without adult support.</p> <p>APL4.1i Follows classroom rules and routines more independently (e.g., morning arrival).</p> <p>APL4.1j Uses classroom materials appropriately.</p> <p>APL4.1k Manages actions, words, and behavior with increasing independence (e.g., matches behavior to context and expectations).</p> <p>SED1.1n Describes themselves (e.g., talks about self in terms of looks, gender, family, and interests).</p> <p>SED1.1o Positively identifies self as a member of a specific culture or</p>

Week	Title	Standards Covered
		<p>group that fits into a larger world picture.</p> <p>SED1.1p Shares other identifying information (e.g., parent's name).</p> <p>SED1.1q Describes a larger range of individual characteristics and interests and communicates how these are similar or different from those of other people.</p> <p>SED1.2k Displays pride in their accomplishments.</p> <p>SED1.3l Acts independently in unfamiliar settings with unfamiliar adults.</p> <p>SED1.3m Attempts to complete tasks independently.</p> <p>SED1.3n Asks for support from adults only when needed.</p> <p>SED2.1j Communicates how other children or adults may be feeling and why (e.g., states that a peer is sad because their toy was taken away).</p> <p>SED2.2k Recognizes appropriate reaction to situations.</p> <p>SED2.3f Demonstrates confidence in meeting own needs.</p> <p>SED2.3g Seeks and accepts help when needed.</p> <p>SED2.4n Exhibits emotional control with or without adult support (e.g., follows group activities although upset).</p> <p>SED2.5h Shows care and concern for others, including comforting others in distress.</p> <p>SED2.5i Begins to recognize the emotions of peers and responds with empathy and compassion.</p> <p>SED2.5j Begins to understand the reasons for others' emotions and responds appropriately (e.g., a child comforts a peer who is upset that they have to clean up their toys).</p> <p>SED3.1n Shows enjoyment in interactions with trusted adults while also demonstrating skills in separating from these adults.</p> <p>SED3.1o Comfortable with being with less familiar adults in a safe setting (e.g., engages with visitor to home or classroom).</p> <p>SED3.2r Demonstrates strategies for participating in social play with peers (e.g., asks to join in game or brings new item to add to existing play).</p> <p>SED3.2s Plays with peers in a coordinated manner including assigning roles, materials, and actions (e.g., sets up and assigns roles in restaurant</p>

Week	Title	Standards Covered
		<p>in dramatic play area).</p> <p>SED3.2t Maintains friendships over time.</p> <p>SED3.2u Responds to the needs of others and tries to help others with simple tasks.</p> <p>SED3.3n Builds on cooperative play, communication, and working memory skills by engaging in dramatic play with several other children, each taking on a particular role in a shared theme.</p> <p>SED3.4d Engages in prosocial behavior such as cooperating, compromising, turn-taking, and resolving social conflict.</p> <p>SED3.4e Expresses feelings and needs in conflict situations (e.g., "I'm feeling upset because you have the truck I need for my racetrack.").</p> <p>CLLD1.1aa Answers questions and adds comments relevant to the topic.</p> <p>CLLD1.1ab Begins to demonstrate understanding of implied messages based on speaker's tone and/or gestures (e.g., finger on lip and saying "shhhh" means be quiet).</p> <p>CLLD1.1ac Understands and responds to words for descriptive concepts (e.g., hard, square).</p> <p>CLLD1.1ad Follows 2-3 step related directions and some new directions related to familiar and daily routines.</p> <p>CLLD1.1ae Demonstrates understanding of communication that includes a variety of complex sentences related to familiar stories, learning activities, and events (e.g., After Clifford the dog came home, he played with Emily Elizabeth).</p> <p>CLLD1.2s Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences (e.g., uses irregular past tense verbs such as came, ran, fell, broke, went, told, did).</p> <p>CLLD1.2t Answers open-ended questions comfortably.</p> <p>CLLD1.2u Retells stories and events in sequence with multiple details (e.g., retells The Three Bears noting three chairs, three beds, etc.).</p> <p>CLLD1.3n Begins to match language to contexts (e.g., voice volume, inflection/rise and fall of voice in speaking, and parting/greeting rituals).</p> <p>CLLD1.3o Engages in multiple back-and-forth conversations with adults in ways that can be goal-directed (such as solving problems).</p> <p>CLLD1.4p Asks and responds to questions with accurate information.</p>

Week	Title	Standards Covered
		<p>CLLD2.1l Distinguishes among a variety of texts and their purposes (e.g., books, shopping lists, etc.).</p> <p>CLLD2.1m Begins to track individual words in text or braille by pointing or touching.</p> <p>CLLD2.2p Listens and responds to a variety of texts and media (e.g., audio book, music and movement).</p> <p>CLLD2.2q Tells fictional or personal stories sequentially and with 3 or more details.</p> <p>CLLD2.2r Begins to understand cause and effect relationships in fiction and nonfiction texts.</p> <p>CLLD2.2s Predicts what will happen next in an unfamiliar story.</p> <p>CLLD2.2t Uses new words learned through listening to stories.</p> <p>CLLD2.4h Recognizes many upper and lower case letters.</p> <p>CLLD2.4i Will use a combination of letters and symbols to represent words.</p> <p>CLLD3.1s Retells or reads their writing to others.</p> <p>CLLD3.1t Represents all letters in their own name, with sequencing, positioning, and reversals still evidenced.</p> <p>CLLD3.1u Begins to produce a correct representation of their name using capital letters, lowercase letters, or a combination of both moving from left to right.</p> <p>CLLD3.1v Begins to copy names of familiar people and objects.</p> <p>HPD1.1q Uses sensory information to guide motions and interactions with objects and other people (e.g., plays games like tag with other children).</p> <p>HPD1.1r Shows increasing awareness of body, space, and relationship to other objects to allow more coordinated movements, actions, and interactions with others (e.g., shows the ability to get in line with other children and walk in line).</p> <p>HPD2.1o Demonstrates more coordinated movement when jumping for height and distance, hopping, and running.</p> <p>HPD2.1p Carries out activities that combine and coordinate large muscle movements, including swinging on a swing, climbing a ladder, dancing to music, or balancing on one leg for longer periods of time.</p>

Week	Title	Standards Covered
		<p>HPD2.1q Shows awareness of one's own body in relation to other people and objects while moving or dancing through space and at varying speeds and levels.</p> <p>HPD2.2f Develops strength and stamina by spending extended periods of time playing and participating in activities that build strength, speed, flexibility, and coordination (e.g., tag, red light - green light).</p> <p>HPD3.1j Uses objects with ease (e.g., fork, spoon, and sometimes a table knife).</p> <p>HPD3.1k Draws smaller figures and includes more detail (e.g., faces with features).</p> <p>HPD3.2j Draws with crayons and markers and cuts with scissors, with moderate levels of precision and control (e.g., cuts along a line or circle).</p> <p>HPD4.1s Uses language to ask adults or peers for the help needed in a particular situation, including acting out stories or in play scenes.</p> <p>HPD4.2o Follows basic safety rules, signs, and labels consistently and anticipates consequences of not following rules.</p> <p>CD1.1k Imitates and uses adults' words and ideas when talking about the physical and natural worlds.</p> <p>CD1.1l Shows detail in drawings, constructions, and demonstrations to show thinking.</p> <p>CD1.2n Uses many sources (e.g., pictures, books) to gather information.</p> <p>CD2.2g Communicates about self as a member of many different groups, such as within a family, classroom, faith community, or sports team.</p> <p>CD2.2h Uses positive social behaviors (taking turns, sharing, helping with jobs) to help meet needs of the group.</p> <p>CD2.2i With adult help, participates with peers in solving problems, settling conflicts, and negotiating plans and decisions.</p> <p>CD2.3g Learns simple vocabulary of other languages spoken in home, classroom, or school community.</p> <p>CD2.3h Represents self and others in drawing with increasing detail and accuracy, including distinguishing features related to physical, racial, and cultural differences.</p> <p>CD3.1q Counts forward to 20 by memory.</p>

Week	Title	Standards Covered
		<p>CD3.1s Shows accuracy in demonstrating one-to-one correspondence for up to 10 objects.</p> <p>CD3.1t Counts up to 10 objects in a line.</p> <p>CD3.1u Answers the question “How many?” for up to 10 objects.</p> <p>CD3.1z Compares sets of objects that range in size from 1-10, as having “more,” “fewer,” or “same.”</p> <p>CD3.4l Identifies, duplicates, extends, and creates simple repeating patterns.</p> <p>CD3.4m Fills in missing elements of simple repeating patterns.</p> <p>CD3.4n Recognizes, names, and extends simple repeating patterns.</p> <p>CD4.1q Follows directions or demonstrations of moving forward, backward, sideways, or in a turning motion.</p> <p>CD4.1r Changes tempo of movements in response to changes in tempo or beat of music.</p> <p>CD4.1s Follows directions or example to stop moving on cue.</p> <p>CD4.1t Reproduces dance steps or movements several times.</p> <p>CD4.1u Uses dance to communicate ideas or feelings.</p> <p>CD4.3n Uses props and dramatic play to explore roles and events in the larger community and world.</p> <p>CD4.4k Begins to draw with planning and purpose to show or tell a story about something in their experience.</p> <p>CD4.4m Begins to describe art and the story it tells.</p>
3	Feelings	<p>APL1.1h Shows curiosity by saying things like, “I wonder what will happen next.”</p> <p>APL1.1i Seeks out new information by asking, “How does that work?”</p> <p>APL1.1j Shows eagerness to learn about a variety of topics.</p> <p>APL2.1o Represents reality through the arts and with art materials (e.g., by creating stories, drawing, or enacting experiences in dramatic play).</p> <p>APL2.1p Utilizes realistic and open-ended materials in cooperative play.</p> <p>APL2.1q Shows purpose and inventiveness in play (e.g., collects different</p>

Week	Title	Standards Covered
		<p>shapes of blocks to build a castle).</p> <p>APL3.1k Focuses attention on tasks and activities like painting or block building for longer periods of time with increasing independence.</p> <p>APL3.1l Sustains engagement with a task that interests them for long periods of time (e.g., works in the art center creating watercolor paintings for 30 minutes).</p> <p>APL3.1m Begins to attend to adult-initiated tasks that are not based on their interests (e.g., participates in a teacher-led small or large group).</p> <p>APL3.2m Remembers several steps in sequence to complete multi-step directions (e.g., complete a puzzle, return it to the shelf, and join the group at the rug).</p> <p>APL3.2n Remembers actions that go with stories or songs.</p> <p>APL3.3n Considers ideas from adults and other children in finding a solution or strategy.</p> <p>APL3.3o Demonstrates flexibility and adaptability with less adult prompting (e.g., sharing toys or trying out new materials).</p> <p>APL3.3p Responds consistently to adult suggestions to try out different activities.</p> <p>APL3.4e Controls impulses with more independence (e.g., walks instead of runs; asks for a turn with a toy instead of grabbing; waits to share out instead of calling out).</p> <p>APL3.4f Uses strategies to help control own actions more frequently such as creating physical distance or finding an alternative toy or activity.</p> <p>APL3.5r Sometimes persists in less preferred activities with or without adult support.</p> <p>APL3.5s Figures out more than one solution to a problem (e.g., using packing tape with strings to hold cardboard pieces together when masking tape doesn't work).</p> <p>APL4.1i Follows classroom rules and routines more independently (e.g., morning arrival).</p> <p>APL4.1j Uses classroom materials appropriately.</p> <p>APL4.1k Manages actions, words, and behavior with increasing independence (e.g., matches behavior to context and expectations).</p> <p>SED1.1n Describes themselves (e.g., talks about self in terms of looks,</p>

Week	Title	Standards Covered
		<p>gender, family, and interests).</p> <p>SED1.2k Displays pride in their accomplishments.</p> <p>SED1.3l Acts independently in unfamiliar settings with unfamiliar adults.</p> <p>SED1.3m Attempts to complete tasks independently.</p> <p>SED1.3n Asks for support from adults only when needed.</p> <p>SED2.1i Begins to recognize their own emotions before reacting (e.g., pauses and takes deep breath when mad).</p> <p>SED2.1j Communicates how other children or adults may be feeling and why (e.g., states that a peer is sad because their toy was taken away).</p> <p>SED2.2k Recognizes appropriate reaction to situations.</p> <p>SED2.2l Uses words and respectful language to express thoughts and emotions (e.g., "I'm frustrated because Jay won't let me play" or "I'm excited to play with my cousin Santiago tomorrow.").</p> <p>SED2.3f Demonstrates confidence in meeting own needs.</p> <p>SED2.3g Seeks and accepts help when needed.</p> <p>SED2.4m Increasingly uses a variety of strategies to self-soothe or solve problems (e.g., goes to a quiet area or uses a fidget toy when upset).</p> <p>SED2.4n Exhibits emotional control with or without adult support (e.g., follows group activities although upset).</p> <p>SED2.5h Shows care and concern for others, including comforting others in distress.</p> <p>SED2.5i Begins to recognize the emotions of peers and responds with empathy and compassion.</p> <p>SED2.5j Begins to understand the reasons for others' emotions and responds appropriately (e.g., a child comforts a peer who is upset that they have to clean up their toys).</p> <p>SED3.1n Shows enjoyment in interactions with trusted adults while also demonstrating skills in separating from these adults.</p> <p>SED3.1o Comfortable with being with less familiar adults in a safe setting (e.g., engages with visitor to home or classroom).</p> <p>SED3.2r Demonstrates strategies for participating in social play with peers (e.g., asks to join in game or brings new item to add to existing</p>

Week	Title	Standards Covered
		<p>play).</p> <p>SED3.2s Plays with peers in a coordinated manner including assigning roles, materials, and actions (e.g., sets up and assigns roles in restaurant in dramatic play area).</p> <p>SED3.2t Maintains friendships over time.</p> <p>SED3.2u Responds to the needs of others and tries to help others with simple tasks.</p> <p>SED3.3n Builds on cooperative play, communication, and working memory skills by engaging in dramatic play with several other children, each taking on a particular role in a shared theme.</p> <p>SED3.4d Engages in prosocial behavior such as cooperating, compromising, turn-taking, and resolving social conflict.</p> <p>SED3.4e Expresses feelings and needs in conflict situations (e.g., "I'm feeling upset because you have the truck I need for my racetrack.").</p> <p>SED3.4f Uses problem-solving strategies independently or with adult prompting when feeling angry or frustrated (e.g., asks peer to trade toys because they want the one-of-a-kind toy).</p> <p>CLLD1.1aa Answers questions and adds comments relevant to the topic.</p> <p>CLLD1.1ab Begins to demonstrate understanding of implied messages based on speaker's tone and/or gestures (e.g., finger on lip and saying "shhhh" means be quiet).</p> <p>CLLD1.1ac Understands and responds to words for descriptive concepts (e.g., hard, square).</p> <p>CLLD1.1ad Follows 2-3 step related directions and some new directions related to familiar and daily routines.</p> <p>CLLD1.1ae Demonstrates understanding of communication that includes a variety of complex sentences related to familiar stories, learning activities, and events (e.g., After Clifford the dog came home, he played with Emily Elizabeth).</p> <p>CLLD1.2s Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences (e.g., uses irregular past tense verbs such as came, ran, fell, broke, went, told, did).</p> <p>CLLD1.2t Answers open-ended questions comfortably.</p> <p>CLLD1.2u Retells stories and events in sequence with multiple details</p>

Week	Title	Standards Covered
		<p>(e.g., retells The Three Bears noting three chairs, three beds, etc.).</p> <p>CLLD1.3n Begins to match language to contexts (e.g., voice volume, inflection/rise and fall of voice in speaking, and parting/greeting rituals).</p> <p>CLLD1.3o Engages in multiple back-and-forth conversations with adults in ways that can be goal-directed (such as solving problems).</p> <p>CLLD1.4p Asks and responds to questions with accurate information.</p> <p>CLLD2.1l Distinguishes among a variety of texts and their purposes (e.g., books, shopping lists, etc.).</p> <p>CLLD2.1m Begins to track individual words in text or braille by pointing or touching.</p> <p>CLLD2.2p Listens and responds to a variety of texts and media (e.g., audio book, music and movement).</p> <p>CLLD2.2q Tells fictional or personal stories sequentially and with 3 or more details.</p> <p>CLLD2.2r Begins to understand cause and effect relationships in fiction and nonfiction texts.</p> <p>CLLD2.2s Predicts what will happen next in an unfamiliar story.</p> <p>CLLD2.2t Uses new words learned through listening to stories.</p> <p>CLLD2.4h Recognizes many upper and lower case letters.</p> <p>CLLD2.4i Will use a combination of letters and symbols to represent words.</p> <p>CLLD3.1s Retells or reads their writing to others.</p> <p>HPD1.1q Uses sensory information to guide motions and interactions with objects and other people (e.g., plays games like tag with other children).</p> <p>HPD1.1r Shows increasing awareness of body, space, and relationship to other objects to allow more coordinated movements, actions, and interactions with others (e.g., shows the ability to get in line with other children and walk in line).</p> <p>HPD2.1o Demonstrates more coordinated movement when jumping for height and distance, hopping, and running.</p> <p>HPD2.1p Carries out activities that combine and coordinate large muscle movements, including swinging on a swing, climbing a ladder, dancing to</p>

Week	Title	Standards Covered
		<p>music, or balancing on one leg for longer periods of time.</p> <p>HPD2.1q Shows awareness of one's own body in relation to other people and objects while moving or dancing through space and at varying speeds and levels.</p> <p>HPD2.2f Develops strength and stamina by spending extended periods of time playing and participating in activities that build strength, speed, flexibility, and coordination (e.g., tag, red light - green light).</p> <p>HPD3.1j Uses objects with ease (e.g., fork, spoon, and sometimes a table knife).</p> <p>HPD3.1k Draws smaller figures and includes more detail (e.g., faces with features).</p> <p>HPD3.2j Draws with crayons and markers and cuts with scissors, with moderate levels of precision and control (e.g., cuts along a line or circle).</p> <p>HPD4.1s Uses language to ask adults or peers for the help needed in a particular situation, including acting out stories or in play scenes.</p> <p>HPD4.2o Follows basic safety rules, signs, and labels consistently and anticipates consequences of not following rules.</p> <p>CD1.1k Imitates and uses adults' words and ideas when talking about the physical and natural worlds.</p> <p>CD1.1l Shows detail in drawings, constructions, and demonstrations to show thinking.</p> <p>CD1.2n Uses many sources (e.g., pictures, books) to gather information.</p> <p>CD2.2h Uses positive social behaviors (taking turns, sharing, helping with jobs) to help meet needs of the group.</p> <p>CD2.2i With adult help, participates with peers in solving problems, settling conflicts, and negotiating plans and decisions.</p> <p>CD2.3g Learns simple vocabulary of other languages spoken in home, classroom, or school community.</p> <p>CD2.3h Represents self and others in drawing with increasing detail and accuracy, including distinguishing features related to physical, racial, and cultural differences.</p> <p>CD3.1q Counts forward to 20 by memory.</p> <p>CD3.1s Shows accuracy in demonstrating one-to-one correspondence for up to 10 objects.</p>

Week	Title	Standards Covered
		<p>CD3.1z Compares sets of objects that range in size from 1-10, as having “more,” “fewer,” or “same.”</p> <p>CD3.4l Identifies, duplicates, extends, and creates simple repeating patterns.</p> <p>CD3.4m Fills in missing elements of simple repeating patterns.</p> <p>CD3.4n Recognizes, names, and extends simple repeating patterns.</p> <p>CD4.1q Follows directions or demonstrations of moving forward, backward, sideways, or in a turning motion.</p> <p>CD4.1r Changes tempo of movements in response to changes in tempo or beat of music.</p> <p>CD4.1s Follows directions or example to stop moving on cue.</p> <p>CD4.1t Reproduces dance steps or movements several times.</p> <p>CD4.1u Uses dance to communicate ideas or feelings.</p> <p>CD4.2t Keeps a steady beat for 8-16 counts by patting body parts or using small instruments.</p> <p>CD4.3n Uses props and dramatic play to explore roles and events in the larger community and world.</p> <p>CD4.4k Begins to draw with planning and purpose to show or tell a story about something in their experience.</p> <p>CD4.4l Draws the human form with more accuracy and detail.</p> <p>CD4.4m Begins to describe art and the story it tells.</p>
4	Family and Friends	<p>APL1.1h Shows curiosity by saying things like, “I wonder what will happen next.”</p> <p>APL1.1i Seeks out new information by asking, “How does that work?”</p> <p>APL1.1j Shows eagerness to learn about a variety of topics.</p> <p>APL2.1o Represents reality through the arts and with art materials (e.g., by creating stories, drawing, or enacting experiences in dramatic play).</p> <p>APL2.1p Utilizes realistic and open-ended materials in cooperative play.</p> <p>APL2.1q Shows purpose and inventiveness in play (e.g., collects different shapes of blocks to build a castle).</p> <p>APL3.1k Focuses attention on tasks and activities like painting or block</p>

Week	Title	Standards Covered
		<p>building for longer periods of time with increasing independence.</p> <p>APL3.1l Sustains engagement with a task that interests them for long periods of time (e.g., works in the art center creating watercolor paintings for 30 minutes).</p> <p>APL3.1m Begins to attend to adult-initiated tasks that are not based on their interests (e.g., participates in a teacher-led small or large group).</p> <p>APL3.2m Remembers several steps in sequence to complete multi-step directions (e.g., complete a puzzle, return it to the shelf, and join the group at the rug).</p> <p>APL3.2n Remembers actions that go with stories or songs.</p> <p>APL3.3o Demonstrates flexibility and adaptability with less adult prompting (e.g., sharing toys or trying out new materials).</p> <p>APL3.3p Responds consistently to adult suggestions to try out different activities.</p> <p>APL3.5r Sometimes persists in less preferred activities with or without adult support.</p> <p>APL4.1i Follows classroom rules and routines more independently (e.g., morning arrival).</p> <p>APL4.1j Uses classroom materials appropriately.</p> <p>APL4.1k Manages actions, words, and behavior with increasing independence (e.g., matches behavior to context and expectations).</p> <p>SED1.1n Describes themselves (e.g., talks about self in terms of looks, gender, family, and interests).</p> <p>SED1.1o Positively identifies self as a member of a specific culture or group that fits into a larger world picture.</p> <p>SED1.1p Shares other identifying information (e.g., parent's name).</p> <p>SED1.1q Describes a larger range of individual characteristics and interests and communicates how these are similar or different from those of other people.</p> <p>SED1.2k Displays pride in their accomplishments.</p> <p>SED1.3l Acts independently in unfamiliar settings with unfamiliar adults.</p> <p>SED1.3m Attempts to complete tasks independently.</p>

Week	Title	Standards Covered
		<p>SED1.3n Asks for support from adults only when needed.</p> <p>SED2.2k Recognizes appropriate reaction to situations.</p> <p>SED2.3f Demonstrates confidence in meeting own needs.</p> <p>SED2.3g Seeks and accepts help when needed.</p> <p>SED2.4n Exhibits emotional control with or without adult support (e.g., follows group activities although upset).</p> <p>SED2.5h Shows care and concern for others, including comforting others in distress.</p> <p>SED2.5i Begins to recognize the emotions of peers and responds with empathy and compassion.</p> <p>SED2.5j Begins to understand the reasons for others' emotions and responds appropriately (e.g., a child comforts a peer who is upset that they have to clean up their toys).</p> <p>SED3.1n Shows enjoyment in interactions with trusted adults while also demonstrating skills in separating from these adults.</p> <p>SED3.1o Comfortable with being with less familiar adults in a safe setting (e.g., engages with visitor to home or classroom).</p> <p>SED3.2r Demonstrates strategies for participating in social play with peers (e.g., asks to join in game or brings new item to add to existing play).</p> <p>SED3.2s Plays with peers in a coordinated manner including assigning roles, materials, and actions (e.g., sets up and assigns roles in restaurant in dramatic play area).</p> <p>SED3.2t Maintains friendships over time.</p> <p>SED3.2u Responds to the needs of others and tries to help others with simple tasks.</p> <p>SED3.3n Builds on cooperative play, communication, and working memory skills by engaging in dramatic play with several other children, each taking on a particular role in a shared theme.</p> <p>SED3.4d Engages in prosocial behavior such as cooperating, compromising, turn-taking, and resolving social conflict.</p> <p>SED3.4e Expresses feelings and needs in conflict situations (e.g., "I'm feeling upset because you have the truck I need for my racetrack.").</p> <p>SED3.4f Uses problem-solving strategies independently or with adult</p>

Week	Title	Standards Covered
		<p>prompting when feeling angry or frustrated (e.g., asks peer to trade toys because they want the one-of-a-kind toy).</p> <p>CLLD1.1aa Answers questions and adds comments relevant to the topic.</p> <p>CLLD1.1ab Begins to demonstrate understanding of implied messages based on speaker's tone and/or gestures (e.g., finger on lip and saying "shhhh" means be quiet).</p> <p>CLLD1.1ac Understands and responds to words for descriptive concepts (e.g., hard, square).</p> <p>CLLD1.1ad Follows 2-3 step related directions and some new directions related to familiar and daily routines.</p> <p>CLLD1.1ae Demonstrates understanding of communication that includes a variety of complex sentences related to familiar stories, learning activities, and events (e.g., After Clifford the dog came home, he played with Emily Elizabeth).</p> <p>CLLD1.2s Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences (e.g., uses irregular past tense verbs such as came, ran, fell, broke, went, told, did).</p> <p>CLLD1.2t Answers open-ended questions comfortably.</p> <p>CLLD1.2u Retells stories and events in sequence with multiple details (e.g., retells The Three Bears noting three chairs, three beds, etc.).</p> <p>CLLD1.3n Begins to match language to contexts (e.g., voice volume, inflection/rise and fall of voice in speaking, and parting/greeting rituals).</p> <p>CLLD1.3o Engages in multiple back-and-forth conversations with adults in ways that can be goal-directed (such as solving problems).</p> <p>CLLD1.4p Asks and responds to questions with accurate information.</p> <p>CLLD2.1l Distinguishes among a variety of texts and their purposes (e.g., books, shopping lists, etc.).</p> <p>CLLD2.1m Begins to track individual words in text or braille by pointing or touching.</p> <p>CLLD2.2p Listens and responds to a variety of texts and media (e.g., audio book, music and movement).</p> <p>CLLD2.2q Tells fictional or personal stories sequentially and with 3 or more details.</p> <p>CLLD2.2r Begins to understand cause and effect relationships in fiction</p>

Week	Title	Standards Covered
		<p>and nonfiction texts.</p> <p>CLLD2.2s Predicts what will happen next in an unfamiliar story.</p> <p>CLLD2.2t Uses new words learned through listening to stories.</p> <p>CLLD2.4h Recognizes many upper and lower case letters.</p> <p>CLLD2.4i Will use a combination of letters and symbols to represent words.</p> <p>CLLD3.1s Retells or reads their writing to others.</p> <p>HPD1.1q Uses sensory information to guide motions and interactions with objects and other people (e.g., plays games like tag with other children).</p> <p>HPD1.1r Shows increasing awareness of body, space, and relationship to other objects to allow more coordinated movements, actions, and interactions with others (e.g., shows the ability to get in line with other children and walk in line).</p> <p>HPD2.1o Demonstrates more coordinated movement when jumping for height and distance, hopping, and running.</p> <p>HPD2.1p Carries out activities that combine and coordinate large muscle movements, including swinging on a swing, climbing a ladder, dancing to music, or balancing on one leg for longer periods of time.</p> <p>HPD2.1q Shows awareness of one's own body in relation to other people and objects while moving or dancing through space and at varying speeds and levels.</p> <p>HPD2.2f Develops strength and stamina by spending extended periods of time playing and participating in activities that build strength, speed, flexibility, and coordination (e.g., tag, red light - green light).</p> <p>HPD3.1j Uses objects with ease (e.g., fork, spoon, and sometimes a table knife).</p> <p>HPD3.1k Draws smaller figures and includes more detail (e.g., faces with features).</p> <p>HPD3.2j Draws with crayons and markers and cuts with scissors, with moderate levels of precision and control (e.g., cuts along a line or circle).</p> <p>HPD4.1s Uses language to ask adults or peers for the help needed in a particular situation, including acting out stories or in play scenes.</p> <p>HPD4.2o Follows basic safety rules, signs, and labels consistently and</p>

Week	Title	Standards Covered
		<p>anticipates consequences of not following rules.</p> <p>CD1.1k Imitates and uses adults' words and ideas when talking about the physical and natural worlds.</p> <p>CD1.1l Shows detail in drawings, constructions, and demonstrations to show thinking.</p> <p>CD1.2n Uses many sources (e.g., pictures, books) to gather information.</p> <p>CD2.1n Communicates about the roles of people in the community encountered directly (caregiver or educator) and roles introduced through pictures, books, and other media (artists, cooks, cashiers, construction workers).</p> <p>CD2.1o Uses props and dramatic play to show growing awareness of things and events in the larger world (using a computer, driving a bus).</p> <p>CD2.1p Shows more detail in drawings, buildings, models, and performances, reflecting their thinking and understanding about social connections.</p> <p>CD2.2g Communicates about self as a member of many different groups, such as within a family, classroom, faith community, or sports team.</p> <p>CD2.2h Uses positive social behaviors (taking turns, sharing, helping with jobs) to help meet needs of the group.</p> <p>CD2.2i With adult help, participates with peers in solving problems, settling conflicts, and negotiating plans and decisions.</p> <p>CD2.3g Learns simple vocabulary of other languages spoken in home, classroom, or school community.</p> <p>CD2.3h Represents self and others in drawing with increasing detail and accuracy, including distinguishing features related to physical, racial, and cultural differences.</p> <p>CD2.3i With adult help, notices and communicates about different family structures represented in the group.</p> <p>CD2.3j Communicates about own family's culture and traditions and accepts that children and families are different.</p> <p>CD3.1q Counts forward to 20 by memory.</p> <p>CD3.1s Shows accuracy in demonstrating one-to-one correspondence for up to 10 objects.</p>

Week	Title	Standards Covered
		<p>CD3.1t Counts up to 10 objects in a line.</p> <p>CD3.1u Answers the question “How many?” for up to 10 objects.</p> <p>CD3.1z Compares sets of objects that range in size from 1-10, as having “more,” “fewer,” or “same.”</p> <p>CD3.2c Solves addition (joining) problems using manipulatives (e.g., fingers, objects, tally marks).</p> <p>CD3.2d Solves subtraction (separating) problems using manipulatives (e.g., fingers, objects, tally marks).</p> <p>CD3.2e With adult help, uses “counting on” as a strategy to solve addition (joining) problems (e.g., “I have 3 and 2 more gives me 4, 5”).</p> <p>CD3.2f With adult help, uses “counting back from” as a strategy to solve subtraction (separating) problems (e.g., To take away 3 from 5, “5,4,3...leaves 2”).</p> <p>CD3.3s Uses smaller shapes to compose larger and different shapes (e.g., two triangles make one square).</p> <p>CD3.3t Correctly names squares, rectangles, and triangles regardless of size or orientation.</p> <p>CD3.3u Describes attributes of two- and three-dimensional shapes (e.g., “A square has four corners/angles,” “a triangle has three straight sides”).</p> <p>CD3.3v Draws and describes pictures that show relative locations and uses terms like “near to” or “closer to.”</p> <p>CD4.1q Follows directions or demonstrations of moving forward, backward, sideways, or in a turning motion.</p> <p>CD4.1r Changes tempo of movements in response to changes in tempo or beat of music.</p> <p>CD4.1s Follows directions or example to stop moving on cue.</p> <p>CD4.1t Reproduces dance steps or movements several times.</p> <p>CD4.1u Uses dance to communicate ideas or feelings.</p> <p>CD4.2s Creates original lyrics and songs.</p> <p>CD4.2t Keeps a steady beat for 8-16 counts by patting body parts or using small instruments.</p> <p>CD4.2v Uses songs, simple instruments, and found materials to create</p>

Week	Title	Standards Covered
		<p>music that expresses mood, story, or relationships.</p> <p>CD4.3n Uses props and dramatic play to explore roles and events in the larger community and world.</p> <p>CD4.3o Negotiates roles and dialogue with peers and adapts to the needs of the group in dramatic play.</p> <p>CD4.4k Begins to draw with planning and purpose to show or tell a story about something in their experience.</p> <p>CD4.4l Draws the human form with more accuracy and detail.</p> <p>CD4.4m Begins to describe art and the story it tells.</p>
5	In the Neighborhood	<p>APL1.1h Shows curiosity by saying things like, "I wonder what will happen next."</p> <p>APL1.1i Seeks out new information by asking, "How does that work?"</p> <p>APL1.1j Shows eagerness to learn about a variety of topics.</p> <p>APL2.1o Represents reality through the arts and with art materials (e.g., by creating stories, drawing, or enacting experiences in dramatic play).</p> <p>APL2.1p Utilizes realistic and open-ended materials in cooperative play.</p> <p>APL2.1q Shows purpose and inventiveness in play (e.g., collects different shapes of blocks to build a castle).</p> <p>APL3.1k Focuses attention on tasks and activities like painting or block building for longer periods of time with increasing independence.</p> <p>APL3.1l Sustains engagement with a task that interests them for long periods of time (e.g., works in the art center creating watercolor paintings for 30 minutes).</p> <p>APL3.1m Begins to attend to adult-initiated tasks that are not based on their interests (e.g., participates in a teacher-led small or large group).</p> <p>APL3.2m Remembers several steps in sequence to complete multi-step directions (e.g., complete a puzzle, return it to the shelf, and join the group at the rug).</p> <p>APL3.2n Remembers actions that go with stories or songs.</p> <p>APL3.3o Demonstrates flexibility and adaptability with less adult prompting (e.g., sharing toys or trying out new materials).</p> <p>APL3.3p Responds consistently to adult suggestions to try out different</p>

Week	Title	Standards Covered
		<p>activities.</p> <p>APL3.5r Sometimes persists in less preferred activities with or without adult support.</p> <p>APL4.1i Follows classroom rules and routines more independently (e.g., morning arrival).</p> <p>APL4.1j Uses classroom materials appropriately.</p> <p>APL4.1k Manages actions, words, and behavior with increasing independence (e.g., matches behavior to context and expectations).</p> <p>SED1.1n Describes themselves (e.g., talks about self in terms of looks, gender, family, and interests).</p> <p>SED1.2k Displays pride in their accomplishments.</p> <p>SED1.3l Acts independently in unfamiliar settings with unfamiliar adults.</p> <p>SED1.3m Attempts to complete tasks independently.</p> <p>SED1.3n Asks for support from adults only when needed.</p> <p>SED2.2k Recognizes appropriate reaction to situations.</p> <p>SED2.3f Demonstrates confidence in meeting own needs.</p> <p>SED2.3g Seeks and accepts help when needed.</p> <p>SED2.4n Exhibits emotional control with or without adult support (e.g., follows group activities although upset).</p> <p>SED2.5h Shows care and concern for others, including comforting others in distress.</p> <p>SED2.5i Begins to recognize the emotions of peers and responds with empathy and compassion.</p> <p>SED3.1n Shows enjoyment in interactions with trusted adults while also demonstrating skills in separating from these adults.</p> <p>SED3.1o Comfortable with being with less familiar adults in a safe setting (e.g., engages with visitor to home or classroom).</p> <p>SED3.2r Demonstrates strategies for participating in social play with peers (e.g., asks to join in game or brings new item to add to existing play).</p> <p>SED3.2s Plays with peers in a coordinated manner including assigning roles, materials, and actions (e.g., sets up and assigns roles in restaurant</p>

Week	Title	Standards Covered
		<p>in dramatic play area).</p> <p>SED3.2t Maintains friendships over time.</p> <p>SED3.3n Builds on cooperative play, communication, and working memory skills by engaging in dramatic play with several other children, each taking on a particular role in a shared theme.</p> <p>SED3.4d Engages in prosocial behavior such as cooperating, compromising, turn-taking, and resolving social conflict.</p> <p>CLLD1.1aa Answers questions and adds comments relevant to the topic.</p> <p>CLLD1.1ab Begins to demonstrate understanding of implied messages based on speaker's tone and/or gestures (e.g., finger on lip and saying "shhhh" means be quiet).</p> <p>CLLD1.1ac Understands and responds to words for descriptive concepts (e.g., hard, square).</p> <p>CLLD1.1ad Follows 2-3 step related directions and some new directions related to familiar and daily routines.</p> <p>CLLD1.1ae Demonstrates understanding of communication that includes a variety of complex sentences related to familiar stories, learning activities, and events (e.g., After Clifford the dog came home, he played with Emily Elizabeth).</p> <p>CLLD1.2s Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences (e.g., uses irregular past tense verbs such as came, ran, fell, broke, went, told, did).</p> <p>CLLD1.2t Answers open-ended questions comfortably.</p> <p>CLLD1.2u Retells stories and events in sequence with multiple details (e.g., retells The Three Bears noting three chairs, three beds, etc.).</p> <p>CLLD1.3n Begins to match language to contexts (e.g., voice volume, inflection/rise and fall of voice in speaking, and parting/greeting rituals).</p> <p>CLLD1.3o Engages in multiple back-and-forth conversations with adults in ways that can be goal-directed (such as solving problems).</p> <p>CLLD1.4p Asks and responds to questions with accurate information.</p> <p>CLLD2.1l Distinguishes among a variety of texts and their purposes (e.g., books, shopping lists, etc.).</p> <p>CLLD2.1m Begins to track individual words in text or braille by pointing or touching.</p>

Week	Title	Standards Covered
		<p>CLLD2.2p Listens and responds to a variety of texts and media (e.g., audio book, music and movement).</p> <p>CLLD2.2q Tells fictional or personal stories sequentially and with 3 or more details.</p> <p>CLLD2.2r Begins to understand cause and effect relationships in fiction and nonfiction texts.</p> <p>CLLD2.2s Predicts what will happen next in an unfamiliar story.</p> <p>CLLD2.2t Uses new words learned through listening to stories.</p> <p>CLLD2.4h Recognizes many upper and lower case letters.</p> <p>CLLD2.4i Will use a combination of letters and symbols to represent words.</p> <p>HPD1.1q Uses sensory information to guide motions and interactions with objects and other people (e.g., plays games like tag with other children).</p> <p>HPD1.1r Shows increasing awareness of body, space, and relationship to other objects to allow more coordinated movements, actions, and interactions with others (e.g., shows the ability to get in line with other children and walk in line).</p> <p>HPD2.1o Demonstrates more coordinated movement when jumping for height and distance, hopping, and running.</p> <p>HPD2.1p Carries out activities that combine and coordinate large muscle movements, including swinging on a swing, climbing a ladder, dancing to music, or balancing on one leg for longer periods of time.</p> <p>HPD2.1q Shows awareness of one's own body in relation to other people and objects while moving or dancing through space and at varying speeds and levels.</p> <p>HPD2.2f Develops strength and stamina by spending extended periods of time playing and participating in activities that build strength, speed, flexibility, and coordination (e.g., tag, red light - green light).</p> <p>HPD3.1j Uses objects with ease (e.g., fork, spoon, and sometimes a table knife).</p> <p>HPD3.1k Draws smaller figures and includes more detail (e.g., faces with features).</p> <p>HPD3.2j Draws with crayons and markers and cuts with scissors, with</p>

Week	Title	Standards Covered
		<p>moderate levels of precision and control (e.g., cuts along a line or circle).</p> <p>HPD4.1s Uses language to ask adults or peers for the help needed in a particular situation, including acting out stories or in play scenes.</p> <p>HPD4.2o Follows basic safety rules, signs, and labels consistently and anticipates consequences of not following rules.</p> <p>CD1.1j Compares and categorizes observable phenomena (e.g., by collecting, organizing, and describing materials according to their physical characteristics).</p> <p>CD1.1k Imitates and uses adults' words and ideas when talking about the physical and natural worlds.</p> <p>CD1.1l Shows detail in drawings, constructions, and demonstrations to show thinking.</p> <p>CD1.2n Uses many sources (e.g., pictures, books) to gather information.</p> <p>CD1.2o With adult guidance, plans and conducts investigations.</p> <p>CD1.2p Analyzes results, draws conclusions, and communicates results.</p> <p>CD1.2q Collaborates with others to conduct investigations.</p> <p>CD2.1n Communicates about the roles of people in the community encountered directly (caregiver or educator) and roles introduced through pictures, books, and other media (artists, cooks, cashiers, construction workers).</p> <p>CD2.1o Uses props and dramatic play to show growing awareness of things and events in the larger world (using a computer, driving a bus).</p> <p>CD2.1p Shows more detail in drawings, buildings, models, and performances, reflecting their thinking and understanding about social connections.</p> <p>CD2.2g Communicates about self as a member of many different groups, such as within a family, classroom, faith community, or sports team.</p> <p>CD2.2h Uses positive social behaviors (taking turns, sharing, helping with jobs) to help meet needs of the group.</p> <p>CD2.2i With adult help, participates with peers in solving problems, settling conflicts, and negotiating plans and decisions.</p> <p>CD2.3g Learns simple vocabulary of other languages spoken in home, classroom, or school community.</p>

Week	Title	Standards Covered
		<p>CD2.3h Represents self and others in drawing with increasing detail and accuracy, including distinguishing features related to physical, racial, and cultural differences.</p> <p>CD3.1q Counts forward to 20 by memory.</p> <p>CD3.1s Shows accuracy in demonstrating one-to-one correspondence for up to 10 objects.</p> <p>CD3.1t Counts up to 10 objects in a line.</p> <p>CD3.1u Answers the question “How many?” for up to 10 objects.</p> <p>CD3.1z Compares sets of objects that range in size from 1-10, as having “more,” “fewer,” or “same.”</p> <p>CD3.2c Solves addition (joining) problems using manipulatives (e.g., fingers, objects, tally marks).</p> <p>CD3.2d Solves subtraction (separating) problems using manipulatives (e.g., fingers, objects, tally marks).</p> <p>CD3.2e With adult help, uses “counting on” as a strategy to solve addition (joining) problems (e.g., “I have 3 and 2 more gives me 4, 5”).</p> <p>CD3.2f With adult help, uses “counting back from” as a strategy to solve subtraction (separating) problems (e.g., To take away 3 from 5, “5,4,3...leaves 2”).</p> <p>CD3.3s Uses smaller shapes to compose larger and different shapes (e.g., two triangles make one square).</p> <p>CD3.3t Correctly names squares, rectangles, and triangles regardless of size or orientation.</p> <p>CD3.3u Describes attributes of two- and three-dimensional shapes (e.g., “A square has four corners/angles,” “a triangle has three straight sides”).</p> <p>CD3.3v Draws and describes pictures that show relative locations and uses terms like “near to” or “closer to.”</p> <p>CD3.4l Identifies, duplicates, extends, and creates simple repeating patterns.</p> <p>CD3.4m Fills in missing elements of simple repeating patterns.</p> <p>CD3.4n Recognizes, names, and extends simple repeating patterns.</p> <p>CD3.5g Directly compares the length or volume of two objects.</p> <p>CD3.5h Uses comparative language to describe and compare objects</p>

Week	Title	Standards Covered
		<p>using attributes (e.g., longer, shorter, lighter, heavier, etc.).</p> <p>CD3.5j With adult support, compares or orders up to 5 objects based on their measurable attributes, such as height or weight.</p> <p>CD3.5k With adult support, recognizes that different attributes such as weight, height, and volume require different tools to measure.</p> <p>CD3.5l With adult support, demonstrates “size seriation” by comparing and ordering objects according to measured attribute/characteristic (e.g., places books on shelf according to measured size).</p> <p>CD3.5m With adult support, explores tools of measurement such as rulers, scales, and measuring cups, using the appropriate tool for the attribute/characteristic being measured.</p> <p>CD3.5n With instruction, shows an awareness of time by talking about events with words such as before, after, and later.</p> <p>CD4.1q Follows directions or demonstrations of moving forward, backward, sideways, or in a turning motion.</p> <p>CD4.1r Changes tempo of movements in response to changes in tempo or beat of music.</p> <p>CD4.1s Follows directions or example to stop moving on cue.</p> <p>CD4.1t Reproduces dance steps or movements several times.</p> <p>CD4.1u Uses dance to communicate ideas or feelings.</p> <p>CD4.2s Creates original lyrics and songs.</p> <p>CD4.2t Keeps a steady beat for 8-16 counts by patting body parts or using small instruments.</p> <p>CD4.2v Uses songs, simple instruments, and found materials to create music that expresses mood, story, or relationships.</p> <p>CD4.3n Uses props and dramatic play to explore roles and events in the larger community and world.</p> <p>CD4.3o Negotiates roles and dialogue with peers and adapts to the needs of the group in dramatic play.</p> <p>CD4.4k Begins to draw with planning and purpose to show or tell a story about something in their experience.</p> <p>CD4.4l Draws the human form with more accuracy and detail.</p>

Week	Title	Standards Covered
		CD4.4m Begins to describe art and the story it tells.
6	Workers and Helpers	<p>APL1.1h Shows curiosity by saying things like, "I wonder what will happen next."</p> <p>APL1.1i Seeks out new information by asking, "How does that work?"</p> <p>APL1.1j Shows eagerness to learn about a variety of topics.</p> <p>APL2.1o Represents reality through the arts and with art materials (e.g., by creating stories, drawing, or enacting experiences in dramatic play).</p> <p>APL2.1p Utilizes realistic and open-ended materials in cooperative play.</p> <p>APL2.1q Shows purpose and inventiveness in play (e.g., collects different shapes of blocks to build a castle).</p> <p>APL3.1k Focuses attention on tasks and activities like painting or block building for longer periods of time with increasing independence.</p> <p>APL3.1l Sustains engagement with a task that interests them for long periods of time (e.g., works in the art center creating watercolor paintings for 30 minutes).</p> <p>APL3.1m Begins to attend to adult-initiated tasks that are not based on their interests (e.g., participates in a teacher-led small or large group).</p> <p>APL3.2m Remembers several steps in sequence to complete multi-step directions (e.g., complete a puzzle, return it to the shelf, and join the group at the rug).</p> <p>APL3.2n Remembers actions that go with stories or songs.</p> <p>APL3.3o Demonstrates flexibility and adaptability with less adult prompting (e.g., sharing toys or trying out new materials).</p> <p>APL3.3p Responds consistently to adult suggestions to try out different activities.</p> <p>APL3.5r Sometimes persists in less preferred activities with or without adult support.</p> <p>APL4.1i Follows classroom rules and routines more independently (e.g., morning arrival).</p> <p>APL4.1j Uses classroom materials appropriately.</p> <p>APL4.1k Manages actions, words, and behavior with increasing independence (e.g., matches behavior to context and expectations).</p>

Week	Title	Standards Covered
		<p>SED1.1n Describes themselves (e.g., talks about self in terms of looks, gender, family, and interests).</p> <p>SED1.2k Displays pride in their accomplishments.</p> <p>SED1.3l Acts independently in unfamiliar settings with unfamiliar adults.</p> <p>SED1.3m Attempts to complete tasks independently.</p> <p>SED1.3n Asks for support from adults only when needed.</p> <p>SED2.2k Recognizes appropriate reaction to situations.</p> <p>SED2.3f Demonstrates confidence in meeting own needs.</p> <p>SED2.3g Seeks and accepts help when needed.</p> <p>SED2.4n Exhibits emotional control with or without adult support (e.g., follows group activities although upset).</p> <p>SED2.5h Shows care and concern for others, including comforting others in distress.</p> <p>SED2.5i Begins to recognize the emotions of peers and responds with empathy and compassion.</p> <p>SED3.1n Shows enjoyment in interactions with trusted adults while also demonstrating skills in separating from these adults.</p> <p>SED3.1o Comfortable with being with less familiar adults in a safe setting (e.g., engages with visitor to home or classroom).</p> <p>SED3.2r Demonstrates strategies for participating in social play with peers (e.g., asks to join in game or brings new item to add to existing play).</p> <p>SED3.2s Plays with peers in a coordinated manner including assigning roles, materials, and actions (e.g., sets up and assigns roles in restaurant in dramatic play area).</p> <p>SED3.2t Maintains friendships over time.</p> <p>SED3.3n Builds on cooperative play, communication, and working memory skills by engaging in dramatic play with several other children, each taking on a particular role in a shared theme.</p> <p>SED3.4d Engages in prosocial behavior such as cooperating, compromising, turn-taking, and resolving social conflict.</p> <p>CLLD1.1aa Answers questions and adds comments relevant to the topic.</p>

Week	Title	Standards Covered
		<p>CLLD1.1ab Begins to demonstrate understanding of implied messages based on speaker's tone and/or gestures (e.g., finger on lip and saying "shhhh" means be quiet).</p> <p>CLLD1.1ac Understands and responds to words for descriptive concepts (e.g., hard, square).</p> <p>CLLD1.1ad Follows 2-3 step related directions and some new directions related to familiar and daily routines.</p> <p>CLLD1.1ae Demonstrates understanding of communication that includes a variety of complex sentences related to familiar stories, learning activities, and events (e.g., After Clifford the dog came home, he played with Emily Elizabeth).</p> <p>CLLD1.2s Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences (e.g., uses irregular past tense verbs such as came, ran, fell, broke, went, told, did).</p> <p>CLLD1.2t Answers open-ended questions comfortably.</p> <p>CLLD1.2u Retells stories and events in sequence with multiple details (e.g., retells The Three Bears noting three chairs, three beds, etc.).</p> <p>CLLD1.3n Begins to match language to contexts (e.g., voice volume, inflection/rise and fall of voice in speaking, and parting/greeting rituals).</p> <p>CLLD1.3o Engages in multiple back-and-forth conversations with adults in ways that can be goal-directed (such as solving problems).</p> <p>CLLD1.4p Asks and responds to questions with accurate information.</p> <p>CLLD2.1l Distinguishes among a variety of texts and their purposes (e.g., books, shopping lists, etc.).</p> <p>CLLD2.1m Begins to track individual words in text or braille by pointing or touching.</p> <p>CLLD2.2p Listens and responds to a variety of texts and media (e.g., audio book, music and movement).</p> <p>CLLD2.2q Tells fictional or personal stories sequentially and with 3 or more details.</p> <p>CLLD2.2r Begins to understand cause and effect relationships in fiction and nonfiction texts.</p> <p>CLLD2.2s Predicts what will happen next in an unfamiliar story.</p> <p>CLLD2.2t Uses new words learned through listening to stories.</p>

Week	Title	Standards Covered
		<p>CLLD2.4h Recognizes many upper and lower case letters.</p> <p>CLLD2.4i Will use a combination of letters and symbols to represent words.</p> <p>HPD1.1q Uses sensory information to guide motions and interactions with objects and other people (e.g., plays games like tag with other children).</p> <p>HPD1.1r Shows increasing awareness of body, space, and relationship to other objects to allow more coordinated movements, actions, and interactions with others (e.g., shows the ability to get in line with other children and walk in line).</p> <p>HPD2.1o Demonstrates more coordinated movement when jumping for height and distance, hopping, and running.</p> <p>HPD2.1p Carries out activities that combine and coordinate large muscle movements, including swinging on a swing, climbing a ladder, dancing to music, or balancing on one leg for longer periods of time.</p> <p>HPD2.1q Shows awareness of one's own body in relation to other people and objects while moving or dancing through space and at varying speeds and levels.</p> <p>HPD2.2f Develops strength and stamina by spending extended periods of time playing and participating in activities that build strength, speed, flexibility, and coordination (e.g., tag, red light - green light).</p> <p>HPD3.1j Uses objects with ease (e.g., fork, spoon, and sometimes a table knife).</p> <p>HPD3.1k Draws smaller figures and includes more detail (e.g., faces with features).</p> <p>HPD3.2j Draws with crayons and markers and cuts with scissors, with moderate levels of precision and control (e.g., cuts along a line or circle).</p> <p>HPD4.1s Uses language to ask adults or peers for the help needed in a particular situation, including acting out stories or in play scenes.</p> <p>HPD4.2o Follows basic safety rules, signs, and labels consistently and anticipates consequences of not following rules.</p> <p>CD1.1k Imitates and uses adults' words and ideas when talking about the physical and natural worlds.</p> <p>CD1.1l Shows detail in drawings, constructions, and demonstrations to show thinking.</p>

Week	Title	Standards Covered
		<p>CD1.2n Uses many sources (e.g., pictures, books) to gather information.</p> <p>CD1.2o With adult guidance, plans and conducts investigations.</p> <p>CD1.2p Analyzes results, draws conclusions, and communicates results.</p> <p>CD1.2q Collaborates with others to conduct investigations.</p> <p>CD2.1n Communicates about the roles of people in the community encountered directly (caregiver or educator) and roles introduced through pictures, books, and other media (artists, cooks, cashiers, construction workers).</p> <p>CD2.1o Uses props and dramatic play to show growing awareness of things and events in the larger world (using a computer, driving a bus).</p> <p>CD2.1p Shows more detail in drawings, buildings, models, and performances, reflecting their thinking and understanding about social connections.</p> <p>CD2.2h Uses positive social behaviors (taking turns, sharing, helping with jobs) to help meet needs of the group.</p> <p>CD2.2i With adult help, participates with peers in solving problems, settling conflicts, and negotiating plans and decisions.</p> <p>CD2.3g Learns simple vocabulary of other languages spoken in home, classroom, or school community.</p> <p>CD2.3h Represents self and others in drawing with increasing detail and accuracy, including distinguishing features related to physical, racial, and cultural differences.</p> <p>CD3.1q Counts forward to 20 by memory.</p> <p>CD3.1s Shows accuracy in demonstrating one-to-one correspondence for up to 10 objects.</p> <p>CD3.1t Counts up to 10 objects in a line.</p> <p>CD3.1u Answers the question "How many?" for up to 10 objects.</p> <p>CD3.1z Compares sets of objects that range in size from 1-10, as having "more," "fewer," or "same."</p> <p>CD3.2c Solves addition (joining) problems using manipulatives (e.g., fingers, objects, tally marks).</p> <p>CD3.2d Solves subtraction (separating) problems using manipulatives (e.g., fingers, objects, tally marks).</p>

Week	Title	Standards Covered
		<p>CD3.2e With adult help, uses “counting on” as a strategy to solve addition (joining) problems (e.g., “I have 3 and 2 more gives me 4, 5”).</p> <p>CD3.2f With adult help, uses “counting back from” as a strategy to solve subtraction (separating) problems (e.g., To take away 3 from 5, “5,4,3...leaves 2”).</p> <p>CD3.3t Correctly names squares, rectangles, and triangles regardless of size or orientation.</p> <p>CD3.3v Draws and describes pictures that show relative locations and uses terms like “near to” or “closer to.”</p> <p>CD3.4l Identifies, duplicates, extends, and creates simple repeating patterns.</p> <p>CD3.4m Fills in missing elements of simple repeating patterns.</p> <p>CD3.4n Recognizes, names, and extends simple repeating patterns.</p> <p>CD3.5g Directly compares the length or volume of two objects.</p> <p>CD3.5i With adult support, measures using the same non-standard unit, such as putting together snap cubes to see how tall a book is.</p> <p>CD3.5j With adult support, compares or orders up to 5 objects based on their measurable attributes, such as height or weight.</p> <p>CD3.5k With adult support, recognizes that different attributes such as weight, height, and volume require different tools to measure.</p> <p>CD3.5l With adult support, demonstrates “size seriation” by comparing and ordering objects according to measured attribute/characteristic (e.g., places books on shelf according to measured size).</p> <p>CD3.5m With adult support, explores tools of measurement such as rulers, scales, and measuring cups, using the appropriate tool for the attribute/characteristic being measured.</p> <p>CD3.5n With instruction, shows an awareness of time by talking about events with words such as before, after, and later.</p> <p>CD4.1q Follows directions or demonstrations of moving forward, backward, sideways, or in a turning motion.</p> <p>CD4.1r Changes tempo of movements in response to changes in tempo or beat of music.</p> <p>CD4.1s Follows directions or example to stop moving on cue.</p>

Week	Title	Standards Covered
		<p>CD4.1t Reproduces dance steps or movements several times.</p> <p>CD4.1u Uses dance to communicate ideas or feelings.</p> <p>CD4.2s Creates original lyrics and songs.</p> <p>CD4.2t Keeps a steady beat for 8-16 counts by patting body parts or using small instruments.</p> <p>CD4.2v Uses songs, simple instruments, and found materials to create music that expresses mood, story, or relationships.</p> <p>CD4.3n Uses props and dramatic play to explore roles and events in the larger community and world.</p> <p>CD4.3o Negotiates roles and dialogue with peers and adapts to the needs of the group in dramatic play.</p> <p>CD4.4k Begins to draw with planning and purpose to show or tell a story about something in their experience.</p> <p>CD4.4l Draws the human form with more accuracy and detail.</p> <p>CD4.4m Begins to describe art and the story it tells.</p>
7	Staying Healthy	<p>APL1.1h Shows curiosity by saying things like, "I wonder what will happen next."</p> <p>APL1.1i Seeks out new information by asking, "How does that work?"</p> <p>APL1.1j Shows eagerness to learn about a variety of topics.</p> <p>APL2.1o Represents reality through the arts and with art materials (e.g., by creating stories, drawing, or enacting experiences in dramatic play).</p> <p>APL2.1p Utilizes realistic and open-ended materials in cooperative play.</p> <p>APL2.1q Shows purpose and inventiveness in play (e.g., collects different shapes of blocks to build a castle).</p> <p>APL3.1k Focuses attention on tasks and activities like painting or block building for longer periods of time with increasing independence.</p> <p>APL3.1l Sustains engagement with a task that interests them for long periods of time (e.g., works in the art center creating watercolor paintings for 30 minutes).</p> <p>APL3.1m Begins to attend to adult-initiated tasks that are not based on their interests (e.g., participates in a teacher-led small or large group).</p> <p>APL3.2m Remembers several steps in sequence to complete multi-step</p>

Week	Title	Standards Covered
		<p>directions (e.g., complete a puzzle, return it to the shelf, and join the group at the rug).</p> <p>APL3.2n Remembers actions that go with stories or songs.</p> <p>APL3.3n Considers ideas from adults and other children in finding a solution or strategy.</p> <p>APL3.3o Demonstrates flexibility and adaptability with less adult prompting (e.g., sharing toys or trying out new materials).</p> <p>APL3.3p Responds consistently to adult suggestions to try out different activities.</p> <p>APL3.4e Controls impulses with more independence (e.g., walks instead of runs; asks for a turn with a toy instead of grabbing; waits to share out instead of calling out).</p> <p>APL3.5r Sometimes persists in less preferred activities with or without adult support.</p> <p>APL4.1i Follows classroom rules and routines more independently (e.g., morning arrival).</p> <p>APL4.1j Uses classroom materials appropriately.</p> <p>APL4.1k Manages actions, words, and behavior with increasing independence (e.g., matches behavior to context and expectations).</p> <p>SED1.1n Describes themselves (e.g., talks about self in terms of looks, gender, family, and interests).</p> <p>SED1.2k Displays pride in their accomplishments.</p> <p>SED1.3l Acts independently in unfamiliar settings with unfamiliar adults.</p> <p>SED1.3m Attempts to complete tasks independently.</p> <p>SED1.3n Asks for support from adults only when needed.</p> <p>SED2.1i Begins to recognize their own emotions before reacting (e.g., pauses and takes deep breath when mad).</p> <p>SED2.2k Recognizes appropriate reaction to situations.</p> <p>SED2.3f Demonstrates confidence in meeting own needs.</p> <p>SED2.3g Seeks and accepts help when needed.</p> <p>SED2.4m Increasingly uses a variety of strategies to self-soothe or solve</p>

Week	Title	Standards Covered
		<p>problems (e.g., goes to a quiet area or uses a fidget toy when upset).</p> <p>SED2.4n Exhibits emotional control with or without adult support (e.g., follows group activities although upset).</p> <p>SED2.5h Shows care and concern for others, including comforting others in distress.</p> <p>SED2.5i Begins to recognize the emotions of peers and responds with empathy and compassion.</p> <p>SED2.5j Begins to understand the reasons for others' emotions and responds appropriately (e.g., a child comforts a peer who is upset that they have to clean up their toys).</p> <p>SED3.1n Shows enjoyment in interactions with trusted adults while also demonstrating skills in separating from these adults.</p> <p>SED3.1o Comfortable with being with less familiar adults in a safe setting (e.g., engages with visitor to home or classroom).</p> <p>SED3.2r Demonstrates strategies for participating in social play with peers (e.g., asks to join in game or brings new item to add to existing play).</p> <p>SED3.2s Plays with peers in a coordinated manner including assigning roles, materials, and actions (e.g., sets up and assigns roles in restaurant in dramatic play area).</p> <p>SED3.2t Maintains friendships over time.</p> <p>SED3.3n Builds on cooperative play, communication, and working memory skills by engaging in dramatic play with several other children, each taking on a particular role in a shared theme.</p> <p>SED3.4d Engages in prosocial behavior such as cooperating, compromising, turn-taking, and resolving social conflict.</p> <p>CLLD1.1aa Answers questions and adds comments relevant to the topic.</p> <p>CLLD1.1ab Begins to demonstrate understanding of implied messages based on speaker's tone and/or gestures (e.g., finger on lip and saying "shhhh" means be quiet).</p> <p>CLLD1.1ac Understands and responds to words for descriptive concepts (e.g., hard, square).</p> <p>CLLD1.1ad Follows 2-3 step related directions and some new directions related to familiar and daily routines.</p>

Week	Title	Standards Covered
		<p>CLLD1.1ae Demonstrates understanding of communication that includes a variety of complex sentences related to familiar stories, learning activities, and events (e.g., After Clifford the dog came home, he played with Emily Elizabeth).</p> <p>CLLD1.2s Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences (e.g., uses irregular past tense verbs such as came, ran, fell, broke, went, told, did).</p> <p>CLLD1.2t Answers open-ended questions comfortably.</p> <p>CLLD1.2u Retells stories and events in sequence with multiple details (e.g., retells The Three Bears noting three chairs, three beds, etc.).</p> <p>CLLD1.3n Begins to match language to contexts (e.g., voice volume, inflection/rise and fall of voice in speaking, and parting/greeting rituals).</p> <p>CLLD1.3o Engages in multiple back-and-forth conversations with adults in ways that can be goal-directed (such as solving problems).</p> <p>CLLD1.4p Asks and responds to questions with accurate information.</p> <p>CLLD2.1l Distinguishes among a variety of texts and their purposes (e.g., books, shopping lists, etc.).</p> <p>CLLD2.1m Begins to track individual words in text or braille by pointing or touching.</p> <p>CLLD2.2p Listens and responds to a variety of texts and media (e.g., audio book, music and movement).</p> <p>CLLD2.2q Tells fictional or personal stories sequentially and with 3 or more details.</p> <p>CLLD2.2r Begins to understand cause and effect relationships in fiction and nonfiction texts.</p> <p>CLLD2.2s Predicts what will happen next in an unfamiliar story.</p> <p>CLLD2.2t Uses new words learned through listening to stories.</p> <p>CLLD2.4h Recognizes many upper and lower case letters.</p> <p>CLLD2.4i Will use a combination of letters and symbols to represent words.</p> <p>HPD1.1q Uses sensory information to guide motions and interactions with objects and other people (e.g., plays games like tag with other children).</p> <p>HPD1.1r Shows increasing awareness of body, space, and relationship to</p>

Week	Title	Standards Covered
		<p>other objects to allow more coordinated movements, actions, and interactions with others (e.g., shows the ability to get in line with other children and walk in line).</p> <p>HPD2.1o Demonstrates more coordinated movement when jumping for height and distance, hopping, and running.</p> <p>HPD2.1p Carries out activities that combine and coordinate large muscle movements, including swinging on a swing, climbing a ladder, dancing to music, or balancing on one leg for longer periods of time.</p> <p>HPD2.1q Shows awareness of one's own body in relation to other people and objects while moving or dancing through space and at varying speeds and levels.</p> <p>HPD2.2f Develops strength and stamina by spending extended periods of time playing and participating in activities that build strength, speed, flexibility, and coordination (e.g., tag, red light - green light).</p> <p>HPD3.1j Uses objects with ease (e.g., fork, spoon, and sometimes a table knife).</p> <p>HPD3.1k Draws smaller figures and includes more detail (e.g., faces with features).</p> <p>HPD3.2j Draws with crayons and markers and cuts with scissors, with moderate levels of precision and control (e.g., cuts along a line or circle).</p> <p>HPD3.2k Manages self-help routines such as dressing self (e.g., zipping, buttoning, snapping).</p> <p>HPD4.1r Takes more responsibility for personal hygiene and self-care skills (e.g., washing hands independently).</p> <p>HPD4.1s Uses language to ask adults or peers for the help needed in a particular situation, including acting out stories or in play scenes.</p> <p>HPD4.1t Consistently uses strategies to calm themselves when needed.</p> <p>HPD4.2o Follows basic safety rules, signs, and labels consistently and anticipates consequences of not following rules.</p> <p>HPD4.3m Makes healthy eating choices both independently and with support.</p> <p>HPD4.3n Follows picture recipes to prepare a simple snack.</p> <p>HPD4.3o Demonstrates an increasing understanding of the ways in which healthy food helps the body grow, like saying, "Milk makes my</p>

Week	Title	Standards Covered
		<p>bones strong.”</p> <p>HPD4.4m Independently starts and participates in sleep routines.</p> <p>HPD4.4n Can describe why sleep keeps us healthy.</p> <p>CD1.1k Imitates and uses adults’ words and ideas when talking about the physical and natural worlds.</p> <p>CD1.1l Shows detail in drawings, constructions, and demonstrations to show thinking.</p> <p>CD1.2n Uses many sources (e.g., pictures, books) to gather information.</p> <p>CD2.1n Communicates about the roles of people in the community encountered directly (caregiver or educator) and roles introduced through pictures, books, and other media (artists, cooks, cashiers, construction workers).</p> <p>CD2.2h Uses positive social behaviors (taking turns, sharing, helping with jobs) to help meet needs of the group.</p> <p>CD2.2i With adult help, participates with peers in solving problems, settling conflicts, and negotiating plans and decisions.</p> <p>CD2.3g Learns simple vocabulary of other languages spoken in home, classroom, or school community.</p> <p>CD2.3h Represents self and others in drawing with increasing detail and accuracy, including distinguishing features related to physical, racial, and cultural differences.</p> <p>CD3.1q Counts forward to 20 by memory.</p> <p>CD3.1s Shows accuracy in demonstrating one-to-one correspondence for up to 10 objects.</p> <p>CD3.1z Compares sets of objects that range in size from 1-10, as having “more,” “fewer,” or “same.”</p> <p>CD3.3s Uses smaller shapes to compose larger and different shapes (e.g., two triangles make one square).</p> <p>CD3.3u Describes attributes of two- and three-dimensional shapes (e.g., “A square has four corners/angles,” “a triangle has three straight sides”).</p> <p>CD3.5g Directly compares the length or volume of two objects.</p> <p>CD3.5n With instruction, shows an awareness of time by talking about events with words such as before, after, and later.</p>

Week	Title	Standards Covered
		<p>CD4.1q Follows directions or demonstrations of moving forward, backward, sideways, or in a turning motion.</p> <p>CD4.1r Changes tempo of movements in response to changes in tempo or beat of music.</p> <p>CD4.1s Follows directions or example to stop moving on cue.</p> <p>CD4.2t Keeps a steady beat for 8-16 counts by patting body parts or using small instruments.</p> <p>CD4.3n Uses props and dramatic play to explore roles and events in the larger community and world.</p> <p>CD4.4k Begins to draw with planning and purpose to show or tell a story about something in their experience.</p> <p>CD4.4m Begins to describe art and the story it tells.</p>
8	Staying Safe	<p>APL1.1h Shows curiosity by saying things like, "I wonder what will happen next."</p> <p>APL1.1i Seeks out new information by asking, "How does that work?"</p> <p>APL1.1j Shows eagerness to learn about a variety of topics.</p> <p>APL2.1o Represents reality through the arts and with art materials (e.g., by creating stories, drawing, or enacting experiences in dramatic play).</p> <p>APL2.1p Utilizes realistic and open-ended materials in cooperative play.</p> <p>APL2.1q Shows purpose and inventiveness in play (e.g., collects different shapes of blocks to build a castle).</p> <p>APL3.1k Focuses attention on tasks and activities like painting or block building for longer periods of time with increasing independence.</p> <p>APL3.1l Sustains engagement with a task that interests them for long periods of time (e.g., works in the art center creating watercolor paintings for 30 minutes).</p> <p>APL3.1m Begins to attend to adult-initiated tasks that are not based on their interests (e.g., participates in a teacher-led small or large group).</p> <p>APL3.2m Remembers several steps in sequence to complete multi-step directions (e.g., complete a puzzle, return it to the shelf, and join the group at the rug).</p> <p>APL3.2n Remembers actions that go with stories or songs.</p>

Week	Title	Standards Covered
		<p>APL3.3n Considers ideas from adults and other children in finding a solution or strategy.</p> <p>APL3.3o Demonstrates flexibility and adaptability with less adult prompting (e.g., sharing toys or trying out new materials).</p> <p>APL3.3p Responds consistently to adult suggestions to try out different activities.</p> <p>APL3.4e Controls impulses with more independence (e.g., walks instead of runs; asks for a turn with a toy instead of grabbing; waits to share out instead of calling out).</p> <p>APL3.5r Sometimes persists in less preferred activities with or without adult support.</p> <p>APL3.5s Figures out more than one solution to a problem (e.g., using packing tape with strings to hold cardboard pieces together when masking tape doesn't work).</p> <p>APL4.1i Follows classroom rules and routines more independently (e.g., morning arrival).</p> <p>APL4.1j Uses classroom materials appropriately.</p> <p>APL4.1k Manages actions, words, and behavior with increasing independence (e.g., matches behavior to context and expectations).</p> <p>SED1.1n Describes themselves (e.g., talks about self in terms of looks, gender, family, and interests).</p> <p>SED1.2k Displays pride in their accomplishments.</p> <p>SED1.3l Acts independently in unfamiliar settings with unfamiliar adults.</p> <p>SED1.3m Attempts to complete tasks independently.</p> <p>SED1.3n Asks for support from adults only when needed.</p> <p>SED2.1i Begins to recognize their own emotions before reacting (e.g., pauses and takes deep breath when mad).</p> <p>SED2.2k Recognizes appropriate reaction to situations.</p> <p>SED2.3f Demonstrates confidence in meeting own needs.</p> <p>SED2.3g Seeks and accepts help when needed.</p> <p>SED2.4n Exhibits emotional control with or without adult support (e.g., follows group activities although upset).</p>

Week	Title	Standards Covered
		<p>SED2.5h Shows care and concern for others, including comforting others in distress.</p> <p>SED2.5i Begins to recognize the emotions of peers and responds with empathy and compassion.</p> <p>SED2.5j Begins to understand the reasons for others' emotions and responds appropriately (e.g., a child comforts a peer who is upset that they have to clean up their toys).</p> <p>SED3.1n Shows enjoyment in interactions with trusted adults while also demonstrating skills in separating from these adults.</p> <p>SED3.1o Comfortable with being with less familiar adults in a safe setting (e.g., engages with visitor to home or classroom).</p> <p>SED3.2r Demonstrates strategies for participating in social play with peers (e.g., asks to join in game or brings new item to add to existing play).</p> <p>SED3.2s Plays with peers in a coordinated manner including assigning roles, materials, and actions (e.g., sets up and assigns roles in restaurant in dramatic play area).</p> <p>SED3.2t Maintains friendships over time.</p> <p>SED3.2u Responds to the needs of others and tries to help others with simple tasks.</p> <p>SED3.3n Builds on cooperative play, communication, and working memory skills by engaging in dramatic play with several other children, each taking on a particular role in a shared theme.</p> <p>SED3.4d Engages in prosocial behavior such as cooperating, compromising, turn-taking, and resolving social conflict.</p> <p>CLLD1.1aa Answers questions and adds comments relevant to the topic.</p> <p>CLLD1.1ab Begins to demonstrate understanding of implied messages based on speaker's tone and/or gestures (e.g., finger on lip and saying "shhhh" means be quiet).</p> <p>CLLD1.1ac Understands and responds to words for descriptive concepts (e.g., hard, square).</p> <p>CLLD1.1ad Follows 2-3 step related directions and some new directions related to familiar and daily routines.</p> <p>CLLD1.1ae Demonstrates understanding of communication that includes a variety of complex sentences related to familiar stories,</p>

Week	Title	Standards Covered
		<p>learning activities, and events (e.g., After Clifford the dog came home, he played with Emily Elizabeth).</p> <p>CLLD1.2s Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences (e.g., uses irregular past tense verbs such as came, ran, fell, broke, went, told, did).</p> <p>CLLD1.2t Answers open-ended questions comfortably.</p> <p>CLLD1.2u Retells stories and events in sequence with multiple details (e.g., retells The Three Bears noting three chairs, three beds, etc.).</p> <p>CLLD1.3n Begins to match language to contexts (e.g., voice volume, inflection/rise and fall of voice in speaking, and parting/greeting rituals).</p> <p>CLLD1.3o Engages in multiple back-and-forth conversations with adults in ways that can be goal-directed (such as solving problems).</p> <p>CLLD1.4p Asks and responds to questions with accurate information.</p> <p>CLLD2.1l Distinguishes among a variety of texts and their purposes (e.g., books, shopping lists, etc.).</p> <p>CLLD2.1m Begins to track individual words in text or braille by pointing or touching.</p> <p>CLLD2.2p Listens and responds to a variety of texts and media (e.g., audio book, music and movement).</p> <p>CLLD2.2q Tells fictional or personal stories sequentially and with 3 or more details.</p> <p>CLLD2.2r Begins to understand cause and effect relationships in fiction and nonfiction texts.</p> <p>CLLD2.2s Predicts what will happen next in an unfamiliar story.</p> <p>CLLD2.2t Uses new words learned through listening to stories.</p> <p>CLLD2.4h Recognizes many upper and lower case letters.</p> <p>CLLD2.4i Will use a combination of letters and symbols to represent words.</p> <p>HPD1.1q Uses sensory information to guide motions and interactions with objects and other people (e.g., plays games like tag with other children).</p> <p>HPD1.1r Shows increasing awareness of body, space, and relationship to other objects to allow more coordinated movements, actions, and interactions with others (e.g., shows the ability to get in line with other</p>

Week	Title	Standards Covered
		<p>children and walk in line).</p> <p>HPD2.1o Demonstrates more coordinated movement when jumping for height and distance, hopping, and running.</p> <p>HPD2.1p Carries out activities that combine and coordinate large muscle movements, including swinging on a swing, climbing a ladder, dancing to music, or balancing on one leg for longer periods of time.</p> <p>HPD2.1q Shows awareness of one's own body in relation to other people and objects while moving or dancing through space and at varying speeds and levels.</p> <p>HPD2.2f Develops strength and stamina by spending extended periods of time playing and participating in activities that build strength, speed, flexibility, and coordination (e.g., tag, red light - green light).</p> <p>HPD3.1j Uses objects with ease (e.g., fork, spoon, and sometimes a table knife).</p> <p>HPD3.1k Draws smaller figures and includes more detail (e.g., faces with features).</p> <p>HPD3.2j Draws with crayons and markers and cuts with scissors, with moderate levels of precision and control (e.g., cuts along a line or circle).</p> <p>HPD3.2k Manages self-help routines such as dressing self (e.g., zipping, buttoning, snapping).</p> <p>HPD4.1r Takes more responsibility for personal hygiene and self-care skills (e.g., washing hands independently).</p> <p>HPD4.1s Uses language to ask adults or peers for the help needed in a particular situation, including acting out stories or in play scenes.</p> <p>HPD4.2o Follows basic safety rules, signs, and labels consistently and anticipates consequences of not following rules.</p> <p>HPD4.2p Participates in safety practices by helping to use car seat restraints and helmets.</p> <p>HPD4.2q Identifies people in the community who can help them (e.g., firefighter, nurse).</p> <p>HPD4.2r Identifies emergency and non-emergency situations.</p> <p>CD1.1k Imitates and uses adults' words and ideas when talking about the physical and natural worlds.</p> <p>CD1.1l Shows detail in drawings, constructions, and demonstrations to</p>

Week	Title	Standards Covered
		<p>show thinking.</p> <p>CD1.2n Uses many sources (e.g., pictures, books) to gather information.</p> <p>CD2.1n Communicates about the roles of people in the community encountered directly (caregiver or educator) and roles introduced through pictures, books, and other media (artists, cooks, cashiers, construction workers).</p> <p>CD2.2h Uses positive social behaviors (taking turns, sharing, helping with jobs) to help meet needs of the group.</p> <p>CD2.2i With adult help, participates with peers in solving problems, settling conflicts, and negotiating plans and decisions.</p> <p>CD2.3g Learns simple vocabulary of other languages spoken in home, classroom, or school community.</p> <p>CD2.3h Represents self and others in drawing with increasing detail and accuracy, including distinguishing features related to physical, racial, and cultural differences.</p> <p>CD3.1q Counts forward to 20 by memory.</p> <p>CD3.1s Shows accuracy in demonstrating one-to-one correspondence for up to 10 objects.</p> <p>CD3.5n With instruction, shows an awareness of time by talking about events with words such as before, after, and later.</p> <p>CD4.1q Follows directions or demonstrations of moving forward, backward, sideways, or in a turning motion.</p> <p>CD4.1s Follows directions or example to stop moving on cue.</p> <p>CD4.2t Keeps a steady beat for 8-16 counts by patting body parts or using small instruments.</p> <p>CD4.3n Uses props and dramatic play to explore roles and events in the larger community and world.</p> <p>CD4.4k Begins to draw with planning and purpose to show or tell a story about something in their experience.</p> <p>CD4.4m Begins to describe art and the story it tells.</p>
9	Maps	<p>APL1.1h Shows curiosity by saying things like, "I wonder what will happen next."</p>

Week	Title	Standards Covered
		<p>APL1.1i Seeks out new information by asking, "How does that work?"</p> <p>APL1.1j Shows eagerness to learn about a variety of topics.</p> <p>APL2.1o Represents reality through the arts and with art materials (e.g., by creating stories, drawing, or enacting experiences in dramatic play).</p> <p>APL2.1p Utilizes realistic and open-ended materials in cooperative play.</p> <p>APL2.1q Shows purpose and inventiveness in play (e.g., collects different shapes of blocks to build a castle).</p> <p>APL3.1k Focuses attention on tasks and activities like painting or block building for longer periods of time with increasing independence.</p> <p>APL3.1l Sustains engagement with a task that interests them for long periods of time (e.g., works in the art center creating watercolor paintings for 30 minutes).</p> <p>APL3.1m Begins to attend to adult-initiated tasks that are not based on their interests (e.g., participates in a teacher-led small or large group).</p> <p>APL3.2m Remembers several steps in sequence to complete multi-step directions (e.g., complete a puzzle, return it to the shelf, and join the group at the rug).</p> <p>APL3.2n Remembers actions that go with stories or songs.</p> <p>APL3.3n Considers ideas from adults and other children in finding a solution or strategy.</p> <p>APL3.3o Demonstrates flexibility and adaptability with less adult prompting (e.g., sharing toys or trying out new materials).</p> <p>APL3.3p Responds consistently to adult suggestions to try out different activities.</p> <p>APL3.4e Controls impulses with more independence (e.g., walks instead of runs; asks for a turn with a toy instead of grabbing; waits to share out instead of calling out).</p> <p>APL3.5r Sometimes persists in less preferred activities with or without adult support.</p> <p>APL3.5s Figures out more than one solution to a problem (e.g., using packing tape with strings to hold cardboard pieces together when masking tape doesn't work).</p> <p>APL4.1i Follows classroom rules and routines more independently (e.g., morning arrival).</p>

Week	Title	Standards Covered
		<p>APL4.1j Uses classroom materials appropriately.</p> <p>APL4.1k Manages actions, words, and behavior with increasing independence (e.g., matches behavior to context and expectations).</p> <p>SED1.1n Describes themselves (e.g., talks about self in terms of looks, gender, family, and interests).</p> <p>SED1.2k Displays pride in their accomplishments.</p> <p>SED1.3l Acts independently in unfamiliar settings with unfamiliar adults.</p> <p>SED1.3m Attempts to complete tasks independently.</p> <p>SED1.3n Asks for support from adults only when needed.</p> <p>SED2.1i Begins to recognize their own emotions before reacting (e.g., pauses and takes deep breath when mad).</p> <p>SED2.2k Recognizes appropriate reaction to situations.</p> <p>SED2.3f Demonstrates confidence in meeting own needs.</p> <p>SED2.3g Seeks and accepts help when needed.</p> <p>SED2.4n Exhibits emotional control with or without adult support (e.g., follows group activities although upset).</p> <p>SED2.5h Shows care and concern for others, including comforting others in distress.</p> <p>SED2.5i Begins to recognize the emotions of peers and responds with empathy and compassion.</p> <p>SED2.5j Begins to understand the reasons for others' emotions and responds appropriately (e.g., a child comforts a peer who is upset that they have to clean up their toys).</p> <p>SED3.1n Shows enjoyment in interactions with trusted adults while also demonstrating skills in separating from these adults.</p> <p>SED3.1o Comfortable with being with less familiar adults in a safe setting (e.g., engages with visitor to home or classroom).</p> <p>SED3.2r Demonstrates strategies for participating in social play with peers (e.g., asks to join in game or brings new item to add to existing play).</p> <p>SED3.2s Plays with peers in a coordinated manner including assigning roles, materials, and actions (e.g., sets up and assigns roles in restaurant</p>

Week	Title	Standards Covered
		<p>in dramatic play area).</p> <p>SED3.2t Maintains friendships over time.</p> <p>SED3.3n Builds on cooperative play, communication, and working memory skills by engaging in dramatic play with several other children, each taking on a particular role in a shared theme.</p> <p>SED3.4d Engages in prosocial behavior such as cooperating, compromising, turn-taking, and resolving social conflict.</p> <p>CLLD1.1aa Answers questions and adds comments relevant to the topic.</p> <p>CLLD1.1ab Begins to demonstrate understanding of implied messages based on speaker's tone and/or gestures (e.g., finger on lip and saying "shhhh" means be quiet).</p> <p>CLLD1.1ac Understands and responds to words for descriptive concepts (e.g., hard, square).</p> <p>CLLD1.1ad Follows 2-3 step related directions and some new directions related to familiar and daily routines.</p> <p>CLLD1.1ae Demonstrates understanding of communication that includes a variety of complex sentences related to familiar stories, learning activities, and events (e.g., After Clifford the dog came home, he played with Emily Elizabeth).</p> <p>CLLD1.2s Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences (e.g., uses irregular past tense verbs such as came, ran, fell, broke, went, told, did).</p> <p>CLLD1.2t Answers open-ended questions comfortably.</p> <p>CLLD1.2u Retells stories and events in sequence with multiple details (e.g., retells The Three Bears noting three chairs, three beds, etc.).</p> <p>CLLD1.3n Begins to match language to contexts (e.g., voice volume, inflection/rise and fall of voice in speaking, and parting/greeting rituals).</p> <p>CLLD1.3o Engages in multiple back-and-forth conversations with adults in ways that can be goal-directed (such as solving problems).</p> <p>CLLD1.4p Asks and responds to questions with accurate information.</p> <p>CLLD2.1l Distinguishes among a variety of texts and their purposes (e.g., books, shopping lists, etc.).</p> <p>CLLD2.1m Begins to track individual words in text or braille by pointing or touching.</p>

Week	Title	Standards Covered
		<p>CLLD2.2p Listens and responds to a variety of texts and media (e.g., audio book, music and movement).</p> <p>CLLD2.2q Tells fictional or personal stories sequentially and with 3 or more details.</p> <p>CLLD2.2r Begins to understand cause and effect relationships in fiction and nonfiction texts.</p> <p>CLLD2.2s Predicts what will happen next in an unfamiliar story.</p> <p>CLLD2.2t Uses new words learned through listening to stories.</p> <p>CLLD2.4h Recognizes many upper and lower case letters.</p> <p>CLLD2.4i Will use a combination of letters and symbols to represent words.</p> <p>HPD1.1q Uses sensory information to guide motions and interactions with objects and other people (e.g., plays games like tag with other children).</p> <p>HPD1.1r Shows increasing awareness of body, space, and relationship to other objects to allow more coordinated movements, actions, and interactions with others (e.g., shows the ability to get in line with other children and walk in line).</p> <p>HPD2.1o Demonstrates more coordinated movement when jumping for height and distance, hopping, and running.</p> <p>HPD2.1p Carries out activities that combine and coordinate large muscle movements, including swinging on a swing, climbing a ladder, dancing to music, or balancing on one leg for longer periods of time.</p> <p>HPD2.1q Shows awareness of one's own body in relation to other people and objects while moving or dancing through space and at varying speeds and levels.</p> <p>HPD2.2f Develops strength and stamina by spending extended periods of time playing and participating in activities that build strength, speed, flexibility, and coordination (e.g., tag, red light - green light).</p> <p>HPD3.1j Uses objects with ease (e.g., fork, spoon, and sometimes a table knife).</p> <p>HPD3.1k Draws smaller figures and includes more detail (e.g., faces with features).</p> <p>HPD3.2j Draws with crayons and markers and cuts with scissors, with</p>

Week	Title	Standards Covered
		<p>moderate levels of precision and control (e.g., cuts along a line or circle).</p> <p>HPD3.2k Manages self-help routines such as dressing self (e.g., zipping, buttoning, snapping).</p> <p>HPD4.1s Uses language to ask adults or peers for the help needed in a particular situation, including acting out stories or in play scenes.</p> <p>HPD4.2o Follows basic safety rules, signs, and labels consistently and anticipates consequences of not following rules.</p> <p>HPD4.3m Makes healthy eating choices both independently and with support.</p> <p>CD1.1k Imitates and uses adults' words and ideas when talking about the physical and natural worlds.</p> <p>CD1.1l Shows detail in drawings, constructions, and demonstrations to show thinking.</p> <p>CD1.2n Uses many sources (e.g., pictures, books) to gather information.</p> <p>CD2.1n Communicates about the roles of people in the community encountered directly (caregiver or educator) and roles introduced through pictures, books, and other media (artists, cooks, cashiers, construction workers).</p> <p>CD2.2h Uses positive social behaviors (taking turns, sharing, helping with jobs) to help meet needs of the group.</p> <p>CD2.2i With adult help, participates with peers in solving problems, settling conflicts, and negotiating plans and decisions.</p> <p>CD2.3g Learns simple vocabulary of other languages spoken in home, classroom, or school community.</p> <p>CD2.3h Represents self and others in drawing with increasing detail and accuracy, including distinguishing features related to physical, racial, and cultural differences.</p> <p>CD3.1q Counts forward to 20 by memory.</p> <p>CD3.1s Shows accuracy in demonstrating one-to-one correspondence for up to 10 objects.</p> <p>CD3.1z Compares sets of objects that range in size from 1-10, as having "more," "fewer," or "same."</p> <p>CD3.3s Uses smaller shapes to compose larger and different shapes (e.g., two triangles make one square).</p>

Week	Title	Standards Covered
		<p>CD3.3u Describes attributes of two- and three-dimensional shapes (e.g., “A square has four corners/angles,” “a triangle has three straight sides”).</p> <p>CD3.5n With instruction, shows an awareness of time by talking about events with words such as before, after, and later.</p> <p>CD4.1q Follows directions or demonstrations of moving forward, backward, sideways, or in a turning motion.</p> <p>CD4.1s Follows directions or example to stop moving on cue.</p> <p>CD4.3n Uses props and dramatic play to explore roles and events in the larger community and world.</p> <p>CD4.4k Begins to draw with planning and purpose to show or tell a story about something in their experience.</p> <p>CD4.4m Begins to describe art and the story it tells.</p>
10	Land and Water	<p>APL1.1h Shows curiosity by saying things like, “I wonder what will happen next.”</p> <p>APL1.1i Seeks out new information by asking, “How does that work?”</p> <p>APL1.1j Shows eagerness to learn about a variety of topics.</p> <p>APL2.1o Represents reality through the arts and with art materials (e.g., by creating stories, drawing, or enacting experiences in dramatic play).</p> <p>APL2.1p Utilizes realistic and open-ended materials in cooperative play.</p> <p>APL2.1q Shows purpose and inventiveness in play (e.g., collects different shapes of blocks to build a castle).</p> <p>APL3.1k Focuses attention on tasks and activities like painting or block building for longer periods of time with increasing independence.</p> <p>APL3.1l Sustains engagement with a task that interests them for long periods of time (e.g., works in the art center creating watercolor paintings for 30 minutes).</p> <p>APL3.1m Begins to attend to adult-initiated tasks that are not based on their interests (e.g., participates in a teacher-led small or large group).</p> <p>APL3.2m Remembers several steps in sequence to complete multi-step directions (e.g., complete a puzzle, return it to the shelf, and join the group at the rug).</p> <p>APL3.2n Remembers actions that go with stories or songs.</p>

Week	Title	Standards Covered
		<p>APL3.3n Considers ideas from adults and other children in finding a solution or strategy.</p> <p>APL3.3o Demonstrates flexibility and adaptability with less adult prompting (e.g., sharing toys or trying out new materials).</p> <p>APL3.3p Responds consistently to adult suggestions to try out different activities.</p> <p>APL3.4e Controls impulses with more independence (e.g., walks instead of runs; asks for a turn with a toy instead of grabbing; waits to share out instead of calling out).</p> <p>APL3.5r Sometimes persists in less preferred activities with or without adult support.</p> <p>APL3.5s Figures out more than one solution to a problem (e.g., using packing tape with strings to hold cardboard pieces together when masking tape doesn't work).</p> <p>APL4.1i Follows classroom rules and routines more independently (e.g., morning arrival).</p> <p>APL4.1j Uses classroom materials appropriately.</p> <p>APL4.1k Manages actions, words, and behavior with increasing independence (e.g., matches behavior to context and expectations).</p> <p>SED1.1n Describes themselves (e.g., talks about self in terms of looks, gender, family, and interests).</p> <p>SED1.2k Displays pride in their accomplishments.</p> <p>SED1.3l Acts independently in unfamiliar settings with unfamiliar adults.</p> <p>SED1.3m Attempts to complete tasks independently.</p> <p>SED1.3n Asks for support from adults only when needed.</p> <p>SED2.1i Begins to recognize their own emotions before reacting (e.g., pauses and takes deep breath when mad).</p> <p>SED2.2k Recognizes appropriate reaction to situations.</p> <p>SED2.3f Demonstrates confidence in meeting own needs.</p> <p>SED2.3g Seeks and accepts help when needed.</p> <p>SED2.4n Exhibits emotional control with or without adult support (e.g., follows group activities although upset).</p>

Week	Title	Standards Covered
		<p>SED2.5h Shows care and concern for others, including comforting others in distress.</p> <p>SED2.5i Begins to recognize the emotions of peers and responds with empathy and compassion.</p> <p>SED2.5j Begins to understand the reasons for others' emotions and responds appropriately (e.g., a child comforts a peer who is upset that they have to clean up their toys).</p> <p>SED3.1n Shows enjoyment in interactions with trusted adults while also demonstrating skills in separating from these adults.</p> <p>SED3.1o Comfortable with being with less familiar adults in a safe setting (e.g., engages with visitor to home or classroom).</p> <p>SED3.2r Demonstrates strategies for participating in social play with peers (e.g., asks to join in game or brings new item to add to existing play).</p> <p>SED3.2s Plays with peers in a coordinated manner including assigning roles, materials, and actions (e.g., sets up and assigns roles in restaurant in dramatic play area).</p> <p>SED3.2t Maintains friendships over time.</p> <p>SED3.3n Builds on cooperative play, communication, and working memory skills by engaging in dramatic play with several other children, each taking on a particular role in a shared theme.</p> <p>SED3.4d Engages in prosocial behavior such as cooperating, compromising, turn-taking, and resolving social conflict.</p> <p>CLLD1.1aa Answers questions and adds comments relevant to the topic.</p> <p>CLLD1.1ab Begins to demonstrate understanding of implied messages based on speaker's tone and/or gestures (e.g., finger on lip and saying "shhhh" means be quiet).</p> <p>CLLD1.1ac Understands and responds to words for descriptive concepts (e.g., hard, square).</p> <p>CLLD1.1ad Follows 2-3 step related directions and some new directions related to familiar and daily routines.</p> <p>CLLD1.1ae Demonstrates understanding of communication that includes a variety of complex sentences related to familiar stories, learning activities, and events (e.g., After Clifford the dog came home, he played with Emily Elizabeth).</p>

Week	Title	Standards Covered
		<p>CLLD1.2s Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences (e.g., uses irregular past tense verbs such as came, ran, fell, broke, went, told, did).</p> <p>CLLD1.2t Answers open-ended questions comfortably.</p> <p>CLLD1.2u Retells stories and events in sequence with multiple details (e.g., retells The Three Bears noting three chairs, three beds, etc.).</p> <p>CLLD1.3n Begins to match language to contexts (e.g., voice volume, inflection/rise and fall of voice in speaking, and parting/greeting rituals).</p> <p>CLLD1.3o Engages in multiple back-and-forth conversations with adults in ways that can be goal-directed (such as solving problems).</p> <p>CLLD1.4p Asks and responds to questions with accurate information.</p> <p>CLLD2.1l Distinguishes among a variety of texts and their purposes (e.g., books, shopping lists, etc.).</p> <p>CLLD2.1m Begins to track individual words in text or braille by pointing or touching.</p> <p>CLLD2.2p Listens and responds to a variety of texts and media (e.g., audio book, music and movement).</p> <p>CLLD2.2q Tells fictional or personal stories sequentially and with 3 or more details.</p> <p>CLLD2.2r Begins to understand cause and effect relationships in fiction and nonfiction texts.</p> <p>CLLD2.2s Predicts what will happen next in an unfamiliar story.</p> <p>CLLD2.2t Uses new words learned through listening to stories.</p> <p>CLLD2.4h Recognizes many upper and lower case letters.</p> <p>CLLD2.4i Will use a combination of letters and symbols to represent words.</p> <p>HPD1.1q Uses sensory information to guide motions and interactions with objects and other people (e.g., plays games like tag with other children).</p> <p>HPD1.1r Shows increasing awareness of body, space, and relationship to other objects to allow more coordinated movements, actions, and interactions with others (e.g., shows the ability to get in line with other children and walk in line).</p> <p>HPD2.1o Demonstrates more coordinated movement when jumping for</p>

Week	Title	Standards Covered
		<p>height and distance, hopping, and running.</p> <p>HPD2.1p Carries out activities that combine and coordinate large muscle movements, including swinging on a swing, climbing a ladder, dancing to music, or balancing on one leg for longer periods of time.</p> <p>HPD2.1q Shows awareness of one's own body in relation to other people and objects while moving or dancing through space and at varying speeds and levels.</p> <p>HPD2.2f Develops strength and stamina by spending extended periods of time playing and participating in activities that build strength, speed, flexibility, and coordination (e.g., tag, red light - green light).</p> <p>HPD3.1j Uses objects with ease (e.g., fork, spoon, and sometimes a table knife).</p> <p>HPD3.1k Draws smaller figures and includes more detail (e.g., faces with features).</p> <p>HPD3.2j Draws with crayons and markers and cuts with scissors, with moderate levels of precision and control (e.g., cuts along a line or circle).</p> <p>HPD4.1s Uses language to ask adults or peers for the help needed in a particular situation, including acting out stories or in play scenes.</p> <p>HPD4.2o Follows basic safety rules, signs, and labels consistently and anticipates consequences of not following rules.</p> <p>CD1.1k Imitates and uses adults' words and ideas when talking about the physical and natural worlds.</p> <p>CD1.1l Shows detail in drawings, constructions, and demonstrations to show thinking.</p> <p>CD1.2n Uses many sources (e.g., pictures, books) to gather information.</p> <p>CD2.1n Communicates about the roles of people in the community encountered directly (caregiver or educator) and roles introduced through pictures, books, and other media (artists, cooks, cashiers, construction workers).</p> <p>CD2.2h Uses positive social behaviors (taking turns, sharing, helping with jobs) to help meet needs of the group.</p> <p>CD2.2i With adult help, participates with peers in solving problems, settling conflicts, and negotiating plans and decisions.</p> <p>CD2.3g Learns simple vocabulary of other languages spoken in home,</p>

Week	Title	Standards Covered
		<p>classroom, or school community.</p> <p>CD2.3h Represents self and others in drawing with increasing detail and accuracy, including distinguishing features related to physical, racial, and cultural differences.</p> <p>CD3.1q Counts forward to 20 by memory.</p> <p>CD3.1s Shows accuracy in demonstrating one-to-one correspondence for up to 10 objects.</p> <p>CD3.1z Compares sets of objects that range in size from 1-10, as having “more,” “fewer,” or “same.”</p> <p>CD3.3s Uses smaller shapes to compose larger and different shapes (e.g., two triangles make one square).</p> <p>CD3.3u Describes attributes of two- and three-dimensional shapes (e.g., “A square has four corners/angles,” “a triangle has three straight sides”).</p> <p>CD3.5n With instruction, shows an awareness of time by talking about events with words such as before, after, and later.</p> <p>CD4.1q Follows directions or demonstrations of moving forward, backward, sideways, or in a turning motion.</p> <p>CD4.1s Follows directions or example to stop moving on cue.</p> <p>CD4.3n Uses props and dramatic play to explore roles and events in the larger community and world.</p> <p>CD4.4k Begins to draw with planning and purpose to show or tell a story about something in their experience.</p> <p>CD4.4m Begins to describe art and the story it tells.</p>
11	Living Things	<p>APL1.1h Shows curiosity by saying things like, “I wonder what will happen next.”</p> <p>APL1.1i Seeks out new information by asking, “How does that work?”</p> <p>APL1.1j Shows eagerness to learn about a variety of topics.</p> <p>APL1.2p Suggests new ideas for play activities and follows through with self-direction and independence.</p> <p>APL2.1o Represents reality through the arts and with art materials (e.g., by creating stories, drawing, or enacting experiences in dramatic play).</p> <p>APL2.1p Utilizes realistic and open-ended materials in cooperative play.</p>

Week	Title	Standards Covered
		<p>APL2.1q Shows purpose and inventiveness in play (e.g., collects different shapes of blocks to build a castle).</p> <p>APL3.1k Focuses attention on tasks and activities like painting or block building for longer periods of time with increasing independence.</p> <p>APL3.1l Sustains engagement with a task that interests them for long periods of time (e.g., works in the art center creating watercolor paintings for 30 minutes).</p> <p>APL3.1m Begins to attend to adult-initiated tasks that are not based on their interests (e.g., participates in a teacher-led small or large group).</p> <p>APL3.2m Remembers several steps in sequence to complete multi-step directions (e.g., complete a puzzle, return it to the shelf, and join the group at the rug).</p> <p>APL3.2n Remembers actions that go with stories or songs.</p> <p>APL3.3m Adapts to new rules in a game or activity (e.g., sorting cards by color and then by shape).</p> <p>APL3.3o Demonstrates flexibility and adaptability with less adult prompting (e.g., sharing toys or trying out new materials).</p> <p>APL3.3p Responds consistently to adult suggestions to try out different activities.</p> <p>APL3.5r Sometimes persists in less preferred activities with or without adult support.</p> <p>APL4.1i Follows classroom rules and routines more independently (e.g., morning arrival).</p> <p>APL4.1j Uses classroom materials appropriately.</p> <p>APL4.1k Manages actions, words, and behavior with increasing independence (e.g., matches behavior to context and expectations).</p> <p>SED1.1n Describes themselves (e.g., talks about self in terms of looks, gender, family, and interests).</p> <p>SED1.1p Shares other identifying information (e.g., parent's name).</p> <p>SED1.1q Describes a larger range of individual characteristics and interests and communicates how these are similar or different from those of other people.</p> <p>SED1.2k Displays pride in their accomplishments.</p>

Week	Title	Standards Covered
		<p>SED1.3l Acts independently in unfamiliar settings with unfamiliar adults.</p> <p>SED1.3m Attempts to complete tasks independently.</p> <p>SED1.3n Asks for support from adults only when needed.</p> <p>SED2.2k Recognizes appropriate reaction to situations.</p> <p>SED2.2l Uses words and respectful language to express thoughts and emotions (e.g., “I’m frustrated because Jay won’t let me play” or “I’m excited to play with my cousin Santiago tomorrow.”).</p> <p>SED2.3f Demonstrates confidence in meeting own needs.</p> <p>SED2.3g Seeks and accepts help when needed.</p> <p>SED2.4n Exhibits emotional control with or without adult support (e.g., follows group activities although upset).</p> <p>SED2.5h Shows care and concern for others, including comforting others in distress.</p> <p>SED2.5i Begins to recognize the emotions of peers and responds with empathy and compassion.</p>
12	Outer Space	<p>APL1.1h Shows curiosity by saying things like, “I wonder what will happen next.”</p> <p>APL1.1i Seeks out new information by asking, “How does that work?”</p> <p>APL1.1j Shows eagerness to learn about a variety of topics.</p> <p>APL1.2o Chooses different ways to explore the environment based on prior experiences with tools or actions.</p> <p>APL2.1o Represents reality through the arts and with art materials (e.g., by creating stories, drawing, or enacting experiences in dramatic play).</p> <p>APL2.1p Utilizes realistic and open-ended materials in cooperative play.</p> <p>APL2.1q Shows purpose and inventiveness in play (e.g., collects different shapes of blocks to build a castle).</p> <p>APL3.1k Focuses attention on tasks and activities like painting or block building for longer periods of time with increasing independence.</p> <p>APL3.1l Sustains engagement with a task that interests them for long periods of time (e.g., works in the art center creating watercolor paintings for 30 minutes).</p> <p>APL3.1m Begins to attend to adult-initiated tasks that are not based on</p>

Week	Title	Standards Covered
		<p>their interests (e.g., participates in a teacher-led small or large group).</p> <p>APL3.2m Remembers several steps in sequence to complete multi-step directions (e.g., complete a puzzle, return it to the shelf, and join the group at the rug).</p> <p>APL3.2n Remembers actions that go with stories or songs.</p> <p>APL3.3o Demonstrates flexibility and adaptability with less adult prompting (e.g., sharing toys or trying out new materials).</p> <p>APL3.3p Responds consistently to adult suggestions to try out different activities.</p> <p>APL3.5r Sometimes persists in less preferred activities with or without adult support.</p> <p>APL4.1i Follows classroom rules and routines more independently (e.g., morning arrival).</p> <p>APL4.1j Uses classroom materials appropriately.</p> <p>APL4.1k Manages actions, words, and behavior with increasing independence (e.g., matches behavior to context and expectations).</p> <p>SED1.1n Describes themselves (e.g., talks about self in terms of looks, gender, family, and interests).</p> <p>SED1.1q Describes a larger range of individual characteristics and interests and communicates how these are similar or different from those of other people.</p> <p>SED1.2k Displays pride in their accomplishments.</p> <p>SED1.3l Acts independently in unfamiliar settings with unfamiliar adults.</p> <p>SED1.3m Attempts to complete tasks independently.</p> <p>SED1.3n Asks for support from adults only when needed.</p> <p>SED2.2k Recognizes appropriate reaction to situations.</p> <p>SED2.2l Uses words and respectful language to express thoughts and emotions (e.g., "I'm frustrated because Jay won't let me play" or "I'm excited to play with my cousin Santiago tomorrow.").</p> <p>SED2.3f Demonstrates confidence in meeting own needs.</p> <p>SED2.3g Seeks and accepts help when needed.</p> <p>SED2.4n Exhibits emotional control with or without adult support (e.g.,</p>

Week	Title	Standards Covered
		<p>follows group activities although upset).</p> <p>SED2.5h Shows care and concern for others, including comforting others in distress.</p> <p>SED2.5i Begins to recognize the emotions of peers and responds with empathy and compassion.</p> <p>SED3.1n Shows enjoyment in interactions with trusted adults while also demonstrating skills in separating from these adults.</p> <p>SED3.1o Comfortable with being with less familiar adults in a safe setting (e.g., engages with visitor to home or classroom).</p> <p>SED3.2r Demonstrates strategies for participating in social play with peers (e.g., asks to join in game or brings new item to add to existing play).</p> <p>SED3.2s Plays with peers in a coordinated manner including assigning roles, materials, and actions (e.g., sets up and assigns roles in restaurant in dramatic play area).</p> <p>SED3.2t Maintains friendships over time.</p> <p>SED3.3n Builds on cooperative play, communication, and working memory skills by engaging in dramatic play with several other children, each taking on a particular role in a shared theme.</p> <p>SED3.4d Engages in prosocial behavior such as cooperating, compromising, turn-taking, and resolving social conflict.</p> <p>CLLD1.1aa Answers questions and adds comments relevant to the topic.</p> <p>CLLD1.1ab Begins to demonstrate understanding of implied messages based on speaker's tone and/or gestures (e.g., finger on lip and saying "shhhh" means be quiet).</p> <p>CLLD1.1ac Understands and responds to words for descriptive concepts (e.g., hard, square).</p> <p>CLLD1.1ad Follows 2-3 step related directions and some new directions related to familiar and daily routines.</p> <p>CLLD1.1ae Demonstrates understanding of communication that includes a variety of complex sentences related to familiar stories, learning activities, and events (e.g., After Clifford the dog came home, he played with Emily Elizabeth).</p> <p>CLLD1.2s Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences (e.g., uses irregular past</p>

Week	Title	Standards Covered
		<p>tense verbs such as came, ran, fell, broke, went, told, did).</p> <p>CLLD1.2t Answers open-ended questions comfortably.</p> <p>CLLD1.2u Retells stories and events in sequence with multiple details (e.g., retells The Three Bears noting three chairs, three beds, etc.).</p> <p>CLLD1.3n Begins to match language to contexts (e.g., voice volume, inflection/rise and fall of voice in speaking, and parting/greeting rituals).</p> <p>CLLD1.3o Engages in multiple back-and-forth conversations with adults in ways that can be goal-directed (such as solving problems).</p> <p>CLLD1.4p Asks and responds to questions with accurate information.</p> <p>CLLD2.1l Distinguishes among a variety of texts and their purposes (e.g., books, shopping lists, etc.).</p> <p>CLLD2.1m Begins to track individual words in text or braille by pointing or touching.</p> <p>CLLD2.2p Listens and responds to a variety of texts and media (e.g., audio book, music and movement).</p> <p>CLLD2.2q Tells fictional or personal stories sequentially and with 3 or more details.</p> <p>CLLD2.2r Begins to understand cause and effect relationships in fiction and nonfiction texts.</p> <p>CLLD2.2s Predicts what will happen next in an unfamiliar story.</p> <p>CLLD2.2t Uses new words learned through listening to stories.</p> <p>CLLD2.4h Recognizes many upper and lower case letters.</p> <p>CLLD2.4i Will use a combination of letters and symbols to represent words.</p> <p>HPD1.1q Uses sensory information to guide motions and interactions with objects and other people (e.g., plays games like tag with other children).</p> <p>HPD1.1r Shows increasing awareness of body, space, and relationship to other objects to allow more coordinated movements, actions, and interactions with others (e.g., shows the ability to get in line with other children and walk in line).</p> <p>HPD2.1o Demonstrates more coordinated movement when jumping for height and distance, hopping, and running.</p>

Week	Title	Standards Covered
		<p>HPD2.1p Carries out activities that combine and coordinate large muscle movements, including swinging on a swing, climbing a ladder, dancing to music, or balancing on one leg for longer periods of time.</p> <p>HPD2.1q Shows awareness of one's own body in relation to other people and objects while moving or dancing through space and at varying speeds and levels.</p> <p>HPD2.2f Develops strength and stamina by spending extended periods of time playing and participating in activities that build strength, speed, flexibility, and coordination (e.g., tag, red light - green light).</p> <p>HPD3.1j Uses objects with ease (e.g., fork, spoon, and sometimes a table knife).</p> <p>HPD3.1k Draws smaller figures and includes more detail (e.g., faces with features).</p> <p>HPD3.2j Draws with crayons and markers and cuts with scissors, with moderate levels of precision and control (e.g., cuts along a line or circle).</p> <p>HPD4.1s Uses language to ask adults or peers for the help needed in a particular situation, including acting out stories or in play scenes.</p> <p>HPD4.2o Follows basic safety rules, signs, and labels consistently and anticipates consequences of not following rules.</p> <p>CD1.1j Compares and categorizes observable phenomena (e.g., by collecting, organizing, and describing materials according to their physical characteristics).</p> <p>CD1.1k Imitates and uses adults' words and ideas when talking about the physical and natural worlds.</p> <p>CD1.1l Shows detail in drawings, constructions, and demonstrations to show thinking.</p> <p>CD1.2n Uses many sources (e.g., pictures, books) to gather information.</p> <p>CD1.2o With adult guidance, plans and conducts investigations.</p> <p>CD1.2p Analyzes results, draws conclusions, and communicates results.</p> <p>CD1.2q Collaborates with others to conduct investigations.</p> <p>CD2.1n Communicates about the roles of people in the community encountered directly (caregiver or educator) and roles introduced through pictures, books, and other media (artists, cooks, cashiers, construction workers).</p>

Week	Title	Standards Covered
		<p>CD2.1o Uses props and dramatic play to show growing awareness of things and events in the larger world (using a computer, driving a bus).</p> <p>CD2.2h Uses positive social behaviors (taking turns, sharing, helping with jobs) to help meet needs of the group.</p> <p>CD2.2i With adult help, participates with peers in solving problems, settling conflicts, and negotiating plans and decisions.</p> <p>CD2.3g Learns simple vocabulary of other languages spoken in home, classroom, or school community.</p> <p>CD2.3h Represents self and others in drawing with increasing detail and accuracy, including distinguishing features related to physical, racial, and cultural differences.</p> <p>CD3.1q Counts forward to 20 by memory.</p> <p>CD3.1s Shows accuracy in demonstrating one-to-one correspondence for up to 10 objects.</p> <p>CD3.1t Counts up to 10 objects in a line.</p> <p>CD3.1u Answers the question “How many?” for up to 10 objects.</p> <p>CD3.1z Compares sets of objects that range in size from 1-10, as having “more,” “fewer,” or “same.”</p> <p>CD3.4l Identifies, duplicates, extends, and creates simple repeating patterns.</p> <p>CD3.5h Uses comparative language to describe and compare objects using attributes (e.g., longer, shorter, lighter, heavier, etc.).</p> <p>CD4.1q Follows directions or demonstrations of moving forward, backward, sideways, or in a turning motion.</p> <p>CD4.1s Follows directions or example to stop moving on cue.</p> <p>CD4.3n Uses props and dramatic play to explore roles and events in the larger community and world.</p> <p>CD4.4k Begins to draw with planning and purpose to show or tell a story about something in their experience.</p> <p>CD4.4m Begins to describe art and the story it tells.</p>
13	Giving Thanks	<p>APL1.1h Shows curiosity by saying things like, “I wonder what will happen next.”</p>

Week	Title	Standards Covered
		<p>APL1.1i Seeks out new information by asking, “How does that work?”</p> <p>APL1.1j Shows eagerness to learn about a variety of topics.</p> <p>APL1.2p Suggests new ideas for play activities and follows through with self-direction and independence.</p> <p>APL2.1o Represents reality through the arts and with art materials (e.g., by creating stories, drawing, or enacting experiences in dramatic play).</p> <p>APL2.1p Utilizes realistic and open-ended materials in cooperative play.</p> <p>APL2.1q Shows purpose and inventiveness in play (e.g., collects different shapes of blocks to build a castle).</p> <p>APL3.1k Focuses attention on tasks and activities like painting or block building for longer periods of time with increasing independence.</p> <p>APL3.1l Sustains engagement with a task that interests them for long periods of time (e.g., works in the art center creating watercolor paintings for 30 minutes).</p> <p>APL3.1m Begins to attend to adult-initiated tasks that are not based on their interests (e.g., participates in a teacher-led small or large group).</p> <p>APL3.2m Remembers several steps in sequence to complete multi-step directions (e.g., complete a puzzle, return it to the shelf, and join the group at the rug).</p> <p>APL3.2n Remembers actions that go with stories or songs.</p> <p>APL3.3m Adapts to new rules in a game or activity (e.g., sorting cards by color and then by shape).</p> <p>APL3.3o Demonstrates flexibility and adaptability with less adult prompting (e.g., sharing toys or trying out new materials).</p> <p>APL3.3p Responds consistently to adult suggestions to try out different activities.</p> <p>APL3.5r Sometimes persists in less preferred activities with or without adult support.</p> <p>APL4.1i Follows classroom rules and routines more independently (e.g., morning arrival).</p> <p>APL4.1j Uses classroom materials appropriately.</p> <p>APL4.1k Manages actions, words, and behavior with increasing independence (e.g., matches behavior to context and expectations).</p>

Week	Title	Standards Covered
		<p>SED1.1n Describes themselves (e.g., talks about self in terms of looks, gender, family, and interests).</p> <p>SED1.1o Positively identifies self as a member of a specific culture or group that fits into a larger world picture.</p> <p>SED1.1p Shares other identifying information (e.g., parent's name).</p> <p>SED1.1q Describes a larger range of individual characteristics and interests and communicates how these are similar or different from those of other people.</p> <p>SED1.2k Displays pride in their accomplishments.</p> <p>SED1.3l Acts independently in unfamiliar settings with unfamiliar adults.</p> <p>SED1.3m Attempts to complete tasks independently.</p> <p>SED1.3n Asks for support from adults only when needed.</p> <p>SED2.2k Recognizes appropriate reaction to situations.</p> <p>SED2.2l Uses words and respectful language to express thoughts and emotions (e.g., "I'm frustrated because Jay won't let me play" or "I'm excited to play with my cousin Santiago tomorrow.").</p> <p>SED2.3f Demonstrates confidence in meeting own needs.</p> <p>SED2.3g Seeks and accepts help when needed.</p> <p>SED2.4n Exhibits emotional control with or without adult support (e.g., follows group activities although upset).</p> <p>SED2.5h Shows care and concern for others, including comforting others in distress.</p> <p>SED2.5i Begins to recognize the emotions of peers and responds with empathy and compassion.</p> <p>SED3.1n Shows enjoyment in interactions with trusted adults while also demonstrating skills in separating from these adults.</p> <p>SED3.1o Comfortable with being with less familiar adults in a safe setting (e.g., engages with visitor to home or classroom).</p> <p>SED3.2r Demonstrates strategies for participating in social play with peers (e.g., asks to join in game or brings new item to add to existing play).</p> <p>SED3.2s Plays with peers in a coordinated manner including assigning roles, materials, and actions (e.g., sets up and assigns roles in restaurant</p>

Week	Title	Standards Covered
		<p>in dramatic play area).</p> <p>SED3.2t Maintains friendships over time.</p> <p>SED3.2u Responds to the needs of others and tries to help others with simple tasks.</p> <p>SED3.3n Builds on cooperative play, communication, and working memory skills by engaging in dramatic play with several other children, each taking on a particular role in a shared theme.</p> <p>SED3.4d Engages in prosocial behavior such as cooperating, compromising, turn-taking, and resolving social conflict.</p> <p>CLLD1.1aa Answers questions and adds comments relevant to the topic.</p> <p>CLLD1.1ab Begins to demonstrate understanding of implied messages based on speaker's tone and/or gestures (e.g., finger on lip and saying "shhhh" means be quiet).</p> <p>CLLD1.1ac Understands and responds to words for descriptive concepts (e.g., hard, square).</p> <p>CLLD1.1ad Follows 2-3 step related directions and some new directions related to familiar and daily routines.</p> <p>CLLD1.1ae Demonstrates understanding of communication that includes a variety of complex sentences related to familiar stories, learning activities, and events (e.g., After Clifford the dog came home, he played with Emily Elizabeth).</p> <p>CLLD1.2s Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences (e.g., uses irregular past tense verbs such as came, ran, fell, broke, went, told, did).</p> <p>CLLD1.2t Answers open-ended questions comfortably.</p> <p>CLLD1.2u Retells stories and events in sequence with multiple details (e.g., retells The Three Bears noting three chairs, three beds, etc.).</p> <p>CLLD1.3n Begins to match language to contexts (e.g., voice volume, inflection/rise and fall of voice in speaking, and parting/greeting rituals).</p> <p>CLLD1.3o Engages in multiple back-and-forth conversations with adults in ways that can be goal-directed (such as solving problems).</p> <p>CLLD1.4p Asks and responds to questions with accurate information.</p> <p>CLLD2.1l Distinguishes among a variety of texts and their purposes (e.g., books, shopping lists, etc.).</p>

Week	Title	Standards Covered
		<p>CLLD2.1m Begins to track individual words in text or braille by pointing or touching.</p> <p>CLLD2.2p Listens and responds to a variety of texts and media (e.g., audio book, music and movement).</p> <p>CLLD2.2q Tells fictional or personal stories sequentially and with 3 or more details.</p> <p>CLLD2.2r Begins to understand cause and effect relationships in fiction and nonfiction texts.</p> <p>CLLD2.2s Predicts what will happen next in an unfamiliar story.</p> <p>CLLD2.2t Uses new words learned through listening to stories.</p> <p>CLLD2.4h Recognizes many upper and lower case letters.</p> <p>CLLD2.4i Will use a combination of letters and symbols to represent words.</p> <p>HPD1.1q Uses sensory information to guide motions and interactions with objects and other people (e.g., plays games like tag with other children).</p> <p>HPD1.1r Shows increasing awareness of body, space, and relationship to other objects to allow more coordinated movements, actions, and interactions with others (e.g., shows the ability to get in line with other children and walk in line).</p> <p>HPD2.1o Demonstrates more coordinated movement when jumping for height and distance, hopping, and running.</p> <p>HPD2.1p Carries out activities that combine and coordinate large muscle movements, including swinging on a swing, climbing a ladder, dancing to music, or balancing on one leg for longer periods of time.</p> <p>HPD2.1q Shows awareness of one's own body in relation to other people and objects while moving or dancing through space and at varying speeds and levels.</p> <p>HPD2.2f Develops strength and stamina by spending extended periods of time playing and participating in activities that build strength, speed, flexibility, and coordination (e.g., tag, red light - green light).</p> <p>HPD3.1j Uses objects with ease (e.g., fork, spoon, and sometimes a table knife).</p> <p>HPD3.1k Draws smaller figures and includes more detail (e.g., faces with</p>

Week	Title	Standards Covered
		<p>features).</p> <p>HPD3.2j Draws with crayons and markers and cuts with scissors, with moderate levels of precision and control (e.g., cuts along a line or circle).</p> <p>HPD4.1s Uses language to ask adults or peers for the help needed in a particular situation, including acting out stories or in play scenes.</p> <p>HPD4.2o Follows basic safety rules, signs, and labels consistently and anticipates consequences of not following rules.</p> <p>CD1.1k Imitates and uses adults' words and ideas when talking about the physical and natural worlds.</p> <p>CD1.1l Shows detail in drawings, constructions, and demonstrations to show thinking.</p> <p>CD1.2n Uses many sources (e.g., pictures, books) to gather information.</p> <p>CD2.1n Communicates about the roles of people in the community encountered directly (caregiver or educator) and roles introduced through pictures, books, and other media (artists, cooks, cashiers, construction workers).</p> <p>CD2.2g Communicates about self as a member of many different groups, such as within a family, classroom, faith community, or sports team.</p> <p>CD2.2h Uses positive social behaviors (taking turns, sharing, helping with jobs) to help meet needs of the group.</p> <p>CD2.2i With adult help, participates with peers in solving problems, settling conflicts, and negotiating plans and decisions.</p> <p>CD2.3g Learns simple vocabulary of other languages spoken in home, classroom, or school community.</p> <p>CD2.3h Represents self and others in drawing with increasing detail and accuracy, including distinguishing features related to physical, racial, and cultural differences.</p> <p>CD2.3i With adult help, notices and communicates about different family structures represented in the group.</p> <p>CD2.3j Communicates about own family's culture and traditions and accepts that children and families are different.</p> <p>CD3.1q Counts forward to 20 by memory.</p> <p>CD3.1s Shows accuracy in demonstrating one-to-one correspondence</p>

Week	Title	Standards Covered
		<p>for up to 10 objects.</p> <p>CD3.1t Counts up to 10 objects in a line.</p> <p>CD3.1u Answers the question “How many?” for up to 10 objects.</p> <p>CD3.5n With instruction, shows an awareness of time by talking about events with words such as before, after, and later.</p> <p>CD4.1q Follows directions or demonstrations of moving forward, backward, sideways, or in a turning motion.</p> <p>CD4.1r Changes tempo of movements in response to changes in tempo or beat of music.</p> <p>CD4.1s Follows directions or example to stop moving on cue.</p> <p>CD4.2t Keeps a steady beat for 8-16 counts by patting body parts or using small instruments.</p> <p>CD4.2v Uses songs, simple instruments, and found materials to create music that expresses mood, story, or relationships.</p> <p>CD4.3n Uses props and dramatic play to explore roles and events in the larger community and world.</p> <p>CD4.3o Negotiates roles and dialogue with peers and adapts to the needs of the group in dramatic play.</p> <p>CD4.4k Begins to draw with planning and purpose to show or tell a story about something in their experience.</p> <p>CD4.4m Begins to describe art and the story it tells.</p>
14	The Sun and the Moon	<p>APL1.1h Shows curiosity by saying things like, “I wonder what will happen next.”</p> <p>APL1.1i Seeks out new information by asking, “How does that work?”</p> <p>APL1.1j Shows eagerness to learn about a variety of topics.</p> <p>APL1.2o Chooses different ways to explore the environment based on prior experiences with tools or actions.</p> <p>APL2.1o Represents reality through the arts and with art materials (e.g., by creating stories, drawing, or enacting experiences in dramatic play).</p> <p>APL2.1p Utilizes realistic and open-ended materials in cooperative play.</p> <p>APL2.1q Shows purpose and inventiveness in play (e.g., collects different</p>

Week	Title	Standards Covered
		<p>shapes of blocks to build a castle).</p> <p>APL3.1k Focuses attention on tasks and activities like painting or block building for longer periods of time with increasing independence.</p> <p>APL3.1l Sustains engagement with a task that interests them for long periods of time (e.g., works in the art center creating watercolor paintings for 30 minutes).</p> <p>APL3.1m Begins to attend to adult-initiated tasks that are not based on their interests (e.g., participates in a teacher-led small or large group).</p> <p>APL3.2m Remembers several steps in sequence to complete multi-step directions (e.g., complete a puzzle, return it to the shelf, and join the group at the rug).</p> <p>APL3.2n Remembers actions that go with stories or songs.</p> <p>APL3.3o Demonstrates flexibility and adaptability with less adult prompting (e.g., sharing toys or trying out new materials).</p> <p>APL3.3p Responds consistently to adult suggestions to try out different activities.</p> <p>APL3.5r Sometimes persists in less preferred activities with or without adult support.</p> <p>APL4.1i Follows classroom rules and routines more independently (e.g., morning arrival).</p> <p>APL4.1j Uses classroom materials appropriately.</p> <p>APL4.1k Manages actions, words, and behavior with increasing independence (e.g., matches behavior to context and expectations).</p> <p>SED1.1n Describes themselves (e.g., talks about self in terms of looks, gender, family, and interests).</p> <p>SED1.1q Describes a larger range of individual characteristics and interests and communicates how these are similar or different from those of other people.</p> <p>SED1.2k Displays pride in their accomplishments.</p> <p>SED1.3l Acts independently in unfamiliar settings with unfamiliar adults.</p> <p>SED1.3m Attempts to complete tasks independently.</p> <p>SED1.3n Asks for support from adults only when needed.</p>

Week	Title	Standards Covered
		<p>SED2.2k Recognizes appropriate reaction to situations.</p> <p>SED2.2l Uses words and respectful language to express thoughts and emotions (e.g., "I'm frustrated because Jay won't let me play" or "I'm excited to play with my cousin Santiago tomorrow.").</p> <p>SED2.3f Demonstrates confidence in meeting own needs.</p> <p>SED2.3g Seeks and accepts help when needed.</p> <p>SED2.4n Exhibits emotional control with or without adult support (e.g., follows group activities although upset).</p> <p>SED2.5h Shows care and concern for others, including comforting others in distress.</p> <p>SED2.5i Begins to recognize the emotions of peers and responds with empathy and compassion.</p> <p>SED3.1n Shows enjoyment in interactions with trusted adults while also demonstrating skills in separating from these adults.</p> <p>SED3.1o Comfortable with being with less familiar adults in a safe setting (e.g., engages with visitor to home or classroom).</p> <p>SED3.2r Demonstrates strategies for participating in social play with peers (e.g., asks to join in game or brings new item to add to existing play).</p> <p>SED3.2s Plays with peers in a coordinated manner including assigning roles, materials, and actions (e.g., sets up and assigns roles in restaurant in dramatic play area).</p> <p>SED3.2t Maintains friendships over time.</p> <p>SED3.3n Builds on cooperative play, communication, and working memory skills by engaging in dramatic play with several other children, each taking on a particular role in a shared theme.</p> <p>SED3.4d Engages in prosocial behavior such as cooperating, compromising, turn-taking, and resolving social conflict.</p> <p>CLLD1.1aa Answers questions and adds comments relevant to the topic.</p> <p>CLLD1.1ab Begins to demonstrate understanding of implied messages based on speaker's tone and/or gestures (e.g., finger on lip and saying "shhhh" means be quiet).</p> <p>CLLD1.1ac Understands and responds to words for descriptive concepts (e.g., hard, square).</p>

Week	Title	Standards Covered
		<p>CLLD1.1ad Follows 2-3 step related directions and some new directions related to familiar and daily routines.</p> <p>CLLD1.1ae Demonstrates understanding of communication that includes a variety of complex sentences related to familiar stories, learning activities, and events (e.g., After Clifford the dog came home, he played with Emily Elizabeth).</p> <p>CLLD1.2s Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences (e.g., uses irregular past tense verbs such as came, ran, fell, broke, went, told, did).</p> <p>CLLD1.2t Answers open-ended questions comfortably.</p> <p>CLLD1.2u Retells stories and events in sequence with multiple details (e.g., retells The Three Bears noting three chairs, three beds, etc.).</p> <p>CLLD1.3n Begins to match language to contexts (e.g., voice volume, inflection/rise and fall of voice in speaking, and parting/greeting rituals).</p> <p>CLLD1.3o Engages in multiple back-and-forth conversations with adults in ways that can be goal-directed (such as solving problems).</p> <p>CLLD1.4p Asks and responds to questions with accurate information.</p> <p>CLLD2.1l Distinguishes among a variety of texts and their purposes (e.g., books, shopping lists, etc.).</p> <p>CLLD2.1m Begins to track individual words in text or braille by pointing or touching.</p> <p>CLLD2.2p Listens and responds to a variety of texts and media (e.g., audio book, music and movement).</p> <p>CLLD2.2q Tells fictional or personal stories sequentially and with 3 or more details.</p> <p>CLLD2.2r Begins to understand cause and effect relationships in fiction and nonfiction texts.</p> <p>CLLD2.2s Predicts what will happen next in an unfamiliar story.</p> <p>CLLD2.2t Uses new words learned through listening to stories.</p> <p>CLLD2.4h Recognizes many upper and lower case letters.</p> <p>CLLD2.4i Will use a combination of letters and symbols to represent words.</p> <p>HPD1.1q Uses sensory information to guide motions and interactions with objects and other people (e.g., plays games like tag with other</p>

Week	Title	Standards Covered
		<p>children).</p> <p>HPD1.1r Shows increasing awareness of body, space, and relationship to other objects to allow more coordinated movements, actions, and interactions with others (e.g., shows the ability to get in line with other children and walk in line).</p> <p>HPD2.1o Demonstrates more coordinated movement when jumping for height and distance, hopping, and running.</p> <p>HPD2.1p Carries out activities that combine and coordinate large muscle movements, including swinging on a swing, climbing a ladder, dancing to music, or balancing on one leg for longer periods of time.</p> <p>HPD2.1q Shows awareness of one's own body in relation to other people and objects while moving or dancing through space and at varying speeds and levels.</p> <p>HPD2.2f Develops strength and stamina by spending extended periods of time playing and participating in activities that build strength, speed, flexibility, and coordination (e.g., tag, red light - green light).</p> <p>HPD3.1j Uses objects with ease (e.g., fork, spoon, and sometimes a table knife).</p> <p>HPD3.1k Draws smaller figures and includes more detail (e.g., faces with features).</p> <p>HPD3.2j Draws with crayons and markers and cuts with scissors, with moderate levels of precision and control (e.g., cuts along a line or circle).</p> <p>HPD3.2k Manages self-help routines such as dressing self (e.g., zipping, buttoning, snapping).</p> <p>HPD4.1s Uses language to ask adults or peers for the help needed in a particular situation, including acting out stories or in play scenes.</p> <p>HPD4.2o Follows basic safety rules, signs, and labels consistently and anticipates consequences of not following rules.</p> <p>CD1.1j Compares and categorizes observable phenomena (e.g., by collecting, organizing, and describing materials according to their physical characteristics).</p> <p>CD1.1k Imitates and uses adults' words and ideas when talking about the physical and natural worlds.</p> <p>CD1.1l Shows detail in drawings, constructions, and demonstrations to show thinking.</p>

Week	Title	Standards Covered
		<p>CD1.2n Uses many sources (e.g., pictures, books) to gather information.</p> <p>CD1.2o With adult guidance, plans and conducts investigations.</p> <p>CD1.2p Analyzes results, draws conclusions, and communicates results.</p> <p>CD1.2q Collaborates with others to conduct investigations.</p> <p>CD2.1n Communicates about the roles of people in the community encountered directly (caregiver or educator) and roles introduced through pictures, books, and other media (artists, cooks, cashiers, construction workers).</p> <p>CD2.2h Uses positive social behaviors (taking turns, sharing, helping with jobs) to help meet needs of the group.</p> <p>CD2.2i With adult help, participates with peers in solving problems, settling conflicts, and negotiating plans and decisions.</p> <p>CD2.3g Learns simple vocabulary of other languages spoken in home, classroom, or school community.</p> <p>CD2.3h Represents self and others in drawing with increasing detail and accuracy, including distinguishing features related to physical, racial, and cultural differences.</p> <p>CD3.1q Counts forward to 20 by memory.</p> <p>CD3.1s Shows accuracy in demonstrating one-to-one correspondence for up to 10 objects.</p> <p>CD3.1t Counts up to 10 objects in a line.</p> <p>CD3.1u Answers the question "How many?" for up to 10 objects.</p> <p>CD3.5n With instruction, shows an awareness of time by talking about events with words such as before, after, and later.</p> <p>CD4.1q Follows directions or demonstrations of moving forward, backward, sideways, or in a turning motion.</p> <p>CD4.1s Follows directions or example to stop moving on cue.</p> <p>CD4.1t Reproduces dance steps or movements several times.</p> <p>CD4.2t Keeps a steady beat for 8-16 counts by patting body parts or using small instruments.</p> <p>CD4.3n Uses props and dramatic play to explore roles and events in the larger community and world.</p>

Week	Title	Standards Covered
		<p>CD4.3o Negotiates roles and dialogue with peers and adapts to the needs of the group in dramatic play.</p> <p>CD4.4k Begins to draw with planning and purpose to show or tell a story about something in their experience.</p> <p>CD4.4m Begins to describe art and the story it tells.</p>
15	Weather and Seasons	<p>APL1.1h Shows curiosity by saying things like, "I wonder what will happen next."</p> <p>APL1.1i Seeks out new information by asking, "How does that work?"</p> <p>APL1.1j Shows eagerness to learn about a variety of topics.</p> <p>APL1.2o Chooses different ways to explore the environment based on prior experiences with tools or actions.</p> <p>APL1.2p Suggests new ideas for play activities and follows through with self-direction and independence.</p> <p>APL2.1o Represents reality through the arts and with art materials (e.g., by creating stories, drawing, or enacting experiences in dramatic play).</p> <p>APL2.1p Utilizes realistic and open-ended materials in cooperative play.</p> <p>APL2.1q Shows purpose and inventiveness in play (e.g., collects different shapes of blocks to build a castle).</p> <p>APL3.1k Focuses attention on tasks and activities like painting or block building for longer periods of time with increasing independence.</p> <p>APL3.1l Sustains engagement with a task that interests them for long periods of time (e.g., works in the art center creating watercolor paintings for 30 minutes).</p> <p>APL3.1m Begins to attend to adult-initiated tasks that are not based on their interests (e.g., participates in a teacher-led small or large group).</p> <p>APL3.2m Remembers several steps in sequence to complete multi-step directions (e.g., complete a puzzle, return it to the shelf, and join the group at the rug).</p> <p>APL3.2n Remembers actions that go with stories or songs.</p> <p>APL3.3o Demonstrates flexibility and adaptability with less adult prompting (e.g., sharing toys or trying out new materials).</p> <p>APL3.3p Responds consistently to adult suggestions to try out different</p>

Week	Title	Standards Covered
		<p>activities.</p> <p>APL3.5r Sometimes persists in less preferred activities with or without adult support.</p> <p>APL4.1i Follows classroom rules and routines more independently (e.g., morning arrival).</p> <p>APL4.1j Uses classroom materials appropriately.</p> <p>APL4.1k Manages actions, words, and behavior with increasing independence (e.g., matches behavior to context and expectations).</p> <p>SED1.1n Describes themselves (e.g., talks about self in terms of looks, gender, family, and interests).</p> <p>SED1.2k Displays pride in their accomplishments.</p> <p>SED1.3l Acts independently in unfamiliar settings with unfamiliar adults.</p> <p>SED1.3m Attempts to complete tasks independently.</p> <p>SED1.3n Asks for support from adults only when needed.</p> <p>SED2.2k Recognizes appropriate reaction to situations.</p> <p>SED2.2l Uses words and respectful language to express thoughts and emotions (e.g., "I'm frustrated because Jay won't let me play" or "I'm excited to play with my cousin Santiago tomorrow.").</p> <p>SED2.3f Demonstrates confidence in meeting own needs.</p> <p>SED2.3g Seeks and accepts help when needed.</p> <p>SED2.4n Exhibits emotional control with or without adult support (e.g., follows group activities although upset).</p> <p>SED2.5h Shows care and concern for others, including comforting others in distress.</p> <p>SED2.5i Begins to recognize the emotions of peers and responds with empathy and compassion.</p> <p>SED3.1n Shows enjoyment in interactions with trusted adults while also demonstrating skills in separating from these adults.</p> <p>SED3.1o Comfortable with being with less familiar adults in a safe setting (e.g., engages with visitor to home or classroom).</p> <p>SED3.2r Demonstrates strategies for participating in social play with peers (e.g., asks to join in game or brings new item to add to existing</p>

Week	Title	Standards Covered
		<p>play).</p> <p>SED3.2s Plays with peers in a coordinated manner including assigning roles, materials, and actions (e.g., sets up and assigns roles in restaurant in dramatic play area).</p> <p>SED3.2t Maintains friendships over time.</p> <p>SED3.3n Builds on cooperative play, communication, and working memory skills by engaging in dramatic play with several other children, each taking on a particular role in a shared theme.</p> <p>SED3.4d Engages in prosocial behavior such as cooperating, compromising, turn-taking, and resolving social conflict.</p> <p>CLLD1.1aa Answers questions and adds comments relevant to the topic.</p> <p>CLLD1.1ab Begins to demonstrate understanding of implied messages based on speaker's tone and/or gestures (e.g., finger on lip and saying "shhhh" means be quiet).</p> <p>CLLD1.1ac Understands and responds to words for descriptive concepts (e.g., hard, square).</p> <p>CLLD1.1ad Follows 2-3 step related directions and some new directions related to familiar and daily routines.</p> <p>CLLD1.1ae Demonstrates understanding of communication that includes a variety of complex sentences related to familiar stories, learning activities, and events (e.g., After Clifford the dog came home, he played with Emily Elizabeth).</p> <p>CLLD1.2s Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences (e.g., uses irregular past tense verbs such as came, ran, fell, broke, went, told, did).</p> <p>CLLD1.2t Answers open-ended questions comfortably.</p> <p>CLLD1.2u Retells stories and events in sequence with multiple details (e.g., retells The Three Bears noting three chairs, three beds, etc.).</p> <p>CLLD1.3n Begins to match language to contexts (e.g., voice volume, inflection/rise and fall of voice in speaking, and parting/greeting rituals).</p> <p>CLLD1.3o Engages in multiple back-and-forth conversations with adults in ways that can be goal-directed (such as solving problems).</p> <p>CLLD1.4p Asks and responds to questions with accurate information.</p> <p>CLLD2.1l Distinguishes among a variety of texts and their purposes (e.g.,</p>

Week	Title	Standards Covered
		<p>books, shopping lists, etc.).</p> <p>CLLD2.1m Begins to track individual words in text or braille by pointing or touching.</p> <p>CLLD2.2p Listens and responds to a variety of texts and media (e.g., audio book, music and movement).</p> <p>CLLD2.2q Tells fictional or personal stories sequentially and with 3 or more details.</p> <p>CLLD2.2r Begins to understand cause and effect relationships in fiction and nonfiction texts.</p> <p>CLLD2.2s Predicts what will happen next in an unfamiliar story.</p> <p>CLLD2.2t Uses new words learned through listening to stories.</p> <p>CLLD2.3j Begins to orally segment and combine compound words (e.g., lunchbox segmented is lunch-box; when combined it is lunchbox).</p> <p>CLLD2.4h Recognizes many upper and lower case letters.</p> <p>CLLD2.4i Will use a combination of letters and symbols to represent words.</p> <p>HPD1.1q Uses sensory information to guide motions and interactions with objects and other people (e.g., plays games like tag with other children).</p> <p>HPD1.1r Shows increasing awareness of body, space, and relationship to other objects to allow more coordinated movements, actions, and interactions with others (e.g., shows the ability to get in line with other children and walk in line).</p> <p>HPD2.1o Demonstrates more coordinated movement when jumping for height and distance, hopping, and running.</p> <p>HPD2.1p Carries out activities that combine and coordinate large muscle movements, including swinging on a swing, climbing a ladder, dancing to music, or balancing on one leg for longer periods of time.</p> <p>HPD2.1q Shows awareness of one's own body in relation to other people and objects while moving or dancing through space and at varying speeds and levels.</p> <p>HPD2.2f Develops strength and stamina by spending extended periods of time playing and participating in activities that build strength, speed, flexibility, and coordination (e.g., tag, red light - green light).</p>

Week	Title	Standards Covered
		<p>HPD3.1j Uses objects with ease (e.g., fork, spoon, and sometimes a table knife).</p> <p>HPD3.1k Draws smaller figures and includes more detail (e.g., faces with features).</p> <p>HPD3.2j Draws with crayons and markers and cuts with scissors, with moderate levels of precision and control (e.g., cuts along a line or circle).</p> <p>HPD3.2k Manages self-help routines such as dressing self (e.g., zipping, buttoning, snapping).</p> <p>HPD4.1s Uses language to ask adults or peers for the help needed in a particular situation, including acting out stories or in play scenes.</p> <p>HPD4.2o Follows basic safety rules, signs, and labels consistently and anticipates consequences of not following rules.</p> <p>HPD4.2p Participates in safety practices by helping to use car seat restraints and helmets.</p> <p>HPD4.3m Makes healthy eating choices both independently and with support.</p> <p>CD1.1j Compares and categorizes observable phenomena (e.g., by collecting, organizing, and describing materials according to their physical characteristics).</p> <p>CD1.1k Imitates and uses adults' words and ideas when talking about the physical and natural worlds.</p> <p>CD1.1l Shows detail in drawings, constructions, and demonstrations to show thinking.</p> <p>CD1.2n Uses many sources (e.g., pictures, books) to gather information.</p> <p>CD1.2o With adult guidance, plans and conducts investigations.</p> <p>CD1.2p Analyzes results, draws conclusions, and communicates results.</p> <p>CD1.2q Collaborates with others to conduct investigations.</p> <p>CD2.1n Communicates about the roles of people in the community encountered directly (caregiver or educator) and roles introduced through pictures, books, and other media (artists, cooks, cashiers, construction workers).</p> <p>CD2.2g Communicates about self as a member of many different groups, such as within a family, classroom, faith community, or sports team.</p>

Week	Title	Standards Covered
		<p>CD2.2h Uses positive social behaviors (taking turns, sharing, helping with jobs) to help meet needs of the group.</p> <p>CD2.2i With adult help, participates with peers in solving problems, settling conflicts, and negotiating plans and decisions.</p> <p>CD2.3g Learns simple vocabulary of other languages spoken in home, classroom, or school community.</p> <p>CD2.3h Represents self and others in drawing with increasing detail and accuracy, including distinguishing features related to physical, racial, and cultural differences.</p> <p>CD2.3j Communicates about own family's culture and traditions and accepts that children and families are different.</p> <p>CD3.1q Counts forward to 20 by memory.</p> <p>CD3.1s Shows accuracy in demonstrating one-to-one correspondence for up to 10 objects.</p> <p>CD3.1t Counts up to 10 objects in a line.</p> <p>CD3.1u Answers the question "How many?" for up to 10 objects.</p> <p>CD3.5n With instruction, shows an awareness of time by talking about events with words such as before, after, and later.</p> <p>CD4.1q Follows directions or demonstrations of moving forward, backward, sideways, or in a turning motion.</p> <p>CD4.1s Follows directions or example to stop moving on cue.</p> <p>CD4.1t Reproduces dance steps or movements several times.</p> <p>CD4.2v Uses songs, simple instruments, and found materials to create music that expresses mood, story, or relationships.</p> <p>CD4.3n Uses props and dramatic play to explore roles and events in the larger community and world.</p> <p>CD4.4k Begins to draw with planning and purpose to show or tell a story about something in their experience.</p> <p>CD4.4m Begins to describe art and the story it tells.</p>
16	Wintertime	<p>APL1.1h Shows curiosity by saying things like, "I wonder what will happen next."</p> <p>APL1.1i Seeks out new information by asking, "How does that work?"</p>

Week	Title	Standards Covered
		<p>APL1.1j Shows eagerness to learn about a variety of topics.</p> <p>APL2.1o Represents reality through the arts and with art materials (e.g., by creating stories, drawing, or enacting experiences in dramatic play).</p> <p>APL2.1p Utilizes realistic and open-ended materials in cooperative play.</p> <p>APL2.1q Shows purpose and inventiveness in play (e.g., collects different shapes of blocks to build a castle).</p> <p>APL3.1k Focuses attention on tasks and activities like painting or block building for longer periods of time with increasing independence.</p> <p>APL3.1l Sustains engagement with a task that interests them for long periods of time (e.g., works in the art center creating watercolor paintings for 30 minutes).</p> <p>APL3.1m Begins to attend to adult-initiated tasks that are not based on their interests (e.g., participates in a teacher-led small or large group).</p> <p>APL3.2m Remembers several steps in sequence to complete multi-step directions (e.g., complete a puzzle, return it to the shelf, and join the group at the rug).</p> <p>APL3.2n Remembers actions that go with stories or songs.</p> <p>APL3.3m Adapts to new rules in a game or activity (e.g., sorting cards by color and then by shape).</p> <p>APL3.3o Demonstrates flexibility and adaptability with less adult prompting (e.g., sharing toys or trying out new materials).</p> <p>APL3.3p Responds consistently to adult suggestions to try out different activities.</p> <p>APL3.5r Sometimes persists in less preferred activities with or without adult support.</p> <p>APL4.1i Follows classroom rules and routines more independently (e.g., morning arrival).</p> <p>APL4.1j Uses classroom materials appropriately.</p> <p>APL4.1k Manages actions, words, and behavior with increasing independence (e.g., matches behavior to context and expectations).</p> <p>SED1.1n Describes themselves (e.g., talks about self in terms of looks, gender, family, and interests).</p> <p>SED1.2k Displays pride in their accomplishments.</p>

Week	Title	Standards Covered
		<p>SED1.3l Acts independently in unfamiliar settings with unfamiliar adults.</p> <p>SED1.3m Attempts to complete tasks independently.</p> <p>SED1.3n Asks for support from adults only when needed.</p> <p>SED2.2k Recognizes appropriate reaction to situations.</p> <p>SED2.2l Uses words and respectful language to express thoughts and emotions (e.g., "I'm frustrated because Jay won't let me play" or "I'm excited to play with my cousin Santiago tomorrow.").</p> <p>SED2.3f Demonstrates confidence in meeting own needs.</p> <p>SED2.3g Seeks and accepts help when needed.</p> <p>SED2.4n Exhibits emotional control with or without adult support (e.g., follows group activities although upset).</p> <p>SED2.5h Shows care and concern for others, including comforting others in distress.</p> <p>SED2.5i Begins to recognize the emotions of peers and responds with empathy and compassion.</p> <p>SED3.1n Shows enjoyment in interactions with trusted adults while also demonstrating skills in separating from these adults.</p> <p>SED3.1o Comfortable with being with less familiar adults in a safe setting (e.g., engages with visitor to home or classroom).</p> <p>SED3.2r Demonstrates strategies for participating in social play with peers (e.g., asks to join in game or brings new item to add to existing play).</p> <p>SED3.2s Plays with peers in a coordinated manner including assigning roles, materials, and actions (e.g., sets up and assigns roles in restaurant in dramatic play area).</p> <p>SED3.2t Maintains friendships over time.</p> <p>SED3.3n Builds on cooperative play, communication, and working memory skills by engaging in dramatic play with several other children, each taking on a particular role in a shared theme.</p> <p>SED3.4d Engages in prosocial behavior such as cooperating, compromising, turn-taking, and resolving social conflict.</p> <p>CLLD1.1aa Answers questions and adds comments relevant to the topic.</p> <p>CLLD1.1ab Begins to demonstrate understanding of implied messages</p>

Week	Title	Standards Covered
		<p>based on speaker's tone and/or gestures (e.g., finger on lip and saying "shhhh" means be quiet).</p> <p>CLLD1.1ac Understands and responds to words for descriptive concepts (e.g., hard, square).</p> <p>CLLD1.1ad Follows 2-3 step related directions and some new directions related to familiar and daily routines.</p> <p>CLLD1.1ae Demonstrates understanding of communication that includes a variety of complex sentences related to familiar stories, learning activities, and events (e.g., After Clifford the dog came home, he played with Emily Elizabeth).</p> <p>CLLD1.2s Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences (e.g., uses irregular past tense verbs such as came, ran, fell, broke, went, told, did).</p> <p>CLLD1.2t Answers open-ended questions comfortably.</p> <p>CLLD1.2u Retells stories and events in sequence with multiple details (e.g., retells The Three Bears noting three chairs, three beds, etc.).</p> <p>CLLD1.3n Begins to match language to contexts (e.g., voice volume, inflection/rise and fall of voice in speaking, and parting/greeting rituals).</p> <p>CLLD1.3o Engages in multiple back-and-forth conversations with adults in ways that can be goal-directed (such as solving problems).</p> <p>CLLD1.4p Asks and responds to questions with accurate information.</p> <p>CLLD2.1l Distinguishes among a variety of texts and their purposes (e.g., books, shopping lists, etc.).</p> <p>CLLD2.1m Begins to track individual words in text or braille by pointing or touching.</p> <p>CLLD2.2p Listens and responds to a variety of texts and media (e.g., audio book, music and movement).</p> <p>CLLD2.2q Tells fictional or personal stories sequentially and with 3 or more details.</p> <p>CLLD2.2r Begins to understand cause and effect relationships in fiction and nonfiction texts.</p> <p>CLLD2.2s Predicts what will happen next in an unfamiliar story.</p> <p>CLLD2.2t Uses new words learned through listening to stories.</p>

Week	Title	Standards Covered
		<p>CLLD2.4h Recognizes many upper and lower case letters.</p> <p>CLLD2.4i Will use a combination of letters and symbols to represent words.</p> <p>HPD1.1q Uses sensory information to guide motions and interactions with objects and other people (e.g., plays games like tag with other children).</p> <p>HPD1.1r Shows increasing awareness of body, space, and relationship to other objects to allow more coordinated movements, actions, and interactions with others (e.g., shows the ability to get in line with other children and walk in line).</p> <p>HPD2.1o Demonstrates more coordinated movement when jumping for height and distance, hopping, and running.</p> <p>HPD2.1p Carries out activities that combine and coordinate large muscle movements, including swinging on a swing, climbing a ladder, dancing to music, or balancing on one leg for longer periods of time.</p> <p>HPD2.1q Shows awareness of one's own body in relation to other people and objects while moving or dancing through space and at varying speeds and levels.</p> <p>HPD2.2f Develops strength and stamina by spending extended periods of time playing and participating in activities that build strength, speed, flexibility, and coordination (e.g., tag, red light - green light).</p> <p>HPD3.1j Uses objects with ease (e.g., fork, spoon, and sometimes a table knife).</p> <p>HPD3.1k Draws smaller figures and includes more detail (e.g., faces with features).</p> <p>HPD3.2j Draws with crayons and markers and cuts with scissors, with moderate levels of precision and control (e.g., cuts along a line or circle).</p> <p>HPD3.2k Manages self-help routines such as dressing self (e.g., zipping, buttoning, snapping).</p> <p>HPD4.1s Uses language to ask adults or peers for the help needed in a particular situation, including acting out stories or in play scenes.</p> <p>HPD4.2o Follows basic safety rules, signs, and labels consistently and anticipates consequences of not following rules.</p> <p>CD1.1j Compares and categorizes observable phenomena (e.g., by collecting, organizing, and describing materials according to their</p>

Week	Title	Standards Covered
		<p>physical characteristics).</p> <p>CD1.1k Imitates and uses adults' words and ideas when talking about the physical and natural worlds.</p> <p>CD1.1l Shows detail in drawings, constructions, and demonstrations to show thinking.</p> <p>CD1.2n Uses many sources (e.g., pictures, books) to gather information.</p> <p>CD1.2o With adult guidance, plans and conducts investigations.</p> <p>CD1.2p Analyzes results, draws conclusions, and communicates results.</p> <p>CD1.2q Collaborates with others to conduct investigations.</p> <p>CD2.1n Communicates about the roles of people in the community encountered directly (caregiver or educator) and roles introduced through pictures, books, and other media (artists, cooks, cashiers, construction workers).</p> <p>CD2.2g Communicates about self as a member of many different groups, such as within a family, classroom, faith community, or sports team.</p> <p>CD2.2h Uses positive social behaviors (taking turns, sharing, helping with jobs) to help meet needs of the group.</p> <p>CD2.2i With adult help, participates with peers in solving problems, settling conflicts, and negotiating plans and decisions.</p> <p>CD2.3g Learns simple vocabulary of other languages spoken in home, classroom, or school community.</p> <p>CD2.3h Represents self and others in drawing with increasing detail and accuracy, including distinguishing features related to physical, racial, and cultural differences.</p> <p>CD3.1q Counts forward to 20 by memory.</p> <p>CD3.1s Shows accuracy in demonstrating one-to-one correspondence for up to 10 objects.</p> <p>CD3.1t Counts up to 10 objects in a line.</p> <p>CD3.1u Answers the question "How many?" for up to 10 objects.</p> <p>CD3.5n With instruction, shows an awareness of time by talking about events with words such as before, after, and later.</p> <p>CD4.1q Follows directions or demonstrations of moving forward,</p>

Week	Title	Standards Covered
		<p>backward, sideways, or in a turning motion.</p> <p>CD4.1r Changes tempo of movements in response to changes in tempo or beat of music.</p> <p>CD4.1s Follows directions or example to stop moving on cue.</p> <p>CD4.1t Reproduces dance steps or movements several times.</p> <p>CD4.2t Keeps a steady beat for 8-16 counts by patting body parts or using small instruments.</p> <p>CD4.2v Uses songs, simple instruments, and found materials to create music that expresses mood, story, or relationships.</p> <p>CD4.3n Uses props and dramatic play to explore roles and events in the larger community and world.</p> <p>CD4.3o Negotiates roles and dialogue with peers and adapts to the needs of the group in dramatic play.</p> <p>CD4.4k Begins to draw with planning and purpose to show or tell a story about something in their experience.</p> <p>CD4.4m Begins to describe art and the story it tells.</p>
17	Celebrations	<p>APL1.1h Shows curiosity by saying things like, "I wonder what will happen next."</p> <p>APL1.1i Seeks out new information by asking, "How does that work?"</p> <p>APL1.1j Shows eagerness to learn about a variety of topics.</p> <p>APL2.1o Represents reality through the arts and with art materials (e.g., by creating stories, drawing, or enacting experiences in dramatic play).</p> <p>APL2.1p Utilizes realistic and open-ended materials in cooperative play.</p> <p>APL2.1q Shows purpose and inventiveness in play (e.g., collects different shapes of blocks to build a castle).</p> <p>APL3.1k Focuses attention on tasks and activities like painting or block building for longer periods of time with increasing independence.</p> <p>APL3.1l Sustains engagement with a task that interests them for long periods of time (e.g., works in the art center creating watercolor paintings for 30 minutes).</p> <p>APL3.1m Begins to attend to adult-initiated tasks that are not based on their interests (e.g., participates in a teacher-led small or large group).</p>

Week	Title	Standards Covered
		<p>APL3.2m Remembers several steps in sequence to complete multi-step directions (e.g., complete a puzzle, return it to the shelf, and join the group at the rug).</p> <p>APL3.2n Remembers actions that go with stories or songs.</p> <p>APL3.3m Adapts to new rules in a game or activity (e.g., sorting cards by color and then by shape).</p> <p>APL3.3o Demonstrates flexibility and adaptability with less adult prompting (e.g., sharing toys or trying out new materials).</p> <p>APL3.3p Responds consistently to adult suggestions to try out different activities.</p> <p>APL3.5r Sometimes persists in less preferred activities with or without adult support.</p> <p>APL4.1i Follows classroom rules and routines more independently (e.g., morning arrival).</p> <p>APL4.1j Uses classroom materials appropriately.</p> <p>APL4.1k Manages actions, words, and behavior with increasing independence (e.g., matches behavior to context and expectations).</p> <p>SED1.1n Describes themselves (e.g., talks about self in terms of looks, gender, family, and interests).</p> <p>SED1.1o Positively identifies self as a member of a specific culture or group that fits into a larger world picture.</p> <p>SED1.1q Describes a larger range of individual characteristics and interests and communicates how these are similar or different from those of other people.</p> <p>SED1.2k Displays pride in their accomplishments.</p> <p>SED1.3l Acts independently in unfamiliar settings with unfamiliar adults.</p> <p>SED1.3m Attempts to complete tasks independently.</p> <p>SED1.3n Asks for support from adults only when needed.</p> <p>SED2.2k Recognizes appropriate reaction to situations.</p> <p>SED2.2l Uses words and respectful language to express thoughts and emotions (e.g., "I'm frustrated because Jay won't let me play" or "I'm excited to play with my cousin Santiago tomorrow.").</p>

Week	Title	Standards Covered
		<p>SED2.3f Demonstrates confidence in meeting own needs.</p> <p>SED2.3g Seeks and accepts help when needed.</p> <p>SED2.4n Exhibits emotional control with or without adult support (e.g., follows group activities although upset).</p> <p>SED2.5h Shows care and concern for others, including comforting others in distress.</p> <p>SED2.5i Begins to recognize the emotions of peers and responds with empathy and compassion.</p> <p>SED3.1n Shows enjoyment in interactions with trusted adults while also demonstrating skills in separating from these adults.</p> <p>SED3.1o Comfortable with being with less familiar adults in a safe setting (e.g., engages with visitor to home or classroom).</p> <p>SED3.2r Demonstrates strategies for participating in social play with peers (e.g., asks to join in game or brings new item to add to existing play).</p> <p>SED3.2s Plays with peers in a coordinated manner including assigning roles, materials, and actions (e.g., sets up and assigns roles in restaurant in dramatic play area).</p> <p>SED3.2t Maintains friendships over time.</p> <p>SED3.3n Builds on cooperative play, communication, and working memory skills by engaging in dramatic play with several other children, each taking on a particular role in a shared theme.</p> <p>SED3.4d Engages in prosocial behavior such as cooperating, compromising, turn-taking, and resolving social conflict.</p> <p>CLLD1.1aa Answers questions and adds comments relevant to the topic.</p> <p>CLLD1.1ab Begins to demonstrate understanding of implied messages based on speaker's tone and/or gestures (e.g., finger on lip and saying "shhhh" means be quiet).</p> <p>CLLD1.1ac Understands and responds to words for descriptive concepts (e.g., hard, square).</p> <p>CLLD1.1ad Follows 2-3 step related directions and some new directions related to familiar and daily routines.</p> <p>CLLD1.1ae Demonstrates understanding of communication that includes a variety of complex sentences related to familiar stories,</p>

Week	Title	Standards Covered
		<p>learning activities, and events (e.g., After Clifford the dog came home, he played with Emily Elizabeth).</p> <p>CLLD1.2s Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences (e.g., uses irregular past tense verbs such as came, ran, fell, broke, went, told, did).</p> <p>CLLD1.2t Answers open-ended questions comfortably.</p> <p>CLLD1.2u Retells stories and events in sequence with multiple details (e.g., retells The Three Bears noting three chairs, three beds, etc.).</p> <p>CLLD1.3n Begins to match language to contexts (e.g., voice volume, inflection/rise and fall of voice in speaking, and parting/greeting rituals).</p> <p>CLLD1.3o Engages in multiple back-and-forth conversations with adults in ways that can be goal-directed (such as solving problems).</p> <p>CLLD1.4p Asks and responds to questions with accurate information.</p> <p>CLLD2.1l Distinguishes among a variety of texts and their purposes (e.g., books, shopping lists, etc.).</p> <p>CLLD2.1m Begins to track individual words in text or braille by pointing or touching.</p> <p>CLLD2.2p Listens and responds to a variety of texts and media (e.g., audio book, music and movement).</p> <p>CLLD2.2q Tells fictional or personal stories sequentially and with 3 or more details.</p> <p>CLLD2.2r Begins to understand cause and effect relationships in fiction and nonfiction texts.</p> <p>CLLD2.2s Predicts what will happen next in an unfamiliar story.</p> <p>CLLD2.2t Uses new words learned through listening to stories.</p> <p>CLLD2.4h Recognizes many upper and lower case letters.</p> <p>CLLD2.4i Will use a combination of letters and symbols to represent words.</p> <p>HPD1.1q Uses sensory information to guide motions and interactions with objects and other people (e.g., plays games like tag with other children).</p> <p>HPD1.1r Shows increasing awareness of body, space, and relationship to other objects to allow more coordinated movements, actions, and interactions with others (e.g., shows the ability to get in line with other</p>

Week	Title	Standards Covered
		<p>children and walk in line).</p> <p>HPD2.1o Demonstrates more coordinated movement when jumping for height and distance, hopping, and running.</p> <p>HPD2.1p Carries out activities that combine and coordinate large muscle movements, including swinging on a swing, climbing a ladder, dancing to music, or balancing on one leg for longer periods of time.</p> <p>HPD2.1q Shows awareness of one's own body in relation to other people and objects while moving or dancing through space and at varying speeds and levels.</p> <p>HPD2.2f Develops strength and stamina by spending extended periods of time playing and participating in activities that build strength, speed, flexibility, and coordination (e.g., tag, red light - green light).</p> <p>HPD3.1j Uses objects with ease (e.g., fork, spoon, and sometimes a table knife).</p> <p>HPD3.1k Draws smaller figures and includes more detail (e.g., faces with features).</p> <p>HPD3.2j Draws with crayons and markers and cuts with scissors, with moderate levels of precision and control (e.g., cuts along a line or circle).</p> <p>HPD4.1s Uses language to ask adults or peers for the help needed in a particular situation, including acting out stories or in play scenes.</p> <p>HPD4.2o Follows basic safety rules, signs, and labels consistently and anticipates consequences of not following rules.</p> <p>CD1.1j Compares and categorizes observable phenomena (e.g., by collecting, organizing, and describing materials according to their physical characteristics).</p> <p>CD1.1k Imitates and uses adults' words and ideas when talking about the physical and natural worlds.</p> <p>CD1.1l Shows detail in drawings, constructions, and demonstrations to show thinking.</p> <p>CD1.2n Uses many sources (e.g., pictures, books) to gather information.</p> <p>CD1.2o With adult guidance, plans and conducts investigations.</p> <p>CD1.2p Analyzes results, draws conclusions, and communicates results.</p> <p>CD1.2q Collaborates with others to conduct investigations.</p> <p>CD2.1n Communicates about the roles of people in the community</p>

Week	Title	Standards Covered
		<p>encountered directly (caregiver or educator) and roles introduced through pictures, books, and other media (artists, cooks, cashiers, construction workers).</p> <p>CD2.2g Communicates about self as a member of many different groups, such as within a family, classroom, faith community, or sports team.</p> <p>CD2.2h Uses positive social behaviors (taking turns, sharing, helping with jobs) to help meet needs of the group.</p> <p>CD2.2i With adult help, participates with peers in solving problems, settling conflicts, and negotiating plans and decisions.</p> <p>CD2.3g Learns simple vocabulary of other languages spoken in home, classroom, or school community.</p> <p>CD2.3h Represents self and others in drawing with increasing detail and accuracy, including distinguishing features related to physical, racial, and cultural differences.</p> <p>CD2.3j Communicates about own family's culture and traditions and accepts that children and families are different.</p> <p>CD3.1q Counts forward to 20 by memory.</p> <p>CD3.1s Shows accuracy in demonstrating one-to-one correspondence for up to 10 objects.</p> <p>CD3.1t Counts up to 10 objects in a line.</p> <p>CD3.5n With instruction, shows an awareness of time by talking about events with words such as before, after, and later.</p> <p>CD4.1q Follows directions or demonstrations of moving forward, backward, sideways, or in a turning motion.</p> <p>CD4.1s Follows directions or example to stop moving on cue.</p> <p>CD4.1t Reproduces dance steps or movements several times.</p> <p>CD4.2t Keeps a steady beat for 8-16 counts by patting body parts or using small instruments.</p> <p>CD4.2v Uses songs, simple instruments, and found materials to create music that expresses mood, story, or relationships.</p> <p>CD4.3n Uses props and dramatic play to explore roles and events in the larger community and world.</p> <p>CD4.3o Negotiates roles and dialogue with peers and adapts to the</p>

Week	Title	Standards Covered
		<p>needs of the group in dramatic play.</p> <p>CD4.4k Begins to draw with planning and purpose to show or tell a story about something in their experience.</p> <p>CD4.4l Draws the human form with more accuracy and detail.</p> <p>CD4.4m Begins to describe art and the story it tells.</p>
18	Stories from Around the World	<p>APL1.1h Shows curiosity by saying things like, "I wonder what will happen next."</p> <p>APL1.1i Seeks out new information by asking, "How does that work?"</p> <p>APL1.1j Shows eagerness to learn about a variety of topics.</p> <p>APL1.2p Suggests new ideas for play activities and follows through with self-direction and independence.</p> <p>APL2.1o Represents reality through the arts and with art materials (e.g., by creating stories, drawing, or enacting experiences in dramatic play).</p> <p>APL2.1p Utilizes realistic and open-ended materials in cooperative play.</p> <p>APL2.1q Shows purpose and inventiveness in play (e.g., collects different shapes of blocks to build a castle).</p> <p>APL3.1k Focuses attention on tasks and activities like painting or block building for longer periods of time with increasing independence.</p> <p>APL3.1l Sustains engagement with a task that interests them for long periods of time (e.g., works in the art center creating watercolor paintings for 30 minutes).</p> <p>APL3.1m Begins to attend to adult-initiated tasks that are not based on their interests (e.g., participates in a teacher-led small or large group).</p> <p>APL3.2m Remembers several steps in sequence to complete multi-step directions (e.g., complete a puzzle, return it to the shelf, and join the group at the rug).</p> <p>APL3.2n Remembers actions that go with stories or songs.</p> <p>APL3.3n Considers ideas from adults and other children in finding a solution or strategy.</p> <p>APL3.3o Demonstrates flexibility and adaptability with less adult prompting (e.g., sharing toys or trying out new materials).</p> <p>APL3.3p Responds consistently to adult suggestions to try out different</p>

Week	Title	Standards Covered
		<p>activities.</p> <p>APL3.5r Sometimes persists in less preferred activities with or without adult support.</p> <p>APL4.1i Follows classroom rules and routines more independently (e.g., morning arrival).</p> <p>APL4.1j Uses classroom materials appropriately.</p> <p>APL4.1k Manages actions, words, and behavior with increasing independence (e.g., matches behavior to context and expectations).</p> <p>SED1.1n Describes themselves (e.g., talks about self in terms of looks, gender, family, and interests).</p> <p>SED1.1o Positively identifies self as a member of a specific culture or group that fits into a larger world picture.</p> <p>SED1.1q Describes a larger range of individual characteristics and interests and communicates how these are similar or different from those of other people.</p> <p>SED1.2k Displays pride in their accomplishments.</p> <p>SED1.3l Acts independently in unfamiliar settings with unfamiliar adults.</p> <p>SED1.3m Attempts to complete tasks independently.</p> <p>SED1.3n Asks for support from adults only when needed.</p> <p>SED2.2k Recognizes appropriate reaction to situations.</p> <p>SED2.2l Uses words and respectful language to express thoughts and emotions (e.g., "I'm frustrated because Jay won't let me play" or "I'm excited to play with my cousin Santiago tomorrow.").</p> <p>SED2.3f Demonstrates confidence in meeting own needs.</p> <p>SED2.3g Seeks and accepts help when needed.</p> <p>SED2.4n Exhibits emotional control with or without adult support (e.g., follows group activities although upset).</p> <p>SED2.5h Shows care and concern for others, including comforting others in distress.</p> <p>SED2.5i Begins to recognize the emotions of peers and responds with empathy and compassion.</p> <p>SED3.1n Shows enjoyment in interactions with trusted adults while also</p>

Week	Title	Standards Covered
		<p>demonstrating skills in separating from these adults.</p> <p>SED3.1o Comfortable with being with less familiar adults in a safe setting (e.g., engages with visitor to home or classroom).</p> <p>SED3.2r Demonstrates strategies for participating in social play with peers (e.g., asks to join in game or brings new item to add to existing play).</p> <p>SED3.2s Plays with peers in a coordinated manner including assigning roles, materials, and actions (e.g., sets up and assigns roles in restaurant in dramatic play area).</p> <p>SED3.2t Maintains friendships over time.</p> <p>SED3.3n Builds on cooperative play, communication, and working memory skills by engaging in dramatic play with several other children, each taking on a particular role in a shared theme.</p> <p>SED3.4d Engages in prosocial behavior such as cooperating, compromising, turn-taking, and resolving social conflict.</p> <p>CLLD1.1aa Answers questions and adds comments relevant to the topic.</p> <p>CLLD1.1ab Begins to demonstrate understanding of implied messages based on speaker's tone and/or gestures (e.g., finger on lip and saying "shhhh" means be quiet).</p> <p>CLLD1.1ac Understands and responds to words for descriptive concepts (e.g., hard, square).</p> <p>CLLD1.1ad Follows 2-3 step related directions and some new directions related to familiar and daily routines.</p> <p>CLLD1.1ae Demonstrates understanding of communication that includes a variety of complex sentences related to familiar stories, learning activities, and events (e.g., After Clifford the dog came home, he played with Emily Elizabeth).</p> <p>CLLD1.2s Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences (e.g., uses irregular past tense verbs such as came, ran, fell, broke, went, told, did).</p> <p>CLLD1.2t Answers open-ended questions comfortably.</p> <p>CLLD1.2u Retells stories and events in sequence with multiple details (e.g., retells The Three Bears noting three chairs, three beds, etc.).</p> <p>CLLD1.3n Begins to match language to contexts (e.g., voice volume,</p>

Week	Title	Standards Covered
		<p>inflection/rise and fall of voice in speaking, and parting/greeting rituals).</p> <p>CLLD1.3o Engages in multiple back-and-forth conversations with adults in ways that can be goal-directed (such as solving problems).</p> <p>CLLD1.4p Asks and responds to questions with accurate information.</p> <p>CLLD2.1l Distinguishes among a variety of texts and their purposes (e.g., books, shopping lists, etc.).</p> <p>CLLD2.1m Begins to track individual words in text or braille by pointing or touching.</p> <p>CLLD2.2p Listens and responds to a variety of texts and media (e.g., audio book, music and movement).</p> <p>CLLD2.2q Tells fictional or personal stories sequentially and with 3 or more details.</p> <p>CLLD2.2r Begins to understand cause and effect relationships in fiction and nonfiction texts.</p> <p>CLLD2.2s Predicts what will happen next in an unfamiliar story.</p> <p>CLLD2.2t Uses new words learned through listening to stories.</p> <p>CLLD2.4h Recognizes many upper and lower case letters.</p> <p>CLLD2.4i Will use a combination of letters and symbols to represent words.</p> <p>HPD1.1q Uses sensory information to guide motions and interactions with objects and other people (e.g., plays games like tag with other children).</p> <p>HPD1.1r Shows increasing awareness of body, space, and relationship to other objects to allow more coordinated movements, actions, and interactions with others (e.g., shows the ability to get in line with other children and walk in line).</p> <p>HPD2.1o Demonstrates more coordinated movement when jumping for height and distance, hopping, and running.</p> <p>HPD2.1p Carries out activities that combine and coordinate large muscle movements, including swinging on a swing, climbing a ladder, dancing to music, or balancing on one leg for longer periods of time.</p> <p>HPD2.1q Shows awareness of one's own body in relation to other people and objects while moving or dancing through space and at varying speeds and levels.</p>

Week	Title	Standards Covered
		<p>HPD2.2f Develops strength and stamina by spending extended periods of time playing and participating in activities that build strength, speed, flexibility, and coordination (e.g., tag, red light - green light).</p> <p>HPD3.1j Uses objects with ease (e.g., fork, spoon, and sometimes a table knife).</p> <p>HPD3.1k Draws smaller figures and includes more detail (e.g., faces with features).</p> <p>HPD3.2j Draws with crayons and markers and cuts with scissors, with moderate levels of precision and control (e.g., cuts along a line or circle).</p> <p>HPD4.1s Uses language to ask adults or peers for the help needed in a particular situation, including acting out stories or in play scenes.</p> <p>HPD4.2o Follows basic safety rules, signs, and labels consistently and anticipates consequences of not following rules.</p> <p>CD1.1j Compares and categorizes observable phenomena (e.g., by collecting, organizing, and describing materials according to their physical characteristics).</p> <p>CD1.1k Imitates and uses adults' words and ideas when talking about the physical and natural worlds.</p> <p>CD1.1l Shows detail in drawings, constructions, and demonstrations to show thinking.</p> <p>CD1.2n Uses many sources (e.g., pictures, books) to gather information.</p> <p>CD1.2o With adult guidance, plans and conducts investigations.</p> <p>CD2.1n Communicates about the roles of people in the community encountered directly (caregiver or educator) and roles introduced through pictures, books, and other media (artists, cooks, cashiers, construction workers).</p> <p>CD2.2g Communicates about self as a member of many different groups, such as within a family, classroom, faith community, or sports team.</p> <p>CD2.2h Uses positive social behaviors (taking turns, sharing, helping with jobs) to help meet needs of the group.</p> <p>CD2.2i With adult help, participates with peers in solving problems, settling conflicts, and negotiating plans and decisions.</p> <p>CD2.3g Learns simple vocabulary of other languages spoken in home,</p>

Week	Title	Standards Covered
		<p>classroom, or school community.</p> <p>CD2.3h Represents self and others in drawing with increasing detail and accuracy, including distinguishing features related to physical, racial, and cultural differences.</p> <p>CD3.1q Counts forward to 20 by memory.</p> <p>CD3.1s Shows accuracy in demonstrating one-to-one correspondence for up to 10 objects.</p> <p>CD3.1t Counts up to 10 objects in a line.</p> <p>CD3.5n With instruction, shows an awareness of time by talking about events with words such as before, after, and later.</p> <p>CD4.1q Follows directions or demonstrations of moving forward, backward, sideways, or in a turning motion.</p> <p>CD4.1s Follows directions or example to stop moving on cue.</p> <p>CD4.3n Uses props and dramatic play to explore roles and events in the larger community and world.</p> <p>CD4.3o Negotiates roles and dialogue with peers and adapts to the needs of the group in dramatic play.</p> <p>CD4.4k Begins to draw with planning and purpose to show or tell a story about something in their experience.</p> <p>CD4.4m Begins to describe art and the story it tells.</p>
19	All Together Now	<p>APL1.1h Shows curiosity by saying things like, "I wonder what will happen next."</p> <p>APL1.1i Seeks out new information by asking, "How does that work?"</p> <p>APL1.1j Shows eagerness to learn about a variety of topics.</p> <p>APL2.1o Represents reality through the arts and with art materials (e.g., by creating stories, drawing, or enacting experiences in dramatic play).</p> <p>APL2.1p Utilizes realistic and open-ended materials in cooperative play.</p> <p>APL2.1q Shows purpose and inventiveness in play (e.g., collects different shapes of blocks to build a castle).</p> <p>APL3.1k Focuses attention on tasks and activities like painting or block building for longer periods of time with increasing independence.</p> <p>APL3.1l Sustains engagement with a task that interests them for long</p>

Week	Title	Standards Covered
		<p>periods of time (e.g., works in the art center creating watercolor paintings for 30 minutes).</p> <p>APL3.1m Begins to attend to adult-initiated tasks that are not based on their interests (e.g., participates in a teacher-led small or large group).</p> <p>APL3.2m Remembers several steps in sequence to complete multi-step directions (e.g., complete a puzzle, return it to the shelf, and join the group at the rug).</p> <p>APL3.2n Remembers actions that go with stories or songs.</p> <p>APL3.3o Demonstrates flexibility and adaptability with less adult prompting (e.g., sharing toys or trying out new materials).</p> <p>APL3.3p Responds consistently to adult suggestions to try out different activities.</p> <p>APL3.5r Sometimes persists in less preferred activities with or without adult support.</p> <p>APL4.1i Follows classroom rules and routines more independently (e.g., morning arrival).</p> <p>APL4.1j Uses classroom materials appropriately.</p> <p>APL4.1k Manages actions, words, and behavior with increasing independence (e.g., matches behavior to context and expectations).</p> <p>SED1.1n Describes themselves (e.g., talks about self in terms of looks, gender, family, and interests).</p> <p>SED1.1o Positively identifies self as a member of a specific culture or group that fits into a larger world picture.</p> <p>SED1.1q Describes a larger range of individual characteristics and interests and communicates how these are similar or different from those of other people.</p> <p>SED1.2k Displays pride in their accomplishments.</p> <p>SED1.3l Acts independently in unfamiliar settings with unfamiliar adults.</p> <p>SED1.3m Attempts to complete tasks independently.</p> <p>SED1.3n Asks for support from adults only when needed.</p> <p>SED2.2k Recognizes appropriate reaction to situations.</p> <p>SED2.2l Uses words and respectful language to express thoughts and emotions (e.g., "I'm frustrated because Jay won't let me play" or "I'm</p>

Week	Title	Standards Covered
		<p>excited to play with my cousin Santiago tomorrow.”).</p> <p>SED2.3f Demonstrates confidence in meeting own needs.</p> <p>SED2.3g Seeks and accepts help when needed.</p> <p>SED2.4n Exhibits emotional control with or without adult support (e.g., follows group activities although upset).</p> <p>SED2.5h Shows care and concern for others, including comforting others in distress.</p> <p>SED2.5i Begins to recognize the emotions of peers and responds with empathy and compassion.</p> <p>SED3.1n Shows enjoyment in interactions with trusted adults while also demonstrating skills in separating from these adults.</p> <p>SED3.1o Comfortable with being with less familiar adults in a safe setting (e.g., engages with visitor to home or classroom).</p> <p>SED3.2r Demonstrates strategies for participating in social play with peers (e.g., asks to join in game or brings new item to add to existing play).</p> <p>SED3.2s Plays with peers in a coordinated manner including assigning roles, materials, and actions (e.g., sets up and assigns roles in restaurant in dramatic play area).</p> <p>SED3.2t Maintains friendships over time.</p> <p>SED3.3n Builds on cooperative play, communication, and working memory skills by engaging in dramatic play with several other children, each taking on a particular role in a shared theme.</p> <p>SED3.4d Engages in prosocial behavior such as cooperating, compromising, turn-taking, and resolving social conflict.</p> <p>CLLD1.1aa Answers questions and adds comments relevant to the topic.</p> <p>CLLD1.1ab Begins to demonstrate understanding of implied messages based on speaker’s tone and/or gestures (e.g., finger on lip and saying “shhhh” means be quiet).</p> <p>CLLD1.1ac Understands and responds to words for descriptive concepts (e.g., hard, square).</p> <p>CLLD1.1ad Follows 2-3 step related directions and some new directions related to familiar and daily routines.</p> <p>CLLD1.1ae Demonstrates understanding of communication that</p>

Week	Title	Standards Covered
		<p>includes a variety of complex sentences related to familiar stories, learning activities, and events (e.g., After Clifford the dog came home, he played with Emily Elizabeth).</p> <p>CLLD1.2s Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences (e.g., uses irregular past tense verbs such as came, ran, fell, broke, went, told, did).</p> <p>CLLD1.2t Answers open-ended questions comfortably.</p> <p>CLLD1.2u Retells stories and events in sequence with multiple details (e.g., retells The Three Bears noting three chairs, three beds, etc.).</p> <p>CLLD1.3n Begins to match language to contexts (e.g., voice volume, inflection/rise and fall of voice in speaking, and parting/greeting rituals).</p> <p>CLLD1.3o Engages in multiple back-and-forth conversations with adults in ways that can be goal-directed (such as solving problems).</p> <p>CLLD1.4p Asks and responds to questions with accurate information.</p> <p>CLLD2.1l Distinguishes among a variety of texts and their purposes (e.g., books, shopping lists, etc.).</p> <p>CLLD2.1m Begins to track individual words in text or braille by pointing or touching.</p> <p>CLLD2.2p Listens and responds to a variety of texts and media (e.g., audio book, music and movement).</p> <p>CLLD2.2q Tells fictional or personal stories sequentially and with 3 or more details.</p> <p>CLLD2.2r Begins to understand cause and effect relationships in fiction and nonfiction texts.</p> <p>CLLD2.2s Predicts what will happen next in an unfamiliar story.</p> <p>CLLD2.2t Uses new words learned through listening to stories.</p> <p>CLLD2.4h Recognizes many upper and lower case letters.</p> <p>CLLD2.4i Will use a combination of letters and symbols to represent words.</p> <p>HPD1.1q Uses sensory information to guide motions and interactions with objects and other people (e.g., plays games like tag with other children).</p> <p>HPD1.1r Shows increasing awareness of body, space, and relationship to other objects to allow more coordinated movements, actions, and</p>

Week	Title	Standards Covered
		<p>interactions with others (e.g., shows the ability to get in line with other children and walk in line).</p> <p>HPD2.1o Demonstrates more coordinated movement when jumping for height and distance, hopping, and running.</p> <p>HPD2.1p Carries out activities that combine and coordinate large muscle movements, including swinging on a swing, climbing a ladder, dancing to music, or balancing on one leg for longer periods of time.</p> <p>HPD2.1q Shows awareness of one's own body in relation to other people and objects while moving or dancing through space and at varying speeds and levels.</p> <p>HPD2.2f Develops strength and stamina by spending extended periods of time playing and participating in activities that build strength, speed, flexibility, and coordination (e.g., tag, red light - green light).</p> <p>HPD3.1j Uses objects with ease (e.g., fork, spoon, and sometimes a table knife).</p> <p>HPD3.1k Draws smaller figures and includes more detail (e.g., faces with features).</p> <p>HPD3.2j Draws with crayons and markers and cuts with scissors, with moderate levels of precision and control (e.g., cuts along a line or circle).</p> <p>HPD3.2k Manages self-help routines such as dressing self (e.g., zipping, buttoning, snapping).</p> <p>HPD4.1s Uses language to ask adults or peers for the help needed in a particular situation, including acting out stories or in play scenes.</p> <p>HPD4.2o Follows basic safety rules, signs, and labels consistently and anticipates consequences of not following rules.</p> <p>CD1.1j Compares and categorizes observable phenomena (e.g., by collecting, organizing, and describing materials according to their physical characteristics).</p> <p>CD1.1k Imitates and uses adults' words and ideas when talking about the physical and natural worlds.</p> <p>CD1.1l Shows detail in drawings, constructions, and demonstrations to show thinking.</p> <p>CD1.2n Uses many sources (e.g., pictures, books) to gather information.</p> <p>CD1.2p Analyzes results, draws conclusions, and communicates results.</p>

Week	Title	Standards Covered
		<p>CD1.2q Collaborates with others to conduct investigations.</p> <p>CD2.1n Communicates about the roles of people in the community encountered directly (caregiver or educator) and roles introduced through pictures, books, and other media (artists, cooks, cashiers, construction workers).</p> <p>CD2.2h Uses positive social behaviors (taking turns, sharing, helping with jobs) to help meet needs of the group.</p> <p>CD2.2i With adult help, participates with peers in solving problems, settling conflicts, and negotiating plans and decisions.</p> <p>CD2.3g Learns simple vocabulary of other languages spoken in home, classroom, or school community.</p> <p>CD2.3h Represents self and others in drawing with increasing detail and accuracy, including distinguishing features related to physical, racial, and cultural differences.</p> <p>CD3.1q Counts forward to 20 by memory.</p> <p>CD3.1s Shows accuracy in demonstrating one-to-one correspondence for up to 10 objects.</p> <p>CD3.1u Answers the question "How many?" for up to 10 objects.</p> <p>CD3.5n With instruction, shows an awareness of time by talking about events with words such as before, after, and later.</p> <p>CD4.1q Follows directions or demonstrations of moving forward, backward, sideways, or in a turning motion.</p> <p>CD4.1s Follows directions or example to stop moving on cue.</p> <p>CD4.3n Uses props and dramatic play to explore roles and events in the larger community and world.</p> <p>CD4.3o Negotiates roles and dialogue with peers and adapts to the needs of the group in dramatic play.</p> <p>CD4.4k Begins to draw with planning and purpose to show or tell a story about something in their experience.</p> <p>CD4.4m Begins to describe art and the story it tells.</p>
20	Many Cultures	<p>APL1.1h Shows curiosity by saying things like, "I wonder what will happen next."</p>

Week	Title	Standards Covered
		<p>APL1.1i Seeks out new information by asking, “How does that work?”</p> <p>APL1.1j Shows eagerness to learn about a variety of topics.</p> <p>APL2.1o Represents reality through the arts and with art materials (e.g., by creating stories, drawing, or enacting experiences in dramatic play).</p> <p>APL2.1p Utilizes realistic and open-ended materials in cooperative play.</p> <p>APL2.1q Shows purpose and inventiveness in play (e.g., collects different shapes of blocks to build a castle).</p> <p>APL3.1k Focuses attention on tasks and activities like painting or block building for longer periods of time with increasing independence.</p> <p>APL3.1l Sustains engagement with a task that interests them for long periods of time (e.g., works in the art center creating watercolor paintings for 30 minutes).</p> <p>APL3.1m Begins to attend to adult-initiated tasks that are not based on their interests (e.g., participates in a teacher-led small or large group).</p> <p>APL3.2m Remembers several steps in sequence to complete multi-step directions (e.g., complete a puzzle, return it to the shelf, and join the group at the rug).</p> <p>APL3.2n Remembers actions that go with stories or songs.</p> <p>APL3.3o Demonstrates flexibility and adaptability with less adult prompting (e.g., sharing toys or trying out new materials).</p> <p>APL3.3p Responds consistently to adult suggestions to try out different activities.</p> <p>APL3.5r Sometimes persists in less preferred activities with or without adult support.</p> <p>APL4.1i Follows classroom rules and routines more independently (e.g., morning arrival).</p> <p>APL4.1j Uses classroom materials appropriately.</p> <p>APL4.1k Manages actions, words, and behavior with increasing independence (e.g., matches behavior to context and expectations).</p> <p>SED1.1n Describes themselves (e.g., talks about self in terms of looks, gender, family, and interests).</p> <p>SED1.1o Positively identifies self as a member of a specific culture or group that fits into a larger world picture.</p>

Week	Title	Standards Covered
		<p>SED1.1q Describes a larger range of individual characteristics and interests and communicates how these are similar or different from those of other people.</p> <p>SED1.2k Displays pride in their accomplishments.</p> <p>SED1.3l Acts independently in unfamiliar settings with unfamiliar adults.</p> <p>SED1.3m Attempts to complete tasks independently.</p> <p>SED1.3n Asks for support from adults only when needed.</p> <p>SED2.2k Recognizes appropriate reaction to situations.</p> <p>SED2.3f Demonstrates confidence in meeting own needs.</p> <p>SED2.3g Seeks and accepts help when needed.</p> <p>SED2.4n Exhibits emotional control with or without adult support (e.g., follows group activities although upset).</p> <p>SED2.5h Shows care and concern for others, including comforting others in distress.</p> <p>SED2.5i Begins to recognize the emotions of peers and responds with empathy and compassion.</p> <p>SED3.1n Shows enjoyment in interactions with trusted adults while also demonstrating skills in separating from these adults.</p> <p>SED3.1o Comfortable with being with less familiar adults in a safe setting (e.g., engages with visitor to home or classroom).</p> <p>SED3.2r Demonstrates strategies for participating in social play with peers (e.g., asks to join in game or brings new item to add to existing play).</p> <p>SED3.2s Plays with peers in a coordinated manner including assigning roles, materials, and actions (e.g., sets up and assigns roles in restaurant in dramatic play area).</p> <p>SED3.2t Maintains friendships over time.</p> <p>SED3.2u Responds to the needs of others and tries to help others with simple tasks.</p> <p>SED3.3n Builds on cooperative play, communication, and working memory skills by engaging in dramatic play with several other children, each taking on a particular role in a shared theme.</p> <p>SED3.4d Engages in prosocial behavior such as cooperating,</p>

Week	Title	Standards Covered
		<p>compromising, turn-taking, and resolving social conflict.</p> <p>CLLD1.1aa Answers questions and adds comments relevant to the topic.</p> <p>CLLD1.1ab Begins to demonstrate understanding of implied messages based on speaker's tone and/or gestures (e.g., finger on lip and saying "shhhh" means be quiet).</p> <p>CLLD1.1ac Understands and responds to words for descriptive concepts (e.g., hard, square).</p> <p>CLLD1.1ad Follows 2-3 step related directions and some new directions related to familiar and daily routines.</p> <p>CLLD1.1ae Demonstrates understanding of communication that includes a variety of complex sentences related to familiar stories, learning activities, and events (e.g., After Clifford the dog came home, he played with Emily Elizabeth).</p> <p>CLLD1.2s Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences (e.g., uses irregular past tense verbs such as came, ran, fell, broke, went, told, did).</p> <p>CLLD1.2t Answers open-ended questions comfortably.</p> <p>CLLD1.2u Retells stories and events in sequence with multiple details (e.g., retells The Three Bears noting three chairs, three beds, etc.).</p> <p>CLLD1.3n Begins to match language to contexts (e.g., voice volume, inflection/rise and fall of voice in speaking, and parting/greeting rituals).</p> <p>CLLD1.3o Engages in multiple back-and-forth conversations with adults in ways that can be goal-directed (such as solving problems).</p> <p>CLLD1.4p Asks and responds to questions with accurate information.</p> <p>CLLD2.1l Distinguishes among a variety of texts and their purposes (e.g., books, shopping lists, etc.).</p> <p>CLLD2.1m Begins to track individual words in text or braille by pointing or touching.</p> <p>CLLD2.2p Listens and responds to a variety of texts and media (e.g., audio book, music and movement).</p> <p>CLLD2.2q Tells fictional or personal stories sequentially and with 3 or more details.</p> <p>CLLD2.2r Begins to understand cause and effect relationships in fiction and nonfiction texts.</p>

Week	Title	Standards Covered
		<p>CLLD2.2s Predicts what will happen next in an unfamiliar story.</p> <p>CLLD2.2t Uses new words learned through listening to stories.</p> <p>CLLD2.4h Recognizes many upper and lower case letters.</p> <p>CLLD2.4i Will use a combination of letters and symbols to represent words.</p> <p>HPD1.1q Uses sensory information to guide motions and interactions with objects and other people (e.g., plays games like tag with other children).</p> <p>HPD1.1r Shows increasing awareness of body, space, and relationship to other objects to allow more coordinated movements, actions, and interactions with others (e.g., shows the ability to get in line with other children and walk in line).</p> <p>HPD2.1o Demonstrates more coordinated movement when jumping for height and distance, hopping, and running.</p> <p>HPD2.1p Carries out activities that combine and coordinate large muscle movements, including swinging on a swing, climbing a ladder, dancing to music, or balancing on one leg for longer periods of time.</p> <p>HPD2.1q Shows awareness of one's own body in relation to other people and objects while moving or dancing through space and at varying speeds and levels.</p> <p>HPD2.2f Develops strength and stamina by spending extended periods of time playing and participating in activities that build strength, speed, flexibility, and coordination (e.g., tag, red light - green light).</p> <p>HPD3.1j Uses objects with ease (e.g., fork, spoon, and sometimes a table knife).</p> <p>HPD3.1k Draws smaller figures and includes more detail (e.g., faces with features).</p> <p>HPD3.2j Draws with crayons and markers and cuts with scissors, with moderate levels of precision and control (e.g., cuts along a line or circle).</p> <p>HPD3.2k Manages self-help routines such as dressing self (e.g., zipping, buttoning, snapping).</p> <p>HPD4.1s Uses language to ask adults or peers for the help needed in a particular situation, including acting out stories or in play scenes.</p> <p>HPD4.2o Follows basic safety rules, signs, and labels consistently and</p>

Week	Title	Standards Covered
		<p>anticipates consequences of not following rules.</p> <p>CD1.1j Compares and categorizes observable phenomena (e.g., by collecting, organizing, and describing materials according to their physical characteristics).</p> <p>CD1.1k Imitates and uses adults' words and ideas when talking about the physical and natural worlds.</p> <p>CD1.1l Shows detail in drawings, constructions, and demonstrations to show thinking.</p> <p>CD1.2n Uses many sources (e.g., pictures, books) to gather information.</p> <p>CD1.2o With adult guidance, plans and conducts investigations.</p> <p>CD1.2p Analyzes results, draws conclusions, and communicates results.</p> <p>CD2.2g Communicates about self as a member of many different groups, such as within a family, classroom, faith community, or sports team.</p> <p>CD2.2h Uses positive social behaviors (taking turns, sharing, helping with jobs) to help meet needs of the group.</p> <p>CD2.2i With adult help, participates with peers in solving problems, settling conflicts, and negotiating plans and decisions.</p> <p>CD2.3g Learns simple vocabulary of other languages spoken in home, classroom, or school community.</p> <p>CD2.3h Represents self and others in drawing with increasing detail and accuracy, including distinguishing features related to physical, racial, and cultural differences.</p> <p>CD3.1q Counts forward to 20 by memory.</p> <p>CD3.1s Shows accuracy in demonstrating one-to-one correspondence for up to 10 objects.</p> <p>CD3.1t Counts up to 10 objects in a line.</p> <p>CD3.5n With instruction, shows an awareness of time by talking about events with words such as before, after, and later.</p> <p>CD4.1q Follows directions or demonstrations of moving forward, backward, sideways, or in a turning motion.</p> <p>CD4.1s Follows directions or example to stop moving on cue.</p> <p>CD4.2t Keeps a steady beat for 8-16 counts by patting body parts or</p>

Week	Title	Standards Covered
		<p>using small instruments.</p> <p>CD4.3n Uses props and dramatic play to explore roles and events in the larger community and world.</p> <p>CD4.3o Negotiates roles and dialogue with peers and adapts to the needs of the group in dramatic play.</p> <p>CD4.4k Begins to draw with planning and purpose to show or tell a story about something in their experience.</p> <p>CD4.4m Begins to describe art and the story it tells.</p>
21	Past, Present, and Future	<p>APL1.1h Shows curiosity by saying things like, "I wonder what will happen next."</p> <p>APL1.1i Seeks out new information by asking, "How does that work?"</p> <p>APL1.1j Shows eagerness to learn about a variety of topics.</p> <p>APL1.2p Suggests new ideas for play activities and follows through with self-direction and independence.</p> <p>APL2.1o Represents reality through the arts and with art materials (e.g., by creating stories, drawing, or enacting experiences in dramatic play).</p> <p>APL2.1p Utilizes realistic and open-ended materials in cooperative play.</p> <p>APL2.1q Shows purpose and inventiveness in play (e.g., collects different shapes of blocks to build a castle).</p> <p>APL3.1k Focuses attention on tasks and activities like painting or block building for longer periods of time with increasing independence.</p> <p>APL3.1l Sustains engagement with a task that interests them for long periods of time (e.g., works in the art center creating watercolor paintings for 30 minutes).</p> <p>APL3.1m Begins to attend to adult-initiated tasks that are not based on their interests (e.g., participates in a teacher-led small or large group).</p> <p>APL3.2m Remembers several steps in sequence to complete multi-step directions (e.g., complete a puzzle, return it to the shelf, and join the group at the rug).</p> <p>APL3.2n Remembers actions that go with stories or songs.</p> <p>APL3.3m Adapts to new rules in a game or activity (e.g., sorting cards by color and then by shape).</p>

Week	Title	Standards Covered
		<p>APL3.3n Considers ideas from adults and other children in finding a solution or strategy.</p> <p>APL3.3o Demonstrates flexibility and adaptability with less adult prompting (e.g., sharing toys or trying out new materials).</p> <p>APL3.3p Responds consistently to adult suggestions to try out different activities.</p> <p>APL3.5r Sometimes persists in less preferred activities with or without adult support.</p> <p>APL4.1i Follows classroom rules and routines more independently (e.g., morning arrival).</p> <p>APL4.1j Uses classroom materials appropriately.</p> <p>APL4.1k Manages actions, words, and behavior with increasing independence (e.g., matches behavior to context and expectations).</p> <p>SED1.1n Describes themselves (e.g., talks about self in terms of looks, gender, family, and interests).</p> <p>SED1.1o Positively identifies self as a member of a specific culture or group that fits into a larger world picture.</p> <p>SED1.1q Describes a larger range of individual characteristics and interests and communicates how these are similar or different from those of other people.</p> <p>SED1.2k Displays pride in their accomplishments.</p> <p>SED1.3l Acts independently in unfamiliar settings with unfamiliar adults.</p> <p>SED1.3m Attempts to complete tasks independently.</p> <p>SED1.3n Asks for support from adults only when needed.</p> <p>SED2.2k Recognizes appropriate reaction to situations.</p> <p>SED2.2l Uses words and respectful language to express thoughts and emotions (e.g., "I'm frustrated because Jay won't let me play" or "I'm excited to play with my cousin Santiago tomorrow.").</p> <p>SED2.3f Demonstrates confidence in meeting own needs.</p> <p>SED2.3g Seeks and accepts help when needed.</p> <p>SED2.4n Exhibits emotional control with or without adult support (e.g., follows group activities although upset).</p>

Week	Title	Standards Covered
		<p>SED2.5h Shows care and concern for others, including comforting others in distress.</p> <p>SED2.5i Begins to recognize the emotions of peers and responds with empathy and compassion.</p> <p>SED3.1n Shows enjoyment in interactions with trusted adults while also demonstrating skills in separating from these adults.</p> <p>SED3.1o Comfortable with being with less familiar adults in a safe setting (e.g., engages with visitor to home or classroom).</p> <p>SED3.2r Demonstrates strategies for participating in social play with peers (e.g., asks to join in game or brings new item to add to existing play).</p> <p>SED3.2s Plays with peers in a coordinated manner including assigning roles, materials, and actions (e.g., sets up and assigns roles in restaurant in dramatic play area).</p> <p>SED3.2t Maintains friendships over time.</p> <p>SED3.2u Responds to the needs of others and tries to help others with simple tasks.</p> <p>SED3.3n Builds on cooperative play, communication, and working memory skills by engaging in dramatic play with several other children, each taking on a particular role in a shared theme.</p> <p>SED3.4d Engages in prosocial behavior such as cooperating, compromising, turn-taking, and resolving social conflict.</p> <p>CLLD1.1aa Answers questions and adds comments relevant to the topic.</p> <p>CLLD1.1ab Begins to demonstrate understanding of implied messages based on speaker's tone and/or gestures (e.g., finger on lip and saying "shhhh" means be quiet).</p> <p>CLLD1.1ac Understands and responds to words for descriptive concepts (e.g., hard, square).</p> <p>CLLD1.1ad Follows 2-3 step related directions and some new directions related to familiar and daily routines.</p> <p>CLLD1.1ae Demonstrates understanding of communication that includes a variety of complex sentences related to familiar stories, learning activities, and events (e.g., After Clifford the dog came home, he played with Emily Elizabeth).</p> <p>CLLD1.2s Uses age-appropriate grammar in conversations and</p>

Week	Title	Standards Covered
		<p>increasingly complex phrases and sentences (e.g., uses irregular past tense verbs such as came, ran, fell, broke, went, told, did).</p> <p>CLLD1.2t Answers open-ended questions comfortably.</p> <p>CLLD1.2u Retells stories and events in sequence with multiple details (e.g., retells The Three Bears noting three chairs, three beds, etc.).</p> <p>CLLD1.3n Begins to match language to contexts (e.g., voice volume, inflection/rise and fall of voice in speaking, and parting/greeting rituals).</p> <p>CLLD1.3o Engages in multiple back-and-forth conversations with adults in ways that can be goal-directed (such as solving problems).</p> <p>CLLD1.4p Asks and responds to questions with accurate information.</p> <p>CLLD2.1l Distinguishes among a variety of texts and their purposes (e.g., books, shopping lists, etc.).</p> <p>CLLD2.1m Begins to track individual words in text or braille by pointing or touching.</p> <p>CLLD2.2p Listens and responds to a variety of texts and media (e.g., audio book, music and movement).</p> <p>CLLD2.2q Tells fictional or personal stories sequentially and with 3 or more details.</p> <p>CLLD2.2r Begins to understand cause and effect relationships in fiction and nonfiction texts.</p> <p>CLLD2.2s Predicts what will happen next in an unfamiliar story.</p> <p>CLLD2.2t Uses new words learned through listening to stories.</p> <p>CLLD2.4h Recognizes many upper and lower case letters.</p> <p>CLLD2.4i Will use a combination of letters and symbols to represent words.</p> <p>HPD1.1q Uses sensory information to guide motions and interactions with objects and other people (e.g., plays games like tag with other children).</p> <p>HPD1.1r Shows increasing awareness of body, space, and relationship to other objects to allow more coordinated movements, actions, and interactions with others (e.g., shows the ability to get in line with other children and walk in line).</p> <p>HPD2.1o Demonstrates more coordinated movement when jumping for</p>

Week	Title	Standards Covered
		<p>height and distance, hopping, and running.</p> <p>HPD2.1p Carries out activities that combine and coordinate large muscle movements, including swinging on a swing, climbing a ladder, dancing to music, or balancing on one leg for longer periods of time.</p> <p>HPD2.1q Shows awareness of one's own body in relation to other people and objects while moving or dancing through space and at varying speeds and levels.</p> <p>HPD2.2f Develops strength and stamina by spending extended periods of time playing and participating in activities that build strength, speed, flexibility, and coordination (e.g., tag, red light - green light).</p> <p>HPD3.1j Uses objects with ease (e.g., fork, spoon, and sometimes a table knife).</p> <p>HPD3.1k Draws smaller figures and includes more detail (e.g., faces with features).</p> <p>HPD3.2j Draws with crayons and markers and cuts with scissors, with moderate levels of precision and control (e.g., cuts along a line or circle).</p> <p>HPD3.2k Manages self-help routines such as dressing self (e.g., zipping, buttoning, snapping).</p> <p>HPD4.1s Uses language to ask adults or peers for the help needed in a particular situation, including acting out stories or in play scenes.</p> <p>HPD4.2o Follows basic safety rules, signs, and labels consistently and anticipates consequences of not following rules.</p> <p>CD1.1j Compares and categorizes observable phenomena (e.g., by collecting, organizing, and describing materials according to their physical characteristics).</p> <p>CD1.1k Imitates and uses adults' words and ideas when talking about the physical and natural worlds.</p> <p>CD1.1l Shows detail in drawings, constructions, and demonstrations to show thinking.</p> <p>CD1.2n Uses many sources (e.g., pictures, books) to gather information.</p> <p>CD2.1n Communicates about the roles of people in the community encountered directly (caregiver or educator) and roles introduced through pictures, books, and other media (artists, cooks, cashiers, construction workers).</p> <p>CD2.1o Uses props and dramatic play to show growing awareness of</p>

Week	Title	Standards Covered
		<p>things and events in the larger world (using a computer, driving a bus).</p> <p>CD2.2g Communicates about self as a member of many different groups, such as within a family, classroom, faith community, or sports team.</p> <p>CD2.2h Uses positive social behaviors (taking turns, sharing, helping with jobs) to help meet needs of the group.</p> <p>CD2.2i With adult help, participates with peers in solving problems, settling conflicts, and negotiating plans and decisions.</p> <p>CD2.3g Learns simple vocabulary of other languages spoken in home, classroom, or school community.</p> <p>CD2.3h Represents self and others in drawing with increasing detail and accuracy, including distinguishing features related to physical, racial, and cultural differences.</p> <p>CD3.1q Counts forward to 20 by memory.</p> <p>CD3.1s Shows accuracy in demonstrating one-to-one correspondence for up to 10 objects.</p> <p>CD3.5n With instruction, shows an awareness of time by talking about events with words such as before, after, and later.</p> <p>CD4.1q Follows directions or demonstrations of moving forward, backward, sideways, or in a turning motion.</p> <p>CD4.1r Changes tempo of movements in response to changes in tempo or beat of music.</p> <p>CD4.1s Follows directions or example to stop moving on cue.</p> <p>CD4.1t Reproduces dance steps or movements several times.</p> <p>CD4.3n Uses props and dramatic play to explore roles and events in the larger community and world.</p> <p>CD4.3o Negotiates roles and dialogue with peers and adapts to the needs of the group in dramatic play.</p> <p>CD4.4k Begins to draw with planning and purpose to show or tell a story about something in their experience.</p> <p>CD4.4m Begins to describe art and the story it tells.</p>
22	Going Places	APL1.1h Shows curiosity by saying things like, "I wonder what will

Week	Title	Standards Covered
		<p>happen next.”</p> <p>APL1.1i Seeks out new information by asking, “How does that work?”</p> <p>APL1.1j Shows eagerness to learn about a variety of topics.</p> <p>APL1.2p Suggests new ideas for play activities and follows through with self-direction and independence.</p> <p>APL2.1o Represents reality through the arts and with art materials (e.g., by creating stories, drawing, or enacting experiences in dramatic play).</p> <p>APL2.1p Utilizes realistic and open-ended materials in cooperative play.</p> <p>APL2.1q Shows purpose and inventiveness in play (e.g., collects different shapes of blocks to build a castle).</p> <p>APL3.1k Focuses attention on tasks and activities like painting or block building for longer periods of time with increasing independence.</p> <p>APL3.1l Sustains engagement with a task that interests them for long periods of time (e.g., works in the art center creating watercolor paintings for 30 minutes).</p> <p>APL3.1m Begins to attend to adult-initiated tasks that are not based on their interests (e.g., participates in a teacher-led small or large group).</p> <p>APL3.2m Remembers several steps in sequence to complete multi-step directions (e.g., complete a puzzle, return it to the shelf, and join the group at the rug).</p> <p>APL3.2n Remembers actions that go with stories or songs.</p> <p>APL3.3m Adapts to new rules in a game or activity (e.g., sorting cards by color and then by shape).</p> <p>APL3.3o Demonstrates flexibility and adaptability with less adult prompting (e.g., sharing toys or trying out new materials).</p> <p>APL3.3p Responds consistently to adult suggestions to try out different activities.</p> <p>APL3.5r Sometimes persists in less preferred activities with or without adult support.</p> <p>APL4.1i Follows classroom rules and routines more independently (e.g., morning arrival).</p> <p>APL4.1j Uses classroom materials appropriately.</p> <p>APL4.1k Manages actions, words, and behavior with increasing</p>

Week	Title	Standards Covered
		<p>independence (e.g., matches behavior to context and expectations).</p> <p>SED1.1n Describes themselves (e.g., talks about self in terms of looks, gender, family, and interests).</p> <p>SED1.1q Describes a larger range of individual characteristics and interests and communicates how these are similar or different from those of other people.</p> <p>SED1.2k Displays pride in their accomplishments.</p> <p>SED1.3l Acts independently in unfamiliar settings with unfamiliar adults.</p> <p>SED1.3m Attempts to complete tasks independently.</p> <p>SED1.3n Asks for support from adults only when needed.</p> <p>SED2.2k Recognizes appropriate reaction to situations.</p> <p>SED2.2l Uses words and respectful language to express thoughts and emotions (e.g., "I'm frustrated because Jay won't let me play" or "I'm excited to play with my cousin Santiago tomorrow.").</p> <p>SED2.3f Demonstrates confidence in meeting own needs.</p> <p>SED2.3g Seeks and accepts help when needed.</p> <p>SED2.4n Exhibits emotional control with or without adult support (e.g., follows group activities although upset).</p> <p>SED2.5h Shows care and concern for others, including comforting others in distress.</p> <p>SED2.5i Begins to recognize the emotions of peers and responds with empathy and compassion.</p> <p>SED3.1n Shows enjoyment in interactions with trusted adults while also demonstrating skills in separating from these adults.</p> <p>SED3.1o Comfortable with being with less familiar adults in a safe setting (e.g., engages with visitor to home or classroom).</p> <p>SED3.2r Demonstrates strategies for participating in social play with peers (e.g., asks to join in game or brings new item to add to existing play).</p> <p>SED3.2s Plays with peers in a coordinated manner including assigning roles, materials, and actions (e.g., sets up and assigns roles in restaurant in dramatic play area).</p>

Week	Title	Standards Covered
		<p>SED3.2t Maintains friendships over time.</p> <p>SED3.2u Responds to the needs of others and tries to help others with simple tasks.</p> <p>SED3.3n Builds on cooperative play, communication, and working memory skills by engaging in dramatic play with several other children, each taking on a particular role in a shared theme.</p> <p>SED3.4d Engages in prosocial behavior such as cooperating, compromising, turn-taking, and resolving social conflict.</p> <p>CLLD1.1aa Answers questions and adds comments relevant to the topic.</p> <p>CLLD1.1ab Begins to demonstrate understanding of implied messages based on speaker's tone and/or gestures (e.g., finger on lip and saying "shhhh" means be quiet).</p> <p>CLLD1.1ac Understands and responds to words for descriptive concepts (e.g., hard, square).</p> <p>CLLD1.1ad Follows 2-3 step related directions and some new directions related to familiar and daily routines.</p> <p>CLLD1.1ae Demonstrates understanding of communication that includes a variety of complex sentences related to familiar stories, learning activities, and events (e.g., After Clifford the dog came home, he played with Emily Elizabeth).</p> <p>CLLD1.2s Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences (e.g., uses irregular past tense verbs such as came, ran, fell, broke, went, told, did).</p> <p>CLLD1.2t Answers open-ended questions comfortably.</p> <p>CLLD1.2u Retells stories and events in sequence with multiple details (e.g., retells The Three Bears noting three chairs, three beds, etc.).</p> <p>CLLD1.3n Begins to match language to contexts (e.g., voice volume, inflection/rise and fall of voice in speaking, and parting/greeting rituals).</p> <p>CLLD1.3o Engages in multiple back-and-forth conversations with adults in ways that can be goal-directed (such as solving problems).</p> <p>CLLD1.4p Asks and responds to questions with accurate information.</p> <p>CLLD2.1l Distinguishes among a variety of texts and their purposes (e.g., books, shopping lists, etc.).</p> <p>CLLD2.1m Begins to track individual words in text or braille by pointing</p>

Week	Title	Standards Covered
		<p>or touching.</p> <p>CLLD2.2p Listens and responds to a variety of texts and media (e.g., audio book, music and movement).</p> <p>CLLD2.2q Tells fictional or personal stories sequentially and with 3 or more details.</p> <p>CLLD2.2r Begins to understand cause and effect relationships in fiction and nonfiction texts.</p> <p>CLLD2.2s Predicts what will happen next in an unfamiliar story.</p> <p>CLLD2.2t Uses new words learned through listening to stories.</p> <p>CLLD2.4h Recognizes many upper and lower case letters.</p> <p>CLLD2.4i Will use a combination of letters and symbols to represent words.</p> <p>HPD1.1q Uses sensory information to guide motions and interactions with objects and other people (e.g., plays games like tag with other children).</p> <p>HPD1.1r Shows increasing awareness of body, space, and relationship to other objects to allow more coordinated movements, actions, and interactions with others (e.g., shows the ability to get in line with other children and walk in line).</p> <p>HPD2.1o Demonstrates more coordinated movement when jumping for height and distance, hopping, and running.</p> <p>HPD2.1p Carries out activities that combine and coordinate large muscle movements, including swinging on a swing, climbing a ladder, dancing to music, or balancing on one leg for longer periods of time.</p> <p>HPD2.1q Shows awareness of one's own body in relation to other people and objects while moving or dancing through space and at varying speeds and levels.</p> <p>HPD2.2f Develops strength and stamina by spending extended periods of time playing and participating in activities that build strength, speed, flexibility, and coordination (e.g., tag, red light - green light).</p> <p>HPD3.1j Uses objects with ease (e.g., fork, spoon, and sometimes a table knife).</p> <p>HPD3.1k Draws smaller figures and includes more detail (e.g., faces with features).</p>

Week	Title	Standards Covered
		<p>HPD3.2j Draws with crayons and markers and cuts with scissors, with moderate levels of precision and control (e.g., cuts along a line or circle).</p> <p>HPD4.1s Uses language to ask adults or peers for the help needed in a particular situation, including acting out stories or in play scenes.</p> <p>HPD4.2o Follows basic safety rules, signs, and labels consistently and anticipates consequences of not following rules.</p> <p>HPD4.2p Participates in safety practices by helping to use car seat restraints and helmets.</p> <p>CD1.1j Compares and categorizes observable phenomena (e.g., by collecting, organizing, and describing materials according to their physical characteristics).</p> <p>CD1.1k Imitates and uses adults' words and ideas when talking about the physical and natural worlds.</p> <p>CD1.1l Shows detail in drawings, constructions, and demonstrations to show thinking.</p> <p>CD1.2n Uses many sources (e.g., pictures, books) to gather information.</p> <p>CD1.2o With adult guidance, plans and conducts investigations.</p> <p>CD1.2p Analyzes results, draws conclusions, and communicates results.</p> <p>CD1.2q Collaborates with others to conduct investigations.</p> <p>CD2.1o Uses props and dramatic play to show growing awareness of things and events in the larger world (using a computer, driving a bus).</p> <p>CD2.2h Uses positive social behaviors (taking turns, sharing, helping with jobs) to help meet needs of the group.</p> <p>CD2.2i With adult help, participates with peers in solving problems, settling conflicts, and negotiating plans and decisions.</p> <p>CD2.3g Learns simple vocabulary of other languages spoken in home, classroom, or school community.</p> <p>CD2.3h Represents self and others in drawing with increasing detail and accuracy, including distinguishing features related to physical, racial, and cultural differences.</p> <p>CD3.1q Counts forward to 20 by memory.</p> <p>CD3.1s Shows accuracy in demonstrating one-to-one correspondence for up to 10 objects.</p>

Week	Title	Standards Covered
		<p>CD3.1t Counts up to 10 objects in a line.</p> <p>CD3.3s Uses smaller shapes to compose larger and different shapes (e.g., two triangles make one square).</p> <p>CD3.3u Describes attributes of two- and three-dimensional shapes (e.g., “A square has four corners/angles,” “a triangle has three straight sides”).</p> <p>CD3.5n With instruction, shows an awareness of time by talking about events with words such as before, after, and later.</p> <p>CD4.1q Follows directions or demonstrations of moving forward, backward, sideways, or in a turning motion.</p> <p>CD4.1s Follows directions or example to stop moving on cue.</p> <p>CD4.1t Reproduces dance steps or movements several times.</p> <p>CD4.3n Uses props and dramatic play to explore roles and events in the larger community and world.</p> <p>CD4.4k Begins to draw with planning and purpose to show or tell a story about something in their experience.</p> <p>CD4.4m Begins to describe art and the story it tells.</p>
23	Symbols of Unity	<p>APL1.1h Shows curiosity by saying things like, “I wonder what will happen next.”</p> <p>APL1.1i Seeks out new information by asking, “How does that work?”</p> <p>APL1.1j Shows eagerness to learn about a variety of topics.</p> <p>APL1.2o Chooses different ways to explore the environment based on prior experiences with tools or actions.</p> <p>APL1.2p Suggests new ideas for play activities and follows through with self-direction and independence.</p> <p>APL1.2q Seeks new challenges with familiar materials and activities independently (e.g., climbs up the slide).</p> <p>APL2.1o Represents reality through the arts and with art materials (e.g., by creating stories, drawing, or enacting experiences in dramatic play).</p> <p>APL2.1p Utilizes realistic and open-ended materials in cooperative play.</p> <p>APL2.1q Shows purpose and inventiveness in play (e.g., collects different shapes of blocks to build a castle).</p> <p>APL3.1k Focuses attention on tasks and activities like painting or block</p>

Week	Title	Standards Covered
		<p>building for longer periods of time with increasing independence.</p> <p>APL3.1l Sustains engagement with a task that interests them for long periods of time (e.g., works in the art center creating watercolor paintings for 30 minutes).</p> <p>APL3.1m Begins to attend to adult-initiated tasks that are not based on their interests (e.g., participates in a teacher-led small or large group).</p> <p>APL3.2m Remembers several steps in sequence to complete multi-step directions (e.g., complete a puzzle, return it to the shelf, and join the group at the rug).</p> <p>APL3.2n Remembers actions that go with stories or songs.</p> <p>APL3.3o Demonstrates flexibility and adaptability with less adult prompting (e.g., sharing toys or trying out new materials).</p> <p>APL3.3p Responds consistently to adult suggestions to try out different activities.</p> <p>APL3.5r Sometimes persists in less preferred activities with or without adult support.</p> <p>APL4.1i Follows classroom rules and routines more independently (e.g., morning arrival).</p> <p>APL4.1j Uses classroom materials appropriately.</p> <p>APL4.1k Manages actions, words, and behavior with increasing independence (e.g., matches behavior to context and expectations).</p> <p>SED1.1n Describes themselves (e.g., talks about self in terms of looks, gender, family, and interests).</p> <p>SED1.1q Describes a larger range of individual characteristics and interests and communicates how these are similar or different from those of other people.</p> <p>SED1.2k Displays pride in their accomplishments.</p> <p>SED1.3l Acts independently in unfamiliar settings with unfamiliar adults.</p> <p>SED1.3m Attempts to complete tasks independently.</p> <p>SED1.3n Asks for support from adults only when needed.</p> <p>SED2.2k Recognizes appropriate reaction to situations.</p> <p>SED2.3f Demonstrates confidence in meeting own needs.</p>

Week	Title	Standards Covered
		<p>SED2.3g Seeks and accepts help when needed.</p> <p>SED2.4n Exhibits emotional control with or without adult support (e.g., follows group activities although upset).</p> <p>SED2.5h Shows care and concern for others, including comforting others in distress.</p> <p>SED2.5i Begins to recognize the emotions of peers and responds with empathy and compassion.</p> <p>SED2.5j Begins to understand the reasons for others' emotions and responds appropriately (e.g., a child comforts a peer who is upset that they have to clean up their toys).</p> <p>SED3.1n Shows enjoyment in interactions with trusted adults while also demonstrating skills in separating from these adults.</p> <p>SED3.1o Comfortable with being with less familiar adults in a safe setting (e.g., engages with visitor to home or classroom).</p> <p>SED3.2r Demonstrates strategies for participating in social play with peers (e.g., asks to join in game or brings new item to add to existing play).</p> <p>SED3.2s Plays with peers in a coordinated manner including assigning roles, materials, and actions (e.g., sets up and assigns roles in restaurant in dramatic play area).</p> <p>SED3.2t Maintains friendships over time.</p> <p>SED3.2u Responds to the needs of others and tries to help others with simple tasks.</p> <p>SED3.3n Builds on cooperative play, communication, and working memory skills by engaging in dramatic play with several other children, each taking on a particular role in a shared theme.</p> <p>SED3.4d Engages in prosocial behavior such as cooperating, compromising, turn-taking, and resolving social conflict.</p> <p>CLLD1.1aa Answers questions and adds comments relevant to the topic.</p> <p>CLLD1.1ab Begins to demonstrate understanding of implied messages based on speaker's tone and/or gestures (e.g., finger on lip and saying "shhhh" means be quiet).</p> <p>CLLD1.1ac Understands and responds to words for descriptive concepts (e.g., hard, square).</p>

Week	Title	Standards Covered
		<p>CLLD1.1ad Follows 2-3 step related directions and some new directions related to familiar and daily routines.</p> <p>CLLD1.1ae Demonstrates understanding of communication that includes a variety of complex sentences related to familiar stories, learning activities, and events (e.g., After Clifford the dog came home, he played with Emily Elizabeth).</p> <p>CLLD1.2s Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences (e.g., uses irregular past tense verbs such as came, ran, fell, broke, went, told, did).</p> <p>CLLD1.2t Answers open-ended questions comfortably.</p> <p>CLLD1.2u Retells stories and events in sequence with multiple details (e.g., retells The Three Bears noting three chairs, three beds, etc.).</p> <p>CLLD1.3n Begins to match language to contexts (e.g., voice volume, inflection/rise and fall of voice in speaking, and parting/greeting rituals).</p> <p>CLLD1.3o Engages in multiple back-and-forth conversations with adults in ways that can be goal-directed (such as solving problems).</p> <p>CLLD1.4p Asks and responds to questions with accurate information.</p> <p>CLLD2.1l Distinguishes among a variety of texts and their purposes (e.g., books, shopping lists, etc.).</p> <p>CLLD2.1m Begins to track individual words in text or braille by pointing or touching.</p> <p>CLLD2.2p Listens and responds to a variety of texts and media (e.g., audio book, music and movement).</p> <p>CLLD2.2q Tells fictional or personal stories sequentially and with 3 or more details.</p> <p>CLLD2.2r Begins to understand cause and effect relationships in fiction and nonfiction texts.</p> <p>CLLD2.2s Predicts what will happen next in an unfamiliar story.</p> <p>CLLD2.2t Uses new words learned through listening to stories.</p> <p>CLLD2.4h Recognizes many upper and lower case letters.</p> <p>CLLD2.4i Will use a combination of letters and symbols to represent words.</p> <p>HPD1.1q Uses sensory information to guide motions and interactions with objects and other people (e.g., plays games like tag with other</p>

Week	Title	Standards Covered
		<p>children).</p> <p>HPD1.1r Shows increasing awareness of body, space, and relationship to other objects to allow more coordinated movements, actions, and interactions with others (e.g., shows the ability to get in line with other children and walk in line).</p> <p>HPD2.1o Demonstrates more coordinated movement when jumping for height and distance, hopping, and running.</p> <p>HPD2.1p Carries out activities that combine and coordinate large muscle movements, including swinging on a swing, climbing a ladder, dancing to music, or balancing on one leg for longer periods of time.</p> <p>HPD2.1q Shows awareness of one's own body in relation to other people and objects while moving or dancing through space and at varying speeds and levels.</p> <p>HPD2.2f Develops strength and stamina by spending extended periods of time playing and participating in activities that build strength, speed, flexibility, and coordination (e.g., tag, red light - green light).</p> <p>HPD3.1j Uses objects with ease (e.g., fork, spoon, and sometimes a table knife).</p> <p>HPD3.1k Draws smaller figures and includes more detail (e.g., faces with features).</p> <p>HPD3.2j Draws with crayons and markers and cuts with scissors, with moderate levels of precision and control (e.g., cuts along a line or circle).</p> <p>HPD4.1s Uses language to ask adults or peers for the help needed in a particular situation, including acting out stories or in play scenes.</p> <p>HPD4.2o Follows basic safety rules, signs, and labels consistently and anticipates consequences of not following rules.</p> <p>CD1.1k Imitates and uses adults' words and ideas when talking about the physical and natural worlds.</p> <p>CD1.1l Shows detail in drawings, constructions, and demonstrations to show thinking.</p> <p>CD1.2n Uses many sources (e.g., pictures, books) to gather information.</p> <p>CD2.2h Uses positive social behaviors (taking turns, sharing, helping with jobs) to help meet needs of the group.</p> <p>CD2.2i With adult help, participates with peers in solving problems,</p>

Week	Title	Standards Covered
		<p>settling conflicts, and negotiating plans and decisions.</p> <p>CD2.3g Learns simple vocabulary of other languages spoken in home, classroom, or school community.</p> <p>CD2.3h Represents self and others in drawing with increasing detail and accuracy, including distinguishing features related to physical, racial, and cultural differences.</p> <p>CD3.1q Counts forward to 20 by memory.</p> <p>CD3.1s Shows accuracy in demonstrating one-to-one correspondence for up to 10 objects.</p> <p>CD3.1t Counts up to 10 objects in a line.</p> <p>CD3.3s Uses smaller shapes to compose larger and different shapes (e.g., two triangles make one square).</p> <p>CD3.3u Describes attributes of two- and three-dimensional shapes (e.g., "A square has four corners/angles," "a triangle has three straight sides").</p> <p>CD3.5n With instruction, shows an awareness of time by talking about events with words such as before, after, and later.</p> <p>CD4.1q Follows directions or demonstrations of moving forward, backward, sideways, or in a turning motion.</p> <p>CD4.1r Changes tempo of movements in response to changes in tempo or beat of music.</p> <p>CD4.1s Follows directions or example to stop moving on cue.</p> <p>CD4.1t Reproduces dance steps or movements several times.</p> <p>CD4.2t Keeps a steady beat for 8-16 counts by patting body parts or using small instruments.</p> <p>CD4.3n Uses props and dramatic play to explore roles and events in the larger community and world.</p> <p>CD4.3o Negotiates roles and dialogue with peers and adapts to the needs of the group in dramatic play.</p> <p>CD4.4k Begins to draw with planning and purpose to show or tell a story about something in their experience.</p> <p>CD4.4m Begins to describe art and the story it tells.</p>
24	Look, Explore, Learn	APL1.1h Shows curiosity by saying things like, "I wonder what will

Week	Title	Standards Covered
		<p>happen next.”</p> <p>APL1.1i Seeks out new information by asking, “How does that work?”</p> <p>APL1.1j Shows eagerness to learn about a variety of topics.</p> <p>APL1.2o Chooses different ways to explore the environment based on prior experiences with tools or actions.</p> <p>APL1.2p Suggests new ideas for play activities and follows through with self-direction and independence.</p> <p>APL2.1o Represents reality through the arts and with art materials (e.g., by creating stories, drawing, or enacting experiences in dramatic play).</p> <p>APL2.1p Utilizes realistic and open-ended materials in cooperative play.</p> <p>APL2.1q Shows purpose and inventiveness in play (e.g., collects different shapes of blocks to build a castle).</p> <p>APL3.1k Focuses attention on tasks and activities like painting or block building for longer periods of time with increasing independence.</p> <p>APL3.1l Sustains engagement with a task that interests them for long periods of time (e.g., works in the art center creating watercolor paintings for 30 minutes).</p> <p>APL3.1m Begins to attend to adult-initiated tasks that are not based on their interests (e.g., participates in a teacher-led small or large group).</p> <p>APL3.2m Remembers several steps in sequence to complete multi-step directions (e.g., complete a puzzle, return it to the shelf, and join the group at the rug).</p> <p>APL3.2n Remembers actions that go with stories or songs.</p> <p>APL3.3o Demonstrates flexibility and adaptability with less adult prompting (e.g., sharing toys or trying out new materials).</p> <p>APL3.3p Responds consistently to adult suggestions to try out different activities.</p> <p>APL3.5r Sometimes persists in less preferred activities with or without adult support.</p> <p>APL4.1i Follows classroom rules and routines more independently (e.g., morning arrival).</p> <p>APL4.1j Uses classroom materials appropriately.</p> <p>APL4.1k Manages actions, words, and behavior with increasing</p>

Week	Title	Standards Covered
		<p>independence (e.g., matches behavior to context and expectations).</p> <p>SED1.1n Describes themselves (e.g., talks about self in terms of looks, gender, family, and interests).</p> <p>SED1.1q Describes a larger range of individual characteristics and interests and communicates how these are similar or different from those of other people.</p> <p>SED1.2k Displays pride in their accomplishments.</p> <p>SED1.3l Acts independently in unfamiliar settings with unfamiliar adults.</p> <p>SED1.3m Attempts to complete tasks independently.</p> <p>SED1.3n Asks for support from adults only when needed.</p> <p>SED2.2k Recognizes appropriate reaction to situations.</p> <p>SED2.2l Uses words and respectful language to express thoughts and emotions (e.g., “I’m frustrated because Jay won’t let me play” or “I’m excited to play with my cousin Santiago tomorrow.”).</p> <p>SED2.3f Demonstrates confidence in meeting own needs.</p> <p>SED2.3g Seeks and accepts help when needed.</p> <p>SED2.4n Exhibits emotional control with or without adult support (e.g., follows group activities although upset).</p> <p>SED2.5h Shows care and concern for others, including comforting others in distress.</p> <p>SED2.5i Begins to recognize the emotions of peers and responds with empathy and compassion.</p> <p>SED3.1n Shows enjoyment in interactions with trusted adults while also demonstrating skills in separating from these adults.</p> <p>SED3.1o Comfortable with being with less familiar adults in a safe setting (e.g., engages with visitor to home or classroom).</p> <p>SED3.2r Demonstrates strategies for participating in social play with peers (e.g., asks to join in game or brings new item to add to existing play).</p> <p>SED3.2s Plays with peers in a coordinated manner including assigning roles, materials, and actions (e.g., sets up and assigns roles in restaurant in dramatic play area).</p>

Week	Title	Standards Covered
		<p>SED3.2t Maintains friendships over time.</p> <p>SED3.3n Builds on cooperative play, communication, and working memory skills by engaging in dramatic play with several other children, each taking on a particular role in a shared theme.</p> <p>SED3.4d Engages in prosocial behavior such as cooperating, compromising, turn-taking, and resolving social conflict.</p> <p>CLLD1.1aa Answers questions and adds comments relevant to the topic.</p> <p>CLLD1.1ab Begins to demonstrate understanding of implied messages based on speaker's tone and/or gestures (e.g., finger on lip and saying "shhhh" means be quiet).</p> <p>CLLD1.1ac Understands and responds to words for descriptive concepts (e.g., hard, square).</p> <p>CLLD1.1ad Follows 2-3 step related directions and some new directions related to familiar and daily routines.</p> <p>CLLD1.1ae Demonstrates understanding of communication that includes a variety of complex sentences related to familiar stories, learning activities, and events (e.g., After Clifford the dog came home, he played with Emily Elizabeth).</p> <p>CLLD1.2s Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences (e.g., uses irregular past tense verbs such as came, ran, fell, broke, went, told, did).</p> <p>CLLD1.2t Answers open-ended questions comfortably.</p> <p>CLLD1.2u Retells stories and events in sequence with multiple details (e.g., retells The Three Bears noting three chairs, three beds, etc.).</p> <p>CLLD1.3n Begins to match language to contexts (e.g., voice volume, inflection/rise and fall of voice in speaking, and parting/greeting rituals).</p> <p>CLLD1.3o Engages in multiple back-and-forth conversations with adults in ways that can be goal-directed (such as solving problems).</p> <p>CLLD1.4p Asks and responds to questions with accurate information.</p> <p>CLLD2.1l Distinguishes among a variety of texts and their purposes (e.g., books, shopping lists, etc.).</p> <p>CLLD2.1m Begins to track individual words in text or braille by pointing or touching.</p> <p>CLLD2.2p Listens and responds to a variety of texts and media (e.g.,</p>

Week	Title	Standards Covered
		<p>audio book, music and movement).</p> <p>CLLD2.2q Tells fictional or personal stories sequentially and with 3 or more details.</p> <p>CLLD2.2r Begins to understand cause and effect relationships in fiction and nonfiction texts.</p> <p>CLLD2.2s Predicts what will happen next in an unfamiliar story.</p> <p>CLLD2.2t Uses new words learned through listening to stories.</p> <p>CLLD2.4h Recognizes many upper and lower case letters.</p> <p>CLLD2.4i Will use a combination of letters and symbols to represent words.</p> <p>CLLD3.1s Retells or reads their writing to others.</p> <p>CLLD3.2h Begins to make a plan for the writing they will produce (e.g., creates a picture to tell a story and then writes).</p> <p>HPD1.1q Uses sensory information to guide motions and interactions with objects and other people (e.g., plays games like tag with other children).</p> <p>HPD1.1r Shows increasing awareness of body, space, and relationship to other objects to allow more coordinated movements, actions, and interactions with others (e.g., shows the ability to get in line with other children and walk in line).</p> <p>HPD2.1o Demonstrates more coordinated movement when jumping for height and distance, hopping, and running.</p> <p>HPD2.1p Carries out activities that combine and coordinate large muscle movements, including swinging on a swing, climbing a ladder, dancing to music, or balancing on one leg for longer periods of time.</p> <p>HPD2.1q Shows awareness of one's own body in relation to other people and objects while moving or dancing through space and at varying speeds and levels.</p> <p>HPD2.2f Develops strength and stamina by spending extended periods of time playing and participating in activities that build strength, speed, flexibility, and coordination (e.g., tag, red light - green light).</p> <p>HPD3.1j Uses objects with ease (e.g., fork, spoon, and sometimes a table knife).</p> <p>HPD3.1k Draws smaller figures and includes more detail (e.g., faces with</p>

Week	Title	Standards Covered
		<p>features).</p> <p>HPD3.2j Draws with crayons and markers and cuts with scissors, with moderate levels of precision and control (e.g., cuts along a line or circle).</p> <p>HPD4.1s Uses language to ask adults or peers for the help needed in a particular situation, including acting out stories or in play scenes.</p> <p>HPD4.2o Follows basic safety rules, signs, and labels consistently and anticipates consequences of not following rules.</p> <p>CD1.1k Imitates and uses adults' words and ideas when talking about the physical and natural worlds.</p> <p>CD1.1l Shows detail in drawings, constructions, and demonstrations to show thinking.</p> <p>CD1.2n Uses many sources (e.g., pictures, books) to gather information.</p> <p>CD1.2o With adult guidance, plans and conducts investigations.</p> <p>CD1.2p Analyzes results, draws conclusions, and communicates results.</p> <p>CD1.2q Collaborates with others to conduct investigations.</p> <p>CD2.2h Uses positive social behaviors (taking turns, sharing, helping with jobs) to help meet needs of the group.</p> <p>CD2.2i With adult help, participates with peers in solving problems, settling conflicts, and negotiating plans and decisions.</p> <p>CD2.3g Learns simple vocabulary of other languages spoken in home, classroom, or school community.</p> <p>CD2.3h Represents self and others in drawing with increasing detail and accuracy, including distinguishing features related to physical, racial, and cultural differences.</p> <p>CD3.1q Counts forward to 20 by memory.</p> <p>CD3.1s Shows accuracy in demonstrating one-to-one correspondence for up to 10 objects.</p> <p>CD3.1t Counts up to 10 objects in a line.</p> <p>CD3.5g Directly compares the length or volume of two objects.</p> <p>CD3.5h Uses comparative language to describe and compare objects using attributes (e.g., longer, shorter, lighter, heavier, etc.).</p> <p>CD3.5j With adult support, compares or orders up to 5 objects based on</p>

Week	Title	Standards Covered
		<p>their measurable attributes, such as height or weight.</p> <p>CD3.5m With adult support, explores tools of measurement such as rulers, scales, and measuring cups, using the appropriate tool for the attribute/characteristic being measured.</p> <p>CD3.5n With instruction, shows an awareness of time by talking about events with words such as before, after, and later.</p> <p>CD4.1q Follows directions or demonstrations of moving forward, backward, sideways, or in a turning motion.</p> <p>CD4.1r Changes tempo of movements in response to changes in tempo or beat of music.</p> <p>CD4.1s Follows directions or example to stop moving on cue.</p> <p>CD4.1t Reproduces dance steps or movements several times.</p> <p>CD4.3n Uses props and dramatic play to explore roles and events in the larger community and world.</p> <p>CD4.4k Begins to draw with planning and purpose to show or tell a story about something in their experience.</p> <p>CD4.4m Begins to describe art and the story it tells.</p>
25	Solving Problems	<p>APL1.1h Shows curiosity by saying things like, "I wonder what will happen next."</p> <p>APL1.1i Seeks out new information by asking, "How does that work?"</p> <p>APL1.1j Shows eagerness to learn about a variety of topics.</p> <p>APL1.2o Chooses different ways to explore the environment based on prior experiences with tools or actions.</p> <p>APL1.2p Suggests new ideas for play activities and follows through with self-direction and independence.</p> <p>APL1.2q Seeks new challenges with familiar materials and activities independently (e.g., climbs up the slide).</p> <p>APL2.1o Represents reality through the arts and with art materials (e.g., by creating stories, drawing, or enacting experiences in dramatic play).</p> <p>APL2.1p Utilizes realistic and open-ended materials in cooperative play.</p> <p>APL2.1q Shows purpose and inventiveness in play (e.g., collects different shapes of blocks to build a castle).</p>

Week	Title	Standards Covered
		<p>APL3.1k Focuses attention on tasks and activities like painting or block building for longer periods of time with increasing independence.</p> <p>APL3.1l Sustains engagement with a task that interests them for long periods of time (e.g., works in the art center creating watercolor paintings for 30 minutes).</p> <p>APL3.1m Begins to attend to adult-initiated tasks that are not based on their interests (e.g., participates in a teacher-led small or large group).</p> <p>APL3.2m Remembers several steps in sequence to complete multi-step directions (e.g., complete a puzzle, return it to the shelf, and join the group at the rug).</p> <p>APL3.2n Remembers actions that go with stories or songs.</p> <p>APL3.3o Demonstrates flexibility and adaptability with less adult prompting (e.g., sharing toys or trying out new materials).</p> <p>APL3.3p Responds consistently to adult suggestions to try out different activities.</p> <p>APL3.5r Sometimes persists in less preferred activities with or without adult support.</p> <p>APL4.1i Follows classroom rules and routines more independently (e.g., morning arrival).</p> <p>APL4.1j Uses classroom materials appropriately.</p> <p>APL4.1k Manages actions, words, and behavior with increasing independence (e.g., matches behavior to context and expectations).</p> <p>SED1.1n Describes themselves (e.g., talks about self in terms of looks, gender, family, and interests).</p> <p>SED1.1q Describes a larger range of individual characteristics and interests and communicates how these are similar or different from those of other people.</p> <p>SED1.2k Displays pride in their accomplishments.</p> <p>SED1.3l Acts independently in unfamiliar settings with unfamiliar adults.</p> <p>SED1.3m Attempts to complete tasks independently.</p> <p>SED1.3n Asks for support from adults only when needed.</p> <p>SED2.2k Recognizes appropriate reaction to situations.</p>

Week	Title	Standards Covered
		<p>SED2.3f Demonstrates confidence in meeting own needs.</p> <p>SED2.3g Seeks and accepts help when needed.</p> <p>SED2.4n Exhibits emotional control with or without adult support (e.g., follows group activities although upset).</p> <p>SED2.5h Shows care and concern for others, including comforting others in distress.</p> <p>SED2.5i Begins to recognize the emotions of peers and responds with empathy and compassion.</p> <p>SED3.1n Shows enjoyment in interactions with trusted adults while also demonstrating skills in separating from these adults.</p> <p>SED3.1o Comfortable with being with less familiar adults in a safe setting (e.g., engages with visitor to home or classroom).</p> <p>SED3.2r Demonstrates strategies for participating in social play with peers (e.g., asks to join in game or brings new item to add to existing play).</p> <p>SED3.2s Plays with peers in a coordinated manner including assigning roles, materials, and actions (e.g., sets up and assigns roles in restaurant in dramatic play area).</p> <p>SED3.2t Maintains friendships over time.</p> <p>SED3.3n Builds on cooperative play, communication, and working memory skills by engaging in dramatic play with several other children, each taking on a particular role in a shared theme.</p> <p>SED3.4d Engages in prosocial behavior such as cooperating, compromising, turn-taking, and resolving social conflict.</p> <p>CLLD1.1aa Answers questions and adds comments relevant to the topic.</p> <p>CLLD1.1ab Begins to demonstrate understanding of implied messages based on speaker's tone and/or gestures (e.g., finger on lip and saying "shhhh" means be quiet).</p> <p>CLLD1.1ac Understands and responds to words for descriptive concepts (e.g., hard, square).</p> <p>CLLD1.1ad Follows 2-3 step related directions and some new directions related to familiar and daily routines.</p> <p>CLLD1.1ae Demonstrates understanding of communication that includes a variety of complex sentences related to familiar stories,</p>

Week	Title	Standards Covered
		<p>learning activities, and events (e.g., After Clifford the dog came home, he played with Emily Elizabeth).</p> <p>CLLD1.2s Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences (e.g., uses irregular past tense verbs such as came, ran, fell, broke, went, told, did).</p> <p>CLLD1.2t Answers open-ended questions comfortably.</p> <p>CLLD1.2u Retells stories and events in sequence with multiple details (e.g., retells The Three Bears noting three chairs, three beds, etc.).</p> <p>CLLD1.3n Begins to match language to contexts (e.g., voice volume, inflection/rise and fall of voice in speaking, and parting/greeting rituals).</p> <p>CLLD1.3o Engages in multiple back-and-forth conversations with adults in ways that can be goal-directed (such as solving problems).</p> <p>CLLD1.4p Asks and responds to questions with accurate information.</p> <p>CLLD2.1l Distinguishes among a variety of texts and their purposes (e.g., books, shopping lists, etc.).</p> <p>CLLD2.1m Begins to track individual words in text or braille by pointing or touching.</p> <p>CLLD2.2p Listens and responds to a variety of texts and media (e.g., audio book, music and movement).</p> <p>CLLD2.2q Tells fictional or personal stories sequentially and with 3 or more details.</p> <p>CLLD2.2r Begins to understand cause and effect relationships in fiction and nonfiction texts.</p> <p>CLLD2.2s Predicts what will happen next in an unfamiliar story.</p> <p>CLLD2.2t Uses new words learned through listening to stories.</p> <p>CLLD2.4h Recognizes many upper and lower case letters.</p> <p>CLLD2.4i Will use a combination of letters and symbols to represent words.</p> <p>CLLD3.2h Begins to make a plan for the writing they will produce (e.g., creates a picture to tell a story and then writes).</p> <p>CLLD3.3h Uses a variety of digital tools to write or draw.</p> <p>HPD1.1q Uses sensory information to guide motions and interactions with objects and other people (e.g., plays games like tag with other</p>

Week	Title	Standards Covered
		<p>children).</p> <p>HPD1.1r Shows increasing awareness of body, space, and relationship to other objects to allow more coordinated movements, actions, and interactions with others (e.g., shows the ability to get in line with other children and walk in line).</p> <p>HPD2.1o Demonstrates more coordinated movement when jumping for height and distance, hopping, and running.</p> <p>HPD2.1p Carries out activities that combine and coordinate large muscle movements, including swinging on a swing, climbing a ladder, dancing to music, or balancing on one leg for longer periods of time.</p> <p>HPD2.1q Shows awareness of one's own body in relation to other people and objects while moving or dancing through space and at varying speeds and levels.</p> <p>HPD2.2f Develops strength and stamina by spending extended periods of time playing and participating in activities that build strength, speed, flexibility, and coordination (e.g., tag, red light - green light).</p> <p>HPD3.1j Uses objects with ease (e.g., fork, spoon, and sometimes a table knife).</p> <p>HPD3.1k Draws smaller figures and includes more detail (e.g., faces with features).</p> <p>HPD3.2j Draws with crayons and markers and cuts with scissors, with moderate levels of precision and control (e.g., cuts along a line or circle).</p> <p>HPD3.2k Manages self-help routines such as dressing self (e.g., zipping, buttoning, snapping).</p> <p>HPD4.1s Uses language to ask adults or peers for the help needed in a particular situation, including acting out stories or in play scenes.</p> <p>HPD4.2o Follows basic safety rules, signs, and labels consistently and anticipates consequences of not following rules.</p> <p>CD1.1j Compares and categorizes observable phenomena (e.g., by collecting, organizing, and describing materials according to their physical characteristics).</p> <p>CD1.1k Imitates and uses adults' words and ideas when talking about the physical and natural worlds.</p> <p>CD1.1l Shows detail in drawings, constructions, and demonstrations to show thinking.</p>

Week	Title	Standards Covered
		<p>CD1.2n Uses many sources (e.g., pictures, books) to gather information.</p> <p>CD1.2o With adult guidance, plans and conducts investigations.</p> <p>CD1.2p Analyzes results, draws conclusions, and communicates results.</p> <p>CD1.2q Collaborates with others to conduct investigations.</p> <p>CD2.1o Uses props and dramatic play to show growing awareness of things and events in the larger world (using a computer, driving a bus).</p> <p>CD2.2h Uses positive social behaviors (taking turns, sharing, helping with jobs) to help meet needs of the group.</p> <p>CD2.2i With adult help, participates with peers in solving problems, settling conflicts, and negotiating plans and decisions.</p> <p>CD2.3g Learns simple vocabulary of other languages spoken in home, classroom, or school community.</p> <p>CD2.3h Represents self and others in drawing with increasing detail and accuracy, including distinguishing features related to physical, racial, and cultural differences.</p> <p>CD3.1q Counts forward to 20 by memory.</p> <p>CD3.1s Shows accuracy in demonstrating one-to-one correspondence for up to 10 objects.</p> <p>CD3.1t Counts up to 10 objects in a line.</p> <p>CD3.1y Shows a quantity to match a numeral by making marks, drawing items, or placing actual objects.</p> <p>CD3.5g Directly compares the length or volume of two objects.</p> <p>CD3.5m With adult support, explores tools of measurement such as rulers, scales, and measuring cups, using the appropriate tool for the attribute/characteristic being measured.</p> <p>CD3.5n With instruction, shows an awareness of time by talking about events with words such as before, after, and later.</p> <p>CD4.1q Follows directions or demonstrations of moving forward, backward, sideways, or in a turning motion.</p> <p>CD4.1r Changes tempo of movements in response to changes in tempo or beat of music.</p> <p>CD4.1s Follows directions or example to stop moving on cue.</p>

Week	Title	Standards Covered
		<p>CD4.3n Uses props and dramatic play to explore roles and events in the larger community and world.</p> <p>CD4.3o Negotiates roles and dialogue with peers and adapts to the needs of the group in dramatic play.</p> <p>CD4.4k Begins to draw with planning and purpose to show or tell a story about something in their experience.</p> <p>CD4.4m Begins to describe art and the story it tells.</p>
26	A World of Things	<p>APL1.1h Shows curiosity by saying things like, "I wonder what will happen next."</p> <p>APL1.1i Seeks out new information by asking, "How does that work?"</p> <p>APL1.1j Shows eagerness to learn about a variety of topics.</p> <p>APL1.2o Chooses different ways to explore the environment based on prior experiences with tools or actions.</p> <p>APL1.2p Suggests new ideas for play activities and follows through with self-direction and independence.</p> <p>APL2.1o Represents reality through the arts and with art materials (e.g., by creating stories, drawing, or enacting experiences in dramatic play).</p> <p>APL2.1p Utilizes realistic and open-ended materials in cooperative play.</p> <p>APL2.1q Shows purpose and inventiveness in play (e.g., collects different shapes of blocks to build a castle).</p> <p>APL3.1k Focuses attention on tasks and activities like painting or block building for longer periods of time with increasing independence.</p> <p>APL3.1l Sustains engagement with a task that interests them for long periods of time (e.g., works in the art center creating watercolor paintings for 30 minutes).</p> <p>APL3.1m Begins to attend to adult-initiated tasks that are not based on their interests (e.g., participates in a teacher-led small or large group).</p> <p>APL3.2m Remembers several steps in sequence to complete multi-step directions (e.g., complete a puzzle, return it to the shelf, and join the group at the rug).</p> <p>APL3.2n Remembers actions that go with stories or songs.</p> <p>APL3.3o Demonstrates flexibility and adaptability with less adult</p>

Week	Title	Standards Covered
		<p>prompting (e.g., sharing toys or trying out new materials).</p> <p>APL3.3p Responds consistently to adult suggestions to try out different activities.</p> <p>APL3.5r Sometimes persists in less preferred activities with or without adult support.</p> <p>APL4.1i Follows classroom rules and routines more independently (e.g., morning arrival).</p> <p>APL4.1j Uses classroom materials appropriately.</p> <p>APL4.1k Manages actions, words, and behavior with increasing independence (e.g., matches behavior to context and expectations).</p> <p>SED1.1n Describes themselves (e.g., talks about self in terms of looks, gender, family, and interests).</p> <p>SED1.1q Describes a larger range of individual characteristics and interests and communicates how these are similar or different from those of other people.</p> <p>SED1.2k Displays pride in their accomplishments.</p> <p>SED1.3l Acts independently in unfamiliar settings with unfamiliar adults.</p> <p>SED1.3m Attempts to complete tasks independently.</p> <p>SED1.3n Asks for support from adults only when needed.</p> <p>SED2.2k Recognizes appropriate reaction to situations.</p> <p>SED2.2l Uses words and respectful language to express thoughts and emotions (e.g., "I'm frustrated because Jay won't let me play" or "I'm excited to play with my cousin Santiago tomorrow.").</p> <p>SED2.3f Demonstrates confidence in meeting own needs.</p> <p>SED2.3g Seeks and accepts help when needed.</p> <p>SED2.4n Exhibits emotional control with or without adult support (e.g., follows group activities although upset).</p> <p>SED2.5h Shows care and concern for others, including comforting others in distress.</p> <p>SED2.5i Begins to recognize the emotions of peers and responds with empathy and compassion.</p> <p>SED3.1n Shows enjoyment in interactions with trusted adults while also</p>

Week	Title	Standards Covered
		<p>demonstrating skills in separating from these adults.</p> <p>SED3.1o Comfortable with being with less familiar adults in a safe setting (e.g., engages with visitor to home or classroom).</p> <p>SED3.2r Demonstrates strategies for participating in social play with peers (e.g., asks to join in game or brings new item to add to existing play).</p> <p>SED3.2s Plays with peers in a coordinated manner including assigning roles, materials, and actions (e.g., sets up and assigns roles in restaurant in dramatic play area).</p> <p>SED3.2t Maintains friendships over time.</p> <p>SED3.2u Responds to the needs of others and tries to help others with simple tasks.</p> <p>SED3.3n Builds on cooperative play, communication, and working memory skills by engaging in dramatic play with several other children, each taking on a particular role in a shared theme.</p> <p>SED3.4d Engages in prosocial behavior such as cooperating, compromising, turn-taking, and resolving social conflict.</p> <p>CLLD1.1aa Answers questions and adds comments relevant to the topic.</p> <p>CLLD1.1ab Begins to demonstrate understanding of implied messages based on speaker's tone and/or gestures (e.g., finger on lip and saying "shhhh" means be quiet).</p> <p>CLLD1.1ac Understands and responds to words for descriptive concepts (e.g., hard, square).</p> <p>CLLD1.1ad Follows 2-3 step related directions and some new directions related to familiar and daily routines.</p> <p>CLLD1.1ae Demonstrates understanding of communication that includes a variety of complex sentences related to familiar stories, learning activities, and events (e.g., After Clifford the dog came home, he played with Emily Elizabeth).</p> <p>CLLD1.2s Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences (e.g., uses irregular past tense verbs such as came, ran, fell, broke, went, told, did).</p> <p>CLLD1.2t Answers open-ended questions comfortably.</p> <p>CLLD1.2u Retells stories and events in sequence with multiple details</p>

Week	Title	Standards Covered
		<p>(e.g., retells The Three Bears noting three chairs, three beds, etc.).</p> <p>CLLD1.3n Begins to match language to contexts (e.g., voice volume, inflection/rise and fall of voice in speaking, and parting/greeting rituals).</p> <p>CLLD1.3o Engages in multiple back-and-forth conversations with adults in ways that can be goal-directed (such as solving problems).</p> <p>CLLD1.4p Asks and responds to questions with accurate information.</p> <p>CLLD2.1l Distinguishes among a variety of texts and their purposes (e.g., books, shopping lists, etc.).</p> <p>CLLD2.1m Begins to track individual words in text or braille by pointing or touching.</p> <p>CLLD2.2p Listens and responds to a variety of texts and media (e.g., audio book, music and movement).</p> <p>CLLD2.2q Tells fictional or personal stories sequentially and with 3 or more details.</p> <p>CLLD2.2r Begins to understand cause and effect relationships in fiction and nonfiction texts.</p> <p>CLLD2.2s Predicts what will happen next in an unfamiliar story.</p> <p>CLLD2.2t Uses new words learned through listening to stories.</p> <p>CLLD2.4h Recognizes many upper and lower case letters.</p> <p>CLLD2.4i Will use a combination of letters and symbols to represent words.</p> <p>CLLD3.1s Retells or reads their writing to others.</p> <p>CLLD3.2h Begins to make a plan for the writing they will produce (e.g., creates a picture to tell a story and then writes).</p> <p>HPD1.1q Uses sensory information to guide motions and interactions with objects and other people (e.g., plays games like tag with other children).</p> <p>HPD1.1r Shows increasing awareness of body, space, and relationship to other objects to allow more coordinated movements, actions, and interactions with others (e.g., shows the ability to get in line with other children and walk in line).</p> <p>HPD2.1o Demonstrates more coordinated movement when jumping for height and distance, hopping, and running.</p>

Week	Title	Standards Covered
		<p>HPD2.1p Carries out activities that combine and coordinate large muscle movements, including swinging on a swing, climbing a ladder, dancing to music, or balancing on one leg for longer periods of time.</p> <p>HPD2.1q Shows awareness of one's own body in relation to other people and objects while moving or dancing through space and at varying speeds and levels.</p> <p>HPD2.2f Develops strength and stamina by spending extended periods of time playing and participating in activities that build strength, speed, flexibility, and coordination (e.g., tag, red light - green light).</p> <p>HPD3.1j Uses objects with ease (e.g., fork, spoon, and sometimes a table knife).</p> <p>HPD3.1k Draws smaller figures and includes more detail (e.g., faces with features).</p> <p>HPD3.2j Draws with crayons and markers and cuts with scissors, with moderate levels of precision and control (e.g., cuts along a line or circle).</p> <p>HPD4.1s Uses language to ask adults or peers for the help needed in a particular situation, including acting out stories or in play scenes.</p> <p>HPD4.2o Follows basic safety rules, signs, and labels consistently and anticipates consequences of not following rules.</p> <p>CD1.1j Compares and categorizes observable phenomena (e.g., by collecting, organizing, and describing materials according to their physical characteristics).</p> <p>CD1.1k Imitates and uses adults' words and ideas when talking about the physical and natural worlds.</p> <p>CD1.1l Shows detail in drawings, constructions, and demonstrations to show thinking.</p> <p>CD1.2n Uses many sources (e.g., pictures, books) to gather information.</p> <p>CD1.2o With adult guidance, plans and conducts investigations.</p> <p>CD1.2p Analyzes results, draws conclusions, and communicates results.</p> <p>CD1.2q Collaborates with others to conduct investigations.</p> <p>CD2.2h Uses positive social behaviors (taking turns, sharing, helping with jobs) to help meet needs of the group.</p> <p>CD2.2i With adult help, participates with peers in solving problems, settling conflicts, and negotiating plans and decisions.</p>

Week	Title	Standards Covered
		<p>CD2.3g Learns simple vocabulary of other languages spoken in home, classroom, or school community.</p> <p>CD2.3h Represents self and others in drawing with increasing detail and accuracy, including distinguishing features related to physical, racial, and cultural differences.</p> <p>CD3.1q Counts forward to 20 by memory.</p> <p>CD3.1s Shows accuracy in demonstrating one-to-one correspondence for up to 10 objects.</p> <p>CD3.5h Uses comparative language to describe and compare objects using attributes (e.g., longer, shorter, lighter, heavier, etc.).</p> <p>CD3.5m With adult support, explores tools of measurement such as rulers, scales, and measuring cups, using the appropriate tool for the attribute/characteristic being measured.</p> <p>CD3.5n With instruction, shows an awareness of time by talking about events with words such as before, after, and later.</p> <p>CD4.1q Follows directions or demonstrations of moving forward, backward, sideways, or in a turning motion.</p> <p>CD4.1r Changes tempo of movements in response to changes in tempo or beat of music.</p> <p>CD4.1s Follows directions or example to stop moving on cue.</p> <p>CD4.3n Uses props and dramatic play to explore roles and events in the larger community and world.</p> <p>CD4.3o Negotiates roles and dialogue with peers and adapts to the needs of the group in dramatic play.</p> <p>CD4.4k Begins to draw with planning and purpose to show or tell a story about something in their experience.</p> <p>CD4.4m Begins to describe art and the story it tells.</p>
27	Forces and Motion	<p>APL1.1h Shows curiosity by saying things like, "I wonder what will happen next."</p> <p>APL1.1i Seeks out new information by asking, "How does that work?"</p> <p>APL1.1j Shows eagerness to learn about a variety of topics.</p> <p>APL2.1o Represents reality through the arts and with art materials (e.g.,</p>

Week	Title	Standards Covered
		<p>by creating stories, drawing, or enacting experiences in dramatic play).</p> <p>APL2.1p Utilizes realistic and open-ended materials in cooperative play.</p> <p>APL2.1q Shows purpose and inventiveness in play (e.g., collects different shapes of blocks to build a castle).</p> <p>APL3.1k Focuses attention on tasks and activities like painting or block building for longer periods of time with increasing independence.</p> <p>APL3.1l Sustains engagement with a task that interests them for long periods of time (e.g., works in the art center creating watercolor paintings for 30 minutes).</p> <p>APL3.1m Begins to attend to adult-initiated tasks that are not based on their interests (e.g., participates in a teacher-led small or large group).</p> <p>APL3.2m Remembers several steps in sequence to complete multi-step directions (e.g., complete a puzzle, return it to the shelf, and join the group at the rug).</p> <p>APL3.2n Remembers actions that go with stories or songs.</p> <p>APL3.3o Demonstrates flexibility and adaptability with less adult prompting (e.g., sharing toys or trying out new materials).</p> <p>APL3.3p Responds consistently to adult suggestions to try out different activities.</p> <p>APL3.5r Sometimes persists in less preferred activities with or without adult support.</p> <p>APL4.1i Follows classroom rules and routines more independently (e.g., morning arrival).</p> <p>APL4.1j Uses classroom materials appropriately.</p> <p>APL4.1k Manages actions, words, and behavior with increasing independence (e.g., matches behavior to context and expectations).</p> <p>SED1.1n Describes themselves (e.g., talks about self in terms of looks, gender, family, and interests).</p> <p>SED1.1q Describes a larger range of individual characteristics and interests and communicates how these are similar or different from those of other people.</p> <p>SED1.2k Displays pride in their accomplishments.</p> <p>SED1.3l Acts independently in unfamiliar settings with unfamiliar adults.</p>

Week	Title	Standards Covered
		<p>SED1.3m Attempts to complete tasks independently.</p> <p>SED1.3n Asks for support from adults only when needed.</p> <p>SED2.2k Recognizes appropriate reaction to situations.</p> <p>SED2.2l Uses words and respectful language to express thoughts and emotions (e.g., "I'm frustrated because Jay won't let me play" or "I'm excited to play with my cousin Santiago tomorrow.").</p> <p>SED2.3f Demonstrates confidence in meeting own needs.</p> <p>SED2.3g Seeks and accepts help when needed.</p> <p>SED2.4n Exhibits emotional control with or without adult support (e.g., follows group activities although upset).</p> <p>SED2.5h Shows care and concern for others, including comforting others in distress.</p> <p>SED2.5i Begins to recognize the emotions of peers and responds with empathy and compassion.</p> <p>SED3.1n Shows enjoyment in interactions with trusted adults while also demonstrating skills in separating from these adults.</p> <p>SED3.1o Comfortable with being with less familiar adults in a safe setting (e.g., engages with visitor to home or classroom).</p> <p>SED3.2r Demonstrates strategies for participating in social play with peers (e.g., asks to join in game or brings new item to add to existing play).</p> <p>SED3.2s Plays with peers in a coordinated manner including assigning roles, materials, and actions (e.g., sets up and assigns roles in restaurant in dramatic play area).</p> <p>SED3.2t Maintains friendships over time.</p> <p>SED3.2u Responds to the needs of others and tries to help others with simple tasks.</p> <p>SED3.3n Builds on cooperative play, communication, and working memory skills by engaging in dramatic play with several other children, each taking on a particular role in a shared theme.</p> <p>SED3.4d Engages in prosocial behavior such as cooperating, compromising, turn-taking, and resolving social conflict.</p> <p>CLLD1.1aa Answers questions and adds comments relevant to the topic.</p>

Week	Title	Standards Covered
		<p>CLLD1.1ab Begins to demonstrate understanding of implied messages based on speaker's tone and/or gestures (e.g., finger on lip and saying "shhhh" means be quiet).</p> <p>CLLD1.1ac Understands and responds to words for descriptive concepts (e.g., hard, square).</p> <p>CLLD1.1ad Follows 2-3 step related directions and some new directions related to familiar and daily routines.</p> <p>CLLD1.1ae Demonstrates understanding of communication that includes a variety of complex sentences related to familiar stories, learning activities, and events (e.g., After Clifford the dog came home, he played with Emily Elizabeth).</p> <p>CLLD1.2s Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences (e.g., uses irregular past tense verbs such as came, ran, fell, broke, went, told, did).</p> <p>CLLD1.2t Answers open-ended questions comfortably.</p> <p>CLLD1.2u Retells stories and events in sequence with multiple details (e.g., retells The Three Bears noting three chairs, three beds, etc.).</p> <p>CLLD1.3n Begins to match language to contexts (e.g., voice volume, inflection/rise and fall of voice in speaking, and parting/greeting rituals).</p> <p>CLLD1.3o Engages in multiple back-and-forth conversations with adults in ways that can be goal-directed (such as solving problems).</p> <p>CLLD1.4p Asks and responds to questions with accurate information.</p> <p>CLLD2.1l Distinguishes among a variety of texts and their purposes (e.g., books, shopping lists, etc.).</p> <p>CLLD2.1m Begins to track individual words in text or braille by pointing or touching.</p> <p>CLLD2.2p Listens and responds to a variety of texts and media (e.g., audio book, music and movement).</p> <p>CLLD2.2q Tells fictional or personal stories sequentially and with 3 or more details.</p> <p>CLLD2.2r Begins to understand cause and effect relationships in fiction and nonfiction texts.</p> <p>CLLD2.2s Predicts what will happen next in an unfamiliar story.</p> <p>CLLD2.2t Uses new words learned through listening to stories.</p>

Week	Title	Standards Covered
		<p>CLLD2.4h Recognizes many upper and lower case letters.</p> <p>CLLD2.4i Will use a combination of letters and symbols to represent words.</p> <p>CLLD3.1s Retells or reads their writing to others.</p> <p>CLLD3.2h Begins to make a plan for the writing they will produce (e.g., creates a picture to tell a story and then writes).</p> <p>HPD1.1q Uses sensory information to guide motions and interactions with objects and other people (e.g., plays games like tag with other children).</p> <p>HPD1.1r Shows increasing awareness of body, space, and relationship to other objects to allow more coordinated movements, actions, and interactions with others (e.g., shows the ability to get in line with other children and walk in line).</p> <p>HPD2.1o Demonstrates more coordinated movement when jumping for height and distance, hopping, and running.</p> <p>HPD2.1p Carries out activities that combine and coordinate large muscle movements, including swinging on a swing, climbing a ladder, dancing to music, or balancing on one leg for longer periods of time.</p> <p>HPD2.1q Shows awareness of one's own body in relation to other people and objects while moving or dancing through space and at varying speeds and levels.</p> <p>HPD2.2f Develops strength and stamina by spending extended periods of time playing and participating in activities that build strength, speed, flexibility, and coordination (e.g., tag, red light - green light).</p> <p>HPD3.1j Uses objects with ease (e.g., fork, spoon, and sometimes a table knife).</p> <p>HPD3.1k Draws smaller figures and includes more detail (e.g., faces with features).</p> <p>HPD3.2j Draws with crayons and markers and cuts with scissors, with moderate levels of precision and control (e.g., cuts along a line or circle).</p> <p>HPD4.1s Uses language to ask adults or peers for the help needed in a particular situation, including acting out stories or in play scenes.</p> <p>HPD4.2o Follows basic safety rules, signs, and labels consistently and anticipates consequences of not following rules.</p> <p>CD1.1j Compares and categorizes observable phenomena (e.g., by</p>

Week	Title	Standards Covered
		<p>collecting, organizing, and describing materials according to their physical characteristics).</p> <p>CD1.1k Imitates and uses adults' words and ideas when talking about the physical and natural worlds.</p> <p>CD1.1l Shows detail in drawings, constructions, and demonstrations to show thinking.</p> <p>CD1.2n Uses many sources (e.g., pictures, books) to gather information.</p> <p>CD1.2o With adult guidance, plans and conducts investigations.</p> <p>CD1.2p Analyzes results, draws conclusions, and communicates results.</p> <p>CD1.2q Collaborates with others to conduct investigations.</p> <p>CD2.2h Uses positive social behaviors (taking turns, sharing, helping with jobs) to help meet needs of the group.</p> <p>CD2.2i With adult help, participates with peers in solving problems, settling conflicts, and negotiating plans and decisions.</p> <p>CD2.3g Learns simple vocabulary of other languages spoken in home, classroom, or school community.</p> <p>CD2.3h Represents self and others in drawing with increasing detail and accuracy, including distinguishing features related to physical, racial, and cultural differences.</p> <p>CD3.1q Counts forward to 20 by memory.</p> <p>CD3.1s Shows accuracy in demonstrating one-to-one correspondence for up to 10 objects.</p> <p>CD3.1t Counts up to 10 objects in a line.</p> <p>CD3.1u Answers the question "How many?" for up to 10 objects.</p> <p>CD3.5g Directly compares the length or volume of two objects.</p> <p>CD3.5h Uses comparative language to describe and compare objects using attributes (e.g., longer, shorter, lighter, heavier, etc.).</p> <p>CD3.5i With adult support, measures using the same non-standard unit, such as putting together snap cubes to see how tall a book is.</p> <p>CD3.5m With adult support, explores tools of measurement such as rulers, scales, and measuring cups, using the appropriate tool for the attribute/characteristic being measured.</p>

Week	Title	Standards Covered
		<p>CD3.5n With instruction, shows an awareness of time by talking about events with words such as before, after, and later.</p> <p>CD4.1q Follows directions or demonstrations of moving forward, backward, sideways, or in a turning motion.</p> <p>CD4.1s Follows directions or example to stop moving on cue.</p> <p>CD4.3n Uses props and dramatic play to explore roles and events in the larger community and world.</p> <p>CD4.4k Begins to draw with planning and purpose to show or tell a story about something in their experience.</p> <p>CD4.4m Begins to describe art and the story it tells.</p>
28	Life Cycles	<p>APL1.1h Shows curiosity by saying things like, "I wonder what will happen next."</p> <p>APL1.1i Seeks out new information by asking, "How does that work?"</p> <p>APL1.1j Shows eagerness to learn about a variety of topics.</p> <p>APL1.2p Suggests new ideas for play activities and follows through with self-direction and independence.</p> <p>APL2.1o Represents reality through the arts and with art materials (e.g., by creating stories, drawing, or enacting experiences in dramatic play).</p> <p>APL2.1p Utilizes realistic and open-ended materials in cooperative play.</p> <p>APL2.1q Shows purpose and inventiveness in play (e.g., collects different shapes of blocks to build a castle).</p> <p>APL3.1k Focuses attention on tasks and activities like painting or block building for longer periods of time with increasing independence.</p> <p>APL3.1l Sustains engagement with a task that interests them for long periods of time (e.g., works in the art center creating watercolor paintings for 30 minutes).</p> <p>APL3.1m Begins to attend to adult-initiated tasks that are not based on their interests (e.g., participates in a teacher-led small or large group).</p> <p>APL3.2m Remembers several steps in sequence to complete multi-step directions (e.g., complete a puzzle, return it to the shelf, and join the group at the rug).</p> <p>APL3.2n Remembers actions that go with stories or songs.</p>

Week	Title	Standards Covered
		<p>APL3.3m Adapts to new rules in a game or activity (e.g., sorting cards by color and then by shape).</p> <p>APL3.3o Demonstrates flexibility and adaptability with less adult prompting (e.g., sharing toys or trying out new materials).</p> <p>APL3.3p Responds consistently to adult suggestions to try out different activities.</p> <p>APL3.5r Sometimes persists in less preferred activities with or without adult support.</p> <p>APL4.1i Follows classroom rules and routines more independently (e.g., morning arrival).</p> <p>APL4.1j Uses classroom materials appropriately.</p> <p>APL4.1k Manages actions, words, and behavior with increasing independence (e.g., matches behavior to context and expectations).</p> <p>SED1.1n Describes themselves (e.g., talks about self in terms of looks, gender, family, and interests).</p> <p>SED1.1q Describes a larger range of individual characteristics and interests and communicates how these are similar or different from those of other people.</p> <p>SED1.2k Displays pride in their accomplishments.</p> <p>SED1.3l Acts independently in unfamiliar settings with unfamiliar adults.</p> <p>SED1.3m Attempts to complete tasks independently.</p> <p>SED1.3n Asks for support from adults only when needed.</p> <p>SED2.2k Recognizes appropriate reaction to situations.</p> <p>SED2.3f Demonstrates confidence in meeting own needs.</p> <p>SED2.3g Seeks and accepts help when needed.</p> <p>SED2.4n Exhibits emotional control with or without adult support (e.g., follows group activities although upset).</p> <p>SED2.5h Shows care and concern for others, including comforting others in distress.</p> <p>SED2.5i Begins to recognize the emotions of peers and responds with empathy and compassion.</p> <p>SED3.1n Shows enjoyment in interactions with trusted adults while also</p>

Week	Title	Standards Covered
		<p>demonstrating skills in separating from these adults.</p> <p>SED3.1o Comfortable with being with less familiar adults in a safe setting (e.g., engages with visitor to home or classroom).</p> <p>SED3.2r Demonstrates strategies for participating in social play with peers (e.g., asks to join in game or brings new item to add to existing play).</p> <p>SED3.2s Plays with peers in a coordinated manner including assigning roles, materials, and actions (e.g., sets up and assigns roles in restaurant in dramatic play area).</p> <p>SED3.2t Maintains friendships over time.</p> <p>SED3.3n Builds on cooperative play, communication, and working memory skills by engaging in dramatic play with several other children, each taking on a particular role in a shared theme.</p> <p>SED3.4d Engages in prosocial behavior such as cooperating, compromising, turn-taking, and resolving social conflict.</p> <p>CLLD1.1aa Answers questions and adds comments relevant to the topic.</p> <p>CLLD1.1ab Begins to demonstrate understanding of implied messages based on speaker's tone and/or gestures (e.g., finger on lip and saying "shhhh" means be quiet).</p> <p>CLLD1.1ac Understands and responds to words for descriptive concepts (e.g., hard, square).</p> <p>CLLD1.1ad Follows 2-3 step related directions and some new directions related to familiar and daily routines.</p> <p>CLLD1.1ae Demonstrates understanding of communication that includes a variety of complex sentences related to familiar stories, learning activities, and events (e.g., After Clifford the dog came home, he played with Emily Elizabeth).</p> <p>CLLD1.2s Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences (e.g., uses irregular past tense verbs such as came, ran, fell, broke, went, told, did).</p> <p>CLLD1.2t Answers open-ended questions comfortably.</p> <p>CLLD1.2u Retells stories and events in sequence with multiple details (e.g., retells The Three Bears noting three chairs, three beds, etc.).</p> <p>CLLD1.3n Begins to match language to contexts (e.g., voice volume,</p>

Week	Title	Standards Covered
		<p>inflection/rise and fall of voice in speaking, and parting/greeting rituals).</p> <p>CLLD1.3o Engages in multiple back-and-forth conversations with adults in ways that can be goal-directed (such as solving problems).</p> <p>CLLD1.4p Asks and responds to questions with accurate information.</p> <p>CLLD2.1l Distinguishes among a variety of texts and their purposes (e.g., books, shopping lists, etc.).</p> <p>CLLD2.1m Begins to track individual words in text or braille by pointing or touching.</p> <p>CLLD2.2p Listens and responds to a variety of texts and media (e.g., audio book, music and movement).</p> <p>CLLD2.2q Tells fictional or personal stories sequentially and with 3 or more details.</p> <p>CLLD2.2r Begins to understand cause and effect relationships in fiction and nonfiction texts.</p> <p>CLLD2.2s Predicts what will happen next in an unfamiliar story.</p> <p>CLLD2.2t Uses new words learned through listening to stories.</p> <p>CLLD2.4h Recognizes many upper and lower case letters.</p> <p>CLLD2.4i Will use a combination of letters and symbols to represent words.</p> <p>CLLD3.1s Retells or reads their writing to others.</p> <p>HPD1.1q Uses sensory information to guide motions and interactions with objects and other people (e.g., plays games like tag with other children).</p> <p>HPD1.1r Shows increasing awareness of body, space, and relationship to other objects to allow more coordinated movements, actions, and interactions with others (e.g., shows the ability to get in line with other children and walk in line).</p> <p>HPD2.1o Demonstrates more coordinated movement when jumping for height and distance, hopping, and running.</p> <p>HPD2.1p Carries out activities that combine and coordinate large muscle movements, including swinging on a swing, climbing a ladder, dancing to music, or balancing on one leg for longer periods of time.</p> <p>HPD2.1q Shows awareness of one's own body in relation to other people and objects while moving or dancing through space and at varying</p>

Week	Title	Standards Covered
		<p>speeds and levels.</p> <p>HPD2.2f Develops strength and stamina by spending extended periods of time playing and participating in activities that build strength, speed, flexibility, and coordination (e.g., tag, red light - green light).</p> <p>HPD3.1j Uses objects with ease (e.g., fork, spoon, and sometimes a table knife).</p> <p>HPD3.1k Draws smaller figures and includes more detail (e.g., faces with features).</p> <p>HPD3.2j Draws with crayons and markers and cuts with scissors, with moderate levels of precision and control (e.g., cuts along a line or circle).</p> <p>HPD4.1s Uses language to ask adults or peers for the help needed in a particular situation, including acting out stories or in play scenes.</p> <p>HPD4.2o Follows basic safety rules, signs, and labels consistently and anticipates consequences of not following rules.</p> <p>CD1.1j Compares and categorizes observable phenomena (e.g., by collecting, organizing, and describing materials according to their physical characteristics).</p> <p>CD1.1k Imitates and uses adults' words and ideas when talking about the physical and natural worlds.</p> <p>CD1.1l Shows detail in drawings, constructions, and demonstrations to show thinking.</p> <p>CD1.2n Uses many sources (e.g., pictures, books) to gather information.</p> <p>CD1.2o With adult guidance, plans and conducts investigations.</p> <p>CD1.2p Analyzes results, draws conclusions, and communicates results.</p> <p>CD2.1o Uses props and dramatic play to show growing awareness of things and events in the larger world (using a computer, driving a bus).</p> <p>CD2.1p Shows more detail in drawings, buildings, models, and performances, reflecting their thinking and understanding about social connections.</p> <p>CD2.2h Uses positive social behaviors (taking turns, sharing, helping with jobs) to help meet needs of the group.</p> <p>CD2.2i With adult help, participates with peers in solving problems, settling conflicts, and negotiating plans and decisions.</p> <p>CD2.3g Learns simple vocabulary of other languages spoken in home,</p>

Week	Title	Standards Covered
		<p>classroom, or school community.</p> <p>CD2.3h Represents self and others in drawing with increasing detail and accuracy, including distinguishing features related to physical, racial, and cultural differences.</p> <p>CD3.1q Counts forward to 20 by memory.</p> <p>CD3.1s Shows accuracy in demonstrating one-to-one correspondence for up to 10 objects.</p> <p>CD3.1t Counts up to 10 objects in a line.</p> <p>CD3.5g Directly compares the length or volume of two objects.</p> <p>CD3.5h Uses comparative language to describe and compare objects using attributes (e.g., longer, shorter, lighter, heavier, etc.).</p> <p>CD3.5m With adult support, explores tools of measurement such as rulers, scales, and measuring cups, using the appropriate tool for the attribute/characteristic being measured.</p> <p>CD3.5n With instruction, shows an awareness of time by talking about events with words such as before, after, and later.</p> <p>CD4.1q Follows directions or demonstrations of moving forward, backward, sideways, or in a turning motion.</p> <p>CD4.1r Changes tempo of movements in response to changes in tempo or beat of music.</p> <p>CD4.1s Follows directions or example to stop moving on cue.</p> <p>CD4.3n Uses props and dramatic play to explore roles and events in the larger community and world.</p> <p>CD4.3o Negotiates roles and dialogue with peers and adapts to the needs of the group in dramatic play.</p> <p>CD4.4k Begins to draw with planning and purpose to show or tell a story about something in their experience.</p> <p>CD4.4m Begins to describe art and the story it tells.</p>
29	Springtime	<p>APL1.1h Shows curiosity by saying things like, "I wonder what will happen next."</p> <p>APL1.1i Seeks out new information by asking, "How does that work?"</p> <p>APL1.1j Shows eagerness to learn about a variety of topics.</p>

Week	Title	Standards Covered
		<p>APL2.1o Represents reality through the arts and with art materials (e.g., by creating stories, drawing, or enacting experiences in dramatic play).</p> <p>APL2.1p Utilizes realistic and open-ended materials in cooperative play.</p> <p>APL2.1q Shows purpose and inventiveness in play (e.g., collects different shapes of blocks to build a castle).</p> <p>APL3.1k Focuses attention on tasks and activities like painting or block building for longer periods of time with increasing independence.</p> <p>APL3.1l Sustains engagement with a task that interests them for long periods of time (e.g., works in the art center creating watercolor paintings for 30 minutes).</p> <p>APL3.1m Begins to attend to adult-initiated tasks that are not based on their interests (e.g., participates in a teacher-led small or large group).</p> <p>APL3.2m Remembers several steps in sequence to complete multi-step directions (e.g., complete a puzzle, return it to the shelf, and join the group at the rug).</p> <p>APL3.2n Remembers actions that go with stories or songs.</p> <p>APL3.3m Adapts to new rules in a game or activity (e.g., sorting cards by color and then by shape).</p> <p>APL3.3o Demonstrates flexibility and adaptability with less adult prompting (e.g., sharing toys or trying out new materials).</p> <p>APL3.3p Responds consistently to adult suggestions to try out different activities.</p> <p>APL3.5r Sometimes persists in less preferred activities with or without adult support.</p> <p>APL4.1i Follows classroom rules and routines more independently (e.g., morning arrival).</p> <p>APL4.1j Uses classroom materials appropriately.</p> <p>APL4.1k Manages actions, words, and behavior with increasing independence (e.g., matches behavior to context and expectations).</p> <p>SED1.1n Describes themselves (e.g., talks about self in terms of looks, gender, family, and interests).</p> <p>SED1.1q Describes a larger range of individual characteristics and interests and communicates how these are similar or different from those of other people.</p>

Week	Title	Standards Covered
		<p>SED1.2k Displays pride in their accomplishments.</p> <p>SED1.3l Acts independently in unfamiliar settings with unfamiliar adults.</p> <p>SED1.3m Attempts to complete tasks independently.</p> <p>SED1.3n Asks for support from adults only when needed.</p> <p>SED2.2k Recognizes appropriate reaction to situations.</p> <p>SED2.3f Demonstrates confidence in meeting own needs.</p> <p>SED2.3g Seeks and accepts help when needed.</p> <p>SED2.4n Exhibits emotional control with or without adult support (e.g., follows group activities although upset).</p> <p>SED2.5h Shows care and concern for others, including comforting others in distress.</p> <p>SED2.5i Begins to recognize the emotions of peers and responds with empathy and compassion.</p> <p>SED3.1n Shows enjoyment in interactions with trusted adults while also demonstrating skills in separating from these adults.</p> <p>SED3.1o Comfortable with being with less familiar adults in a safe setting (e.g., engages with visitor to home or classroom).</p> <p>SED3.2r Demonstrates strategies for participating in social play with peers (e.g., asks to join in game or brings new item to add to existing play).</p> <p>SED3.2s Plays with peers in a coordinated manner including assigning roles, materials, and actions (e.g., sets up and assigns roles in restaurant in dramatic play area).</p> <p>SED3.2t Maintains friendships over time.</p> <p>SED3.3n Builds on cooperative play, communication, and working memory skills by engaging in dramatic play with several other children, each taking on a particular role in a shared theme.</p> <p>SED3.4d Engages in prosocial behavior such as cooperating, compromising, turn-taking, and resolving social conflict.</p> <p>CLLD1.1aa Answers questions and adds comments relevant to the topic.</p> <p>CLLD1.1ab Begins to demonstrate understanding of implied messages based on speaker's tone and/or gestures (e.g., finger on lip and saying</p>

Week	Title	Standards Covered
		<p>"shhhh" means be quiet).</p> <p>CLLD1.1ac Understands and responds to words for descriptive concepts (e.g., hard, square).</p> <p>CLLD1.1ad Follows 2-3 step related directions and some new directions related to familiar and daily routines.</p> <p>CLLD1.1ae Demonstrates understanding of communication that includes a variety of complex sentences related to familiar stories, learning activities, and events (e.g., After Clifford the dog came home, he played with Emily Elizabeth).</p> <p>CLLD1.2s Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences (e.g., uses irregular past tense verbs such as came, ran, fell, broke, went, told, did).</p> <p>CLLD1.2t Answers open-ended questions comfortably.</p> <p>CLLD1.2u Retells stories and events in sequence with multiple details (e.g., retells The Three Bears noting three chairs, three beds, etc.).</p> <p>CLLD1.3n Begins to match language to contexts (e.g., voice volume, inflection/rise and fall of voice in speaking, and parting/greeting rituals).</p> <p>CLLD1.3o Engages in multiple back-and-forth conversations with adults in ways that can be goal-directed (such as solving problems).</p> <p>CLLD1.4p Asks and responds to questions with accurate information.</p> <p>CLLD2.1l Distinguishes among a variety of texts and their purposes (e.g., books, shopping lists, etc.).</p> <p>CLLD2.1m Begins to track individual words in text or braille by pointing or touching.</p> <p>CLLD2.2p Listens and responds to a variety of texts and media (e.g., audio book, music and movement).</p> <p>CLLD2.2q Tells fictional or personal stories sequentially and with 3 or more details.</p> <p>CLLD2.2r Begins to understand cause and effect relationships in fiction and nonfiction texts.</p> <p>CLLD2.2s Predicts what will happen next in an unfamiliar story.</p> <p>CLLD2.2t Uses new words learned through listening to stories.</p> <p>CLLD2.4h Recognizes many upper and lower case letters.</p>

Week	Title	Standards Covered
		<p>CLLD2.4i Will use a combination of letters and symbols to represent words.</p> <p>CLLD3.1s Retells or reads their writing to others.</p> <p>CLLD3.2h Begins to make a plan for the writing they will produce (e.g., creates a picture to tell a story and then writes).</p> <p>HPD1.1q Uses sensory information to guide motions and interactions with objects and other people (e.g., plays games like tag with other children).</p> <p>HPD1.1r Shows increasing awareness of body, space, and relationship to other objects to allow more coordinated movements, actions, and interactions with others (e.g., shows the ability to get in line with other children and walk in line).</p> <p>HPD2.1o Demonstrates more coordinated movement when jumping for height and distance, hopping, and running.</p> <p>HPD2.1p Carries out activities that combine and coordinate large muscle movements, including swinging on a swing, climbing a ladder, dancing to music, or balancing on one leg for longer periods of time.</p> <p>HPD2.1q Shows awareness of one's own body in relation to other people and objects while moving or dancing through space and at varying speeds and levels.</p> <p>HPD2.2f Develops strength and stamina by spending extended periods of time playing and participating in activities that build strength, speed, flexibility, and coordination (e.g., tag, red light - green light).</p> <p>HPD3.1j Uses objects with ease (e.g., fork, spoon, and sometimes a table knife).</p> <p>HPD3.1k Draws smaller figures and includes more detail (e.g., faces with features).</p> <p>HPD3.2j Draws with crayons and markers and cuts with scissors, with moderate levels of precision and control (e.g., cuts along a line or circle).</p> <p>HPD4.1s Uses language to ask adults or peers for the help needed in a particular situation, including acting out stories or in play scenes.</p> <p>HPD4.2o Follows basic safety rules, signs, and labels consistently and anticipates consequences of not following rules.</p> <p>CD1.1j Compares and categorizes observable phenomena (e.g., by collecting, organizing, and describing materials according to their</p>

Week	Title	Standards Covered
		<p>physical characteristics).</p> <p>CD1.1k Imitates and uses adults' words and ideas when talking about the physical and natural worlds.</p> <p>CD1.1l Shows detail in drawings, constructions, and demonstrations to show thinking.</p> <p>CD1.2n Uses many sources (e.g., pictures, books) to gather information.</p> <p>CD1.2o With adult guidance, plans and conducts investigations.</p> <p>CD1.2p Analyzes results, draws conclusions, and communicates results.</p> <p>CD2.2h Uses positive social behaviors (taking turns, sharing, helping with jobs) to help meet needs of the group.</p> <p>CD2.2i With adult help, participates with peers in solving problems, settling conflicts, and negotiating plans and decisions.</p> <p>CD2.3g Learns simple vocabulary of other languages spoken in home, classroom, or school community.</p> <p>CD2.3h Represents self and others in drawing with increasing detail and accuracy, including distinguishing features related to physical, racial, and cultural differences.</p> <p>CD3.1q Counts forward to 20 by memory.</p> <p>CD3.1s Shows accuracy in demonstrating one-to-one correspondence for up to 10 objects.</p> <p>CD4.1q Follows directions or demonstrations of moving forward, backward, sideways, or in a turning motion.</p> <p>CD4.1r Changes tempo of movements in response to changes in tempo or beat of music.</p> <p>CD4.1s Follows directions or example to stop moving on cue.</p> <p>CD4.3n Uses props and dramatic play to explore roles and events in the larger community and world.</p> <p>CD4.3o Negotiates roles and dialogue with peers and adapts to the needs of the group in dramatic play.</p> <p>CD4.4k Begins to draw with planning and purpose to show or tell a story about something in their experience.</p> <p>CD4.4m Begins to describe art and the story it tells.</p>

Week	Title	Standards Covered
30	Making, Buying, and Selling	<p>APL1.1h Shows curiosity by saying things like, "I wonder what will happen next."</p> <p>APL1.1i Seeks out new information by asking, "How does that work?"</p> <p>APL1.1j Shows eagerness to learn about a variety of topics.</p> <p>APL1.2o Chooses different ways to explore the environment based on prior experiences with tools or actions.</p> <p>APL1.2q Seeks new challenges with familiar materials and activities independently (e.g., climbs up the slide).</p> <p>APL2.1o Represents reality through the arts and with art materials (e.g., by creating stories, drawing, or enacting experiences in dramatic play).</p> <p>APL2.1p Utilizes realistic and open-ended materials in cooperative play.</p> <p>APL2.1q Shows purpose and inventiveness in play (e.g., collects different shapes of blocks to build a castle).</p> <p>APL3.1k Focuses attention on tasks and activities like painting or block building for longer periods of time with increasing independence.</p> <p>APL3.1l Sustains engagement with a task that interests them for long periods of time (e.g., works in the art center creating watercolor paintings for 30 minutes).</p> <p>APL3.1m Begins to attend to adult-initiated tasks that are not based on their interests (e.g., participates in a teacher-led small or large group).</p> <p>APL3.2m Remembers several steps in sequence to complete multi-step directions (e.g., complete a puzzle, return it to the shelf, and join the group at the rug).</p> <p>APL3.2n Remembers actions that go with stories or songs.</p> <p>APL3.3o Demonstrates flexibility and adaptability with less adult prompting (e.g., sharing toys or trying out new materials).</p> <p>APL3.3p Responds consistently to adult suggestions to try out different activities.</p> <p>APL3.5r Sometimes persists in less preferred activities with or without adult support.</p> <p>APL4.1i Follows classroom rules and routines more independently (e.g., morning arrival).</p> <p>APL4.1j Uses classroom materials appropriately.</p>

Week	Title	Standards Covered
		<p>APL4.1k Manages actions, words, and behavior with increasing independence (e.g., matches behavior to context and expectations).</p> <p>SED1.1n Describes themselves (e.g., talks about self in terms of looks, gender, family, and interests).</p> <p>SED1.1q Describes a larger range of individual characteristics and interests and communicates how these are similar or different from those of other people.</p> <p>SED1.2k Displays pride in their accomplishments.</p> <p>SED1.3l Acts independently in unfamiliar settings with unfamiliar adults.</p> <p>SED1.3m Attempts to complete tasks independently.</p> <p>SED1.3n Asks for support from adults only when needed.</p> <p>SED2.2k Recognizes appropriate reaction to situations.</p> <p>SED2.2l Uses words and respectful language to express thoughts and emotions (e.g., "I'm frustrated because Jay won't let me play" or "I'm excited to play with my cousin Santiago tomorrow.").</p> <p>SED2.3f Demonstrates confidence in meeting own needs.</p> <p>SED2.3g Seeks and accepts help when needed.</p> <p>SED2.4n Exhibits emotional control with or without adult support (e.g., follows group activities although upset).</p> <p>SED2.5h Shows care and concern for others, including comforting others in distress.</p> <p>SED2.5i Begins to recognize the emotions of peers and responds with empathy and compassion.</p> <p>SED3.1n Shows enjoyment in interactions with trusted adults while also demonstrating skills in separating from these adults.</p> <p>SED3.1o Comfortable with being with less familiar adults in a safe setting (e.g., engages with visitor to home or classroom).</p> <p>SED3.2r Demonstrates strategies for participating in social play with peers (e.g., asks to join in game or brings new item to add to existing play).</p> <p>SED3.2s Plays with peers in a coordinated manner including assigning roles, materials, and actions (e.g., sets up and assigns roles in restaurant in dramatic play area).</p>

Week	Title	Standards Covered
		<p>SED3.2t Maintains friendships over time.</p> <p>SED3.3n Builds on cooperative play, communication, and working memory skills by engaging in dramatic play with several other children, each taking on a particular role in a shared theme.</p> <p>SED3.4d Engages in prosocial behavior such as cooperating, compromising, turn-taking, and resolving social conflict.</p> <p>CLLD1.1aa Answers questions and adds comments relevant to the topic.</p> <p>CLLD1.1ab Begins to demonstrate understanding of implied messages based on speaker's tone and/or gestures (e.g., finger on lip and saying "shhhh" means be quiet).</p> <p>CLLD1.1ac Understands and responds to words for descriptive concepts (e.g., hard, square).</p> <p>CLLD1.1ad Follows 2-3 step related directions and some new directions related to familiar and daily routines.</p> <p>CLLD1.1ae Demonstrates understanding of communication that includes a variety of complex sentences related to familiar stories, learning activities, and events (e.g., After Clifford the dog came home, he played with Emily Elizabeth).</p> <p>CLLD1.2s Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences (e.g., uses irregular past tense verbs such as came, ran, fell, broke, went, told, did).</p> <p>CLLD1.2t Answers open-ended questions comfortably.</p> <p>CLLD1.2u Retells stories and events in sequence with multiple details (e.g., retells The Three Bears noting three chairs, three beds, etc.).</p> <p>CLLD1.3n Begins to match language to contexts (e.g., voice volume, inflection/rise and fall of voice in speaking, and parting/greeting rituals).</p> <p>CLLD1.3o Engages in multiple back-and-forth conversations with adults in ways that can be goal-directed (such as solving problems).</p> <p>CLLD1.4p Asks and responds to questions with accurate information.</p> <p>CLLD2.1l Distinguishes among a variety of texts and their purposes (e.g., books, shopping lists, etc.).</p> <p>CLLD2.1m Begins to track individual words in text or braille by pointing or touching.</p> <p>CLLD2.2p Listens and responds to a variety of texts and media (e.g.,</p>

Week	Title	Standards Covered
		<p>audio book, music and movement).</p> <p>CLLD2.2q Tells fictional or personal stories sequentially and with 3 or more details.</p> <p>CLLD2.2r Begins to understand cause and effect relationships in fiction and nonfiction texts.</p> <p>CLLD2.2s Predicts what will happen next in an unfamiliar story.</p> <p>CLLD2.2t Uses new words learned through listening to stories.</p> <p>CLLD2.4h Recognizes many upper and lower case letters.</p> <p>CLLD2.4i Will use a combination of letters and symbols to represent words.</p> <p>CLLD3.1s Retells or reads their writing to others.</p> <p>CLLD3.2h Begins to make a plan for the writing they will produce (e.g., creates a picture to tell a story and then writes).</p> <p>HPD1.1q Uses sensory information to guide motions and interactions with objects and other people (e.g., plays games like tag with other children).</p> <p>HPD1.1r Shows increasing awareness of body, space, and relationship to other objects to allow more coordinated movements, actions, and interactions with others (e.g., shows the ability to get in line with other children and walk in line).</p> <p>HPD2.1o Demonstrates more coordinated movement when jumping for height and distance, hopping, and running.</p> <p>HPD2.1p Carries out activities that combine and coordinate large muscle movements, including swinging on a swing, climbing a ladder, dancing to music, or balancing on one leg for longer periods of time.</p> <p>HPD2.1q Shows awareness of one's own body in relation to other people and objects while moving or dancing through space and at varying speeds and levels.</p> <p>HPD2.2f Develops strength and stamina by spending extended periods of time playing and participating in activities that build strength, speed, flexibility, and coordination (e.g., tag, red light - green light).</p> <p>HPD3.1j Uses objects with ease (e.g., fork, spoon, and sometimes a table knife).</p> <p>HPD3.1k Draws smaller figures and includes more detail (e.g., faces with</p>

Week	Title	Standards Covered
		<p>features).</p> <p>HPD3.2j Draws with crayons and markers and cuts with scissors, with moderate levels of precision and control (e.g., cuts along a line or circle).</p> <p>HPD4.1s Uses language to ask adults or peers for the help needed in a particular situation, including acting out stories or in play scenes.</p> <p>HPD4.2o Follows basic safety rules, signs, and labels consistently and anticipates consequences of not following rules.</p> <p>CD1.1k Imitates and uses adults' words and ideas when talking about the physical and natural worlds.</p> <p>CD1.1l Shows detail in drawings, constructions, and demonstrations to show thinking.</p> <p>CD1.2n Uses many sources (e.g., pictures, books) to gather information.</p> <p>CD2.1n Communicates about the roles of people in the community encountered directly (caregiver or educator) and roles introduced through pictures, books, and other media (artists, cooks, cashiers, construction workers).</p> <p>CD2.1p Shows more detail in drawings, buildings, models, and performances, reflecting their thinking and understanding about social connections.</p> <p>CD2.2h Uses positive social behaviors (taking turns, sharing, helping with jobs) to help meet needs of the group.</p> <p>CD2.2i With adult help, participates with peers in solving problems, settling conflicts, and negotiating plans and decisions.</p> <p>CD2.3g Learns simple vocabulary of other languages spoken in home, classroom, or school community.</p> <p>CD2.3h Represents self and others in drawing with increasing detail and accuracy, including distinguishing features related to physical, racial, and cultural differences.</p> <p>CD2.3i With adult help, notices and communicates about different family structures represented in the group.</p> <p>CD3.1q Counts forward to 20 by memory.</p> <p>CD3.1s Shows accuracy in demonstrating one-to-one correspondence for up to 10 objects.</p> <p>CD3.1t Counts up to 10 objects in a line.</p>

Week	Title	Standards Covered
		<p>CD3.1z Compares sets of objects that range in size from 1-10, as having “more,” “fewer,” or “same.”</p> <p>CD3.5h Uses comparative language to describe and compare objects using attributes (e.g., longer, shorter, lighter, heavier, etc.).</p> <p>CD3.5m With adult support, explores tools of measurement such as rulers, scales, and measuring cups, using the appropriate tool for the attribute/characteristic being measured.</p> <p>CD3.5n With instruction, shows an awareness of time by talking about events with words such as before, after, and later.</p> <p>CD4.1q Follows directions or demonstrations of moving forward, backward, sideways, or in a turning motion.</p> <p>CD4.1r Changes tempo of movements in response to changes in tempo or beat of music.</p> <p>CD4.1s Follows directions or example to stop moving on cue.</p> <p>CD4.3n Uses props and dramatic play to explore roles and events in the larger community and world.</p> <p>CD4.3o Negotiates roles and dialogue with peers and adapts to the needs of the group in dramatic play.</p> <p>CD4.4k Begins to draw with planning and purpose to show or tell a story about something in their experience.</p> <p>CD4.4m Begins to describe art and the story it tells.</p>
31	Jobs and Money	<p>APL1.1h Shows curiosity by saying things like, “I wonder what will happen next.”</p> <p>APL1.1i Seeks out new information by asking, “How does that work?”</p> <p>APL1.1j Shows eagerness to learn about a variety of topics.</p> <p>APL1.2p Suggests new ideas for play activities and follows through with self-direction and independence.</p> <p>APL2.1o Represents reality through the arts and with art materials (e.g., by creating stories, drawing, or enacting experiences in dramatic play).</p> <p>APL2.1p Utilizes realistic and open-ended materials in cooperative play.</p> <p>APL2.1q Shows purpose and inventiveness in play (e.g., collects different shapes of blocks to build a castle).</p>

Week	Title	Standards Covered
		<p>APL3.1k Focuses attention on tasks and activities like painting or block building for longer periods of time with increasing independence.</p> <p>APL3.1l Sustains engagement with a task that interests them for long periods of time (e.g., works in the art center creating watercolor paintings for 30 minutes).</p> <p>APL3.1m Begins to attend to adult-initiated tasks that are not based on their interests (e.g., participates in a teacher-led small or large group).</p> <p>APL3.2m Remembers several steps in sequence to complete multi-step directions (e.g., complete a puzzle, return it to the shelf, and join the group at the rug).</p> <p>APL3.2n Remembers actions that go with stories or songs.</p> <p>APL3.3n Considers ideas from adults and other children in finding a solution or strategy.</p> <p>APL3.3o Demonstrates flexibility and adaptability with less adult prompting (e.g., sharing toys or trying out new materials).</p> <p>APL3.3p Responds consistently to adult suggestions to try out different activities.</p> <p>APL3.5r Sometimes persists in less preferred activities with or without adult support.</p> <p>APL4.1i Follows classroom rules and routines more independently (e.g., morning arrival).</p> <p>APL4.1j Uses classroom materials appropriately.</p> <p>APL4.1k Manages actions, words, and behavior with increasing independence (e.g., matches behavior to context and expectations).</p> <p>SED1.1n Describes themselves (e.g., talks about self in terms of looks, gender, family, and interests).</p> <p>SED1.1p Shares other identifying information (e.g., parent's name).</p> <p>SED1.1q Describes a larger range of individual characteristics and interests and communicates how these are similar or different from those of other people.</p> <p>SED1.2k Displays pride in their accomplishments.</p> <p>SED1.3l Acts independently in unfamiliar settings with unfamiliar adults.</p> <p>SED1.3m Attempts to complete tasks independently.</p>

Week	Title	Standards Covered
		<p>SED1.3n Asks for support from adults only when needed.</p> <p>SED2.2k Recognizes appropriate reaction to situations.</p> <p>SED2.3f Demonstrates confidence in meeting own needs.</p> <p>SED2.3g Seeks and accepts help when needed.</p> <p>SED2.4n Exhibits emotional control with or without adult support (e.g., follows group activities although upset).</p> <p>SED2.5h Shows care and concern for others, including comforting others in distress.</p> <p>SED2.5i Begins to recognize the emotions of peers and responds with empathy and compassion.</p> <p>SED3.1n Shows enjoyment in interactions with trusted adults while also demonstrating skills in separating from these adults.</p> <p>SED3.1o Comfortable with being with less familiar adults in a safe setting (e.g., engages with visitor to home or classroom).</p> <p>SED3.2r Demonstrates strategies for participating in social play with peers (e.g., asks to join in game or brings new item to add to existing play).</p> <p>SED3.2s Plays with peers in a coordinated manner including assigning roles, materials, and actions (e.g., sets up and assigns roles in restaurant in dramatic play area).</p> <p>SED3.2t Maintains friendships over time.</p> <p>SED3.3n Builds on cooperative play, communication, and working memory skills by engaging in dramatic play with several other children, each taking on a particular role in a shared theme.</p> <p>SED3.4d Engages in prosocial behavior such as cooperating, compromising, turn-taking, and resolving social conflict.</p> <p>CLLD1.1aa Answers questions and adds comments relevant to the topic.</p> <p>CLLD1.1ab Begins to demonstrate understanding of implied messages based on speaker's tone and/or gestures (e.g., finger on lip and saying "shhhh" means be quiet).</p> <p>CLLD1.1ac Understands and responds to words for descriptive concepts (e.g., hard, square).</p> <p>CLLD1.1ad Follows 2-3 step related directions and some new directions</p>

Week	Title	Standards Covered
		<p>related to familiar and daily routines.</p> <p>CLLD1.1ae Demonstrates understanding of communication that includes a variety of complex sentences related to familiar stories, learning activities, and events (e.g., After Clifford the dog came home, he played with Emily Elizabeth).</p> <p>CLLD1.2s Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences (e.g., uses irregular past tense verbs such as came, ran, fell, broke, went, told, did).</p> <p>CLLD1.2t Answers open-ended questions comfortably.</p> <p>CLLD1.2u Retells stories and events in sequence with multiple details (e.g., retells The Three Bears noting three chairs, three beds, etc.).</p> <p>CLLD1.3n Begins to match language to contexts (e.g., voice volume, inflection/rise and fall of voice in speaking, and parting/greeting rituals).</p> <p>CLLD1.3o Engages in multiple back-and-forth conversations with adults in ways that can be goal-directed (such as solving problems).</p> <p>CLLD1.4p Asks and responds to questions with accurate information.</p> <p>CLLD2.1l Distinguishes among a variety of texts and their purposes (e.g., books, shopping lists, etc.).</p> <p>CLLD2.1m Begins to track individual words in text or braille by pointing or touching.</p> <p>CLLD2.2p Listens and responds to a variety of texts and media (e.g., audio book, music and movement).</p> <p>CLLD2.2q Tells fictional or personal stories sequentially and with 3 or more details.</p> <p>CLLD2.2r Begins to understand cause and effect relationships in fiction and nonfiction texts.</p> <p>CLLD2.2s Predicts what will happen next in an unfamiliar story.</p> <p>CLLD2.2t Uses new words learned through listening to stories.</p> <p>CLLD2.4h Recognizes many upper and lower case letters.</p> <p>CLLD2.4i Will use a combination of letters and symbols to represent words.</p> <p>CLLD3.1s Retells or reads their writing to others.</p> <p>CLLD3.2h Begins to make a plan for the writing they will produce (e.g.,</p>

Week	Title	Standards Covered
		<p>creates a picture to tell a story and then writes).</p> <p>HPD1.1q Uses sensory information to guide motions and interactions with objects and other people (e.g., plays games like tag with other children).</p> <p>HPD1.1r Shows increasing awareness of body, space, and relationship to other objects to allow more coordinated movements, actions, and interactions with others (e.g., shows the ability to get in line with other children and walk in line).</p> <p>HPD2.1o Demonstrates more coordinated movement when jumping for height and distance, hopping, and running.</p> <p>HPD2.1p Carries out activities that combine and coordinate large muscle movements, including swinging on a swing, climbing a ladder, dancing to music, or balancing on one leg for longer periods of time.</p> <p>HPD2.1q Shows awareness of one's own body in relation to other people and objects while moving or dancing through space and at varying speeds and levels.</p> <p>HPD2.2f Develops strength and stamina by spending extended periods of time playing and participating in activities that build strength, speed, flexibility, and coordination (e.g., tag, red light - green light).</p> <p>HPD3.1j Uses objects with ease (e.g., fork, spoon, and sometimes a table knife).</p> <p>HPD3.1k Draws smaller figures and includes more detail (e.g., faces with features).</p> <p>HPD3.2j Draws with crayons and markers and cuts with scissors, with moderate levels of precision and control (e.g., cuts along a line or circle).</p> <p>HPD3.2k Manages self-help routines such as dressing self (e.g., zipping, buttoning, snapping).</p> <p>HPD4.1s Uses language to ask adults or peers for the help needed in a particular situation, including acting out stories or in play scenes.</p> <p>HPD4.2o Follows basic safety rules, signs, and labels consistently and anticipates consequences of not following rules.</p> <p>HPD4.2q Identifies people in the community who can help them (e.g., firefighter, nurse).</p> <p>CD1.1k Imitates and uses adults' words and ideas when talking about the physical and natural worlds.</p>

Week	Title	Standards Covered
		<p>CD1.1I Shows detail in drawings, constructions, and demonstrations to show thinking.</p> <p>CD1.2n Uses many sources (e.g., pictures, books) to gather information.</p> <p>CD2.1n Communicates about the roles of people in the community encountered directly (caregiver or educator) and roles introduced through pictures, books, and other media (artists, cooks, cashiers, construction workers).</p> <p>CD2.1o Uses props and dramatic play to show growing awareness of things and events in the larger world (using a computer, driving a bus).</p> <p>CD2.1p Shows more detail in drawings, buildings, models, and performances, reflecting their thinking and understanding about social connections.</p> <p>CD2.2h Uses positive social behaviors (taking turns, sharing, helping with jobs) to help meet needs of the group.</p> <p>CD2.2i With adult help, participates with peers in solving problems, settling conflicts, and negotiating plans and decisions.</p> <p>CD2.3g Learns simple vocabulary of other languages spoken in home, classroom, or school community.</p> <p>CD2.3h Represents self and others in drawing with increasing detail and accuracy, including distinguishing features related to physical, racial, and cultural differences.</p> <p>CD3.1q Counts forward to 20 by memory.</p> <p>CD3.1s Shows accuracy in demonstrating one-to-one correspondence for up to 10 objects.</p> <p>CD3.1t Counts up to 10 objects in a line.</p> <p>CD3.1u Answers the question "How many?" for up to 10 objects.</p> <p>CD3.5g Directly compares the length or volume of two objects.</p> <p>CD3.5h Uses comparative language to describe and compare objects using attributes (e.g., longer, shorter, lighter, heavier, etc.).</p> <p>CD3.5m With adult support, explores tools of measurement such as rulers, scales, and measuring cups, using the appropriate tool for the attribute/characteristic being measured.</p> <p>CD3.5n With instruction, shows an awareness of time by talking about events with words such as before, after, and later.</p>

Week	Title	Standards Covered
		<p>CD4.1q Follows directions or demonstrations of moving forward, backward, sideways, or in a turning motion.</p> <p>CD4.1r Changes tempo of movements in response to changes in tempo or beat of music.</p> <p>CD4.1s Follows directions or example to stop moving on cue.</p> <p>CD4.1t Reproduces dance steps or movements several times.</p> <p>CD4.3n Uses props and dramatic play to explore roles and events in the larger community and world.</p> <p>CD4.3o Negotiates roles and dialogue with peers and adapts to the needs of the group in dramatic play.</p> <p>CD4.4k Begins to draw with planning and purpose to show or tell a story about something in their experience.</p> <p>CD4.4l Draws the human form with more accuracy and detail.</p> <p>CD4.4m Begins to describe art and the story it tells.</p>
32	Farms and Food Sources	<p>APL1.1h Shows curiosity by saying things like, "I wonder what will happen next."</p> <p>APL1.1i Seeks out new information by asking, "How does that work?"</p> <p>APL1.1j Shows eagerness to learn about a variety of topics.</p> <p>APL2.1o Represents reality through the arts and with art materials (e.g., by creating stories, drawing, or enacting experiences in dramatic play).</p> <p>APL2.1p Utilizes realistic and open-ended materials in cooperative play.</p> <p>APL2.1q Shows purpose and inventiveness in play (e.g., collects different shapes of blocks to build a castle).</p> <p>APL3.1k Focuses attention on tasks and activities like painting or block building for longer periods of time with increasing independence.</p> <p>APL3.1l Sustains engagement with a task that interests them for long periods of time (e.g., works in the art center creating watercolor paintings for 30 minutes).</p> <p>APL3.1m Begins to attend to adult-initiated tasks that are not based on their interests (e.g., participates in a teacher-led small or large group).</p> <p>APL3.2m Remembers several steps in sequence to complete multi-step directions (e.g., complete a puzzle, return it to the shelf, and join the</p>

Week	Title	Standards Covered
		<p>group at the rug).</p> <p>APL3.2n Remembers actions that go with stories or songs.</p> <p>APL3.3o Demonstrates flexibility and adaptability with less adult prompting (e.g., sharing toys or trying out new materials).</p> <p>APL3.3p Responds consistently to adult suggestions to try out different activities.</p> <p>APL3.5r Sometimes persists in less preferred activities with or without adult support.</p> <p>APL4.1i Follows classroom rules and routines more independently (e.g., morning arrival).</p> <p>APL4.1j Uses classroom materials appropriately.</p> <p>APL4.1k Manages actions, words, and behavior with increasing independence (e.g., matches behavior to context and expectations).</p> <p>SED1.1n Describes themselves (e.g., talks about self in terms of looks, gender, family, and interests).</p> <p>SED1.1q Describes a larger range of individual characteristics and interests and communicates how these are similar or different from those of other people.</p> <p>SED1.2k Displays pride in their accomplishments.</p> <p>SED1.3l Acts independently in unfamiliar settings with unfamiliar adults.</p> <p>SED1.3m Attempts to complete tasks independently.</p> <p>SED1.3n Asks for support from adults only when needed.</p> <p>SED2.2k Recognizes appropriate reaction to situations.</p> <p>SED2.3f Demonstrates confidence in meeting own needs.</p> <p>SED2.3g Seeks and accepts help when needed.</p> <p>SED2.4n Exhibits emotional control with or without adult support (e.g., follows group activities although upset).</p> <p>SED2.5h Shows care and concern for others, including comforting others in distress.</p> <p>SED2.5i Begins to recognize the emotions of peers and responds with empathy and compassion.</p>

Week	Title	Standards Covered
		<p>SED3.1n Shows enjoyment in interactions with trusted adults while also demonstrating skills in separating from these adults.</p> <p>SED3.1o Comfortable with being with less familiar adults in a safe setting (e.g., engages with visitor to home or classroom).</p> <p>SED3.2r Demonstrates strategies for participating in social play with peers (e.g., asks to join in game or brings new item to add to existing play).</p> <p>SED3.2s Plays with peers in a coordinated manner including assigning roles, materials, and actions (e.g., sets up and assigns roles in restaurant in dramatic play area).</p> <p>SED3.2t Maintains friendships over time.</p> <p>SED3.3n Builds on cooperative play, communication, and working memory skills by engaging in dramatic play with several other children, each taking on a particular role in a shared theme.</p> <p>SED3.4d Engages in prosocial behavior such as cooperating, compromising, turn-taking, and resolving social conflict.</p> <p>CLLD1.1aa Answers questions and adds comments relevant to the topic.</p> <p>CLLD1.1ab Begins to demonstrate understanding of implied messages based on speaker's tone and/or gestures (e.g., finger on lip and saying "shhhh" means be quiet).</p> <p>CLLD1.1ac Understands and responds to words for descriptive concepts (e.g., hard, square).</p> <p>CLLD1.1ad Follows 2-3 step related directions and some new directions related to familiar and daily routines.</p> <p>CLLD1.1ae Demonstrates understanding of communication that includes a variety of complex sentences related to familiar stories, learning activities, and events (e.g., After Clifford the dog came home, he played with Emily Elizabeth).</p> <p>CLLD1.2s Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences (e.g., uses irregular past tense verbs such as came, ran, fell, broke, went, told, did).</p> <p>CLLD1.2t Answers open-ended questions comfortably.</p> <p>CLLD1.2u Retells stories and events in sequence with multiple details (e.g., retells The Three Bears noting three chairs, three beds, etc.).</p> <p>CLLD1.3n Begins to match language to contexts (e.g., voice volume,</p>

Week	Title	Standards Covered
		<p>inflection/rise and fall of voice in speaking, and parting/greeting rituals).</p> <p>CLLD1.3o Engages in multiple back-and-forth conversations with adults in ways that can be goal-directed (such as solving problems).</p> <p>CLLD1.4p Asks and responds to questions with accurate information.</p> <p>CLLD2.1l Distinguishes among a variety of texts and their purposes (e.g., books, shopping lists, etc.).</p> <p>CLLD2.1m Begins to track individual words in text or braille by pointing or touching.</p> <p>CLLD2.2p Listens and responds to a variety of texts and media (e.g., audio book, music and movement).</p> <p>CLLD2.2q Tells fictional or personal stories sequentially and with 3 or more details.</p> <p>CLLD2.2r Begins to understand cause and effect relationships in fiction and nonfiction texts.</p> <p>CLLD2.2s Predicts what will happen next in an unfamiliar story.</p> <p>CLLD2.2t Uses new words learned through listening to stories.</p> <p>CLLD2.4h Recognizes many upper and lower case letters.</p> <p>CLLD2.4i Will use a combination of letters and symbols to represent words.</p> <p>CLLD3.1s Retells or reads their writing to others.</p> <p>HPD1.1q Uses sensory information to guide motions and interactions with objects and other people (e.g., plays games like tag with other children).</p> <p>HPD1.1r Shows increasing awareness of body, space, and relationship to other objects to allow more coordinated movements, actions, and interactions with others (e.g., shows the ability to get in line with other children and walk in line).</p> <p>HPD2.1o Demonstrates more coordinated movement when jumping for height and distance, hopping, and running.</p> <p>HPD2.1p Carries out activities that combine and coordinate large muscle movements, including swinging on a swing, climbing a ladder, dancing to music, or balancing on one leg for longer periods of time.</p> <p>HPD2.1q Shows awareness of one's own body in relation to other people and objects while moving or dancing through space and at varying</p>

Week	Title	Standards Covered
		<p>speeds and levels.</p> <p>HPD2.2f Develops strength and stamina by spending extended periods of time playing and participating in activities that build strength, speed, flexibility, and coordination (e.g., tag, red light - green light).</p> <p>HPD3.1j Uses objects with ease (e.g., fork, spoon, and sometimes a table knife).</p> <p>HPD3.1k Draws smaller figures and includes more detail (e.g., faces with features).</p> <p>HPD3.2j Draws with crayons and markers and cuts with scissors, with moderate levels of precision and control (e.g., cuts along a line or circle).</p> <p>HPD4.1s Uses language to ask adults or peers for the help needed in a particular situation, including acting out stories or in play scenes.</p> <p>HPD4.2o Follows basic safety rules, signs, and labels consistently and anticipates consequences of not following rules.</p> <p>HPD4.3o Demonstrates an increasing understanding of the ways in which healthy food helps the body grow, like saying, "Milk makes my bones strong."</p> <p>CD1.1j Compares and categorizes observable phenomena (e.g., by collecting, organizing, and describing materials according to their physical characteristics).</p> <p>CD1.1k Imitates and uses adults' words and ideas when talking about the physical and natural worlds.</p> <p>CD1.1l Shows detail in drawings, constructions, and demonstrations to show thinking.</p> <p>CD1.2n Uses many sources (e.g., pictures, books) to gather information.</p> <p>CD1.2o With adult guidance, plans and conducts investigations.</p> <p>CD1.2p Analyzes results, draws conclusions, and communicates results.</p> <p>CD2.1n Communicates about the roles of people in the community encountered directly (caregiver or educator) and roles introduced through pictures, books, and other media (artists, cooks, cashiers, construction workers).</p> <p>CD2.1o Uses props and dramatic play to show growing awareness of things and events in the larger world (using a computer, driving a bus).</p> <p>CD2.1p Shows more detail in drawings, buildings, models, and</p>

Week	Title	Standards Covered
		<p>performances, reflecting their thinking and understanding about social connections.</p> <p>CD2.2h Uses positive social behaviors (taking turns, sharing, helping with jobs) to help meet needs of the group.</p> <p>CD2.2i With adult help, participates with peers in solving problems, settling conflicts, and negotiating plans and decisions.</p> <p>CD2.3g Learns simple vocabulary of other languages spoken in home, classroom, or school community.</p> <p>CD2.3h Represents self and others in drawing with increasing detail and accuracy, including distinguishing features related to physical, racial, and cultural differences.</p> <p>CD3.1q Counts forward to 20 by memory.</p> <p>CD3.1s Shows accuracy in demonstrating one-to-one correspondence for up to 10 objects.</p> <p>CD3.5g Directly compares the length or volume of two objects.</p> <p>CD3.5h Uses comparative language to describe and compare objects using attributes (e.g., longer, shorter, lighter, heavier, etc.).</p> <p>CD3.5m With adult support, explores tools of measurement such as rulers, scales, and measuring cups, using the appropriate tool for the attribute/characteristic being measured.</p> <p>CD3.5n With instruction, shows an awareness of time by talking about events with words such as before, after, and later.</p> <p>CD4.1q Follows directions or demonstrations of moving forward, backward, sideways, or in a turning motion.</p> <p>CD4.1s Follows directions or example to stop moving on cue.</p> <p>CD4.3n Uses props and dramatic play to explore roles and events in the larger community and world.</p> <p>CD4.4k Begins to draw with planning and purpose to show or tell a story about something in their experience.</p> <p>CD4.4m Begins to describe art and the story it tells.</p>
33	Habitats	<p>APL1.1h Shows curiosity by saying things like, "I wonder what will happen next."</p>

Week	Title	Standards Covered
		<p>APL1.1i Seeks out new information by asking, “How does that work?”</p> <p>APL1.1j Shows eagerness to learn about a variety of topics.</p> <p>APL2.1o Represents reality through the arts and with art materials (e.g., by creating stories, drawing, or enacting experiences in dramatic play).</p> <p>APL2.1p Utilizes realistic and open-ended materials in cooperative play.</p> <p>APL2.1q Shows purpose and inventiveness in play (e.g., collects different shapes of blocks to build a castle).</p> <p>APL3.1k Focuses attention on tasks and activities like painting or block building for longer periods of time with increasing independence.</p> <p>APL3.1l Sustains engagement with a task that interests them for long periods of time (e.g., works in the art center creating watercolor paintings for 30 minutes).</p> <p>APL3.1m Begins to attend to adult-initiated tasks that are not based on their interests (e.g., participates in a teacher-led small or large group).</p> <p>APL3.2m Remembers several steps in sequence to complete multi-step directions (e.g., complete a puzzle, return it to the shelf, and join the group at the rug).</p> <p>APL3.2n Remembers actions that go with stories or songs.</p> <p>APL3.3o Demonstrates flexibility and adaptability with less adult prompting (e.g., sharing toys or trying out new materials).</p> <p>APL3.3p Responds consistently to adult suggestions to try out different activities.</p> <p>APL3.5r Sometimes persists in less preferred activities with or without adult support.</p> <p>APL4.1i Follows classroom rules and routines more independently (e.g., morning arrival).</p> <p>APL4.1j Uses classroom materials appropriately.</p> <p>APL4.1k Manages actions, words, and behavior with increasing independence (e.g., matches behavior to context and expectations).</p> <p>SED1.1n Describes themselves (e.g., talks about self in terms of looks, gender, family, and interests).</p> <p>SED1.1q Describes a larger range of individual characteristics and interests and communicates how these are similar or different from</p>

Week	Title	Standards Covered
		<p>those of other people.</p> <p>SED1.2k Displays pride in their accomplishments.</p> <p>SED1.3l Acts independently in unfamiliar settings with unfamiliar adults.</p> <p>SED1.3m Attempts to complete tasks independently.</p> <p>SED1.3n Asks for support from adults only when needed.</p> <p>SED2.2k Recognizes appropriate reaction to situations.</p> <p>SED2.3f Demonstrates confidence in meeting own needs.</p> <p>SED2.3g Seeks and accepts help when needed.</p> <p>SED2.4n Exhibits emotional control with or without adult support (e.g., follows group activities although upset).</p> <p>SED2.5h Shows care and concern for others, including comforting others in distress.</p> <p>SED2.5i Begins to recognize the emotions of peers and responds with empathy and compassion.</p>
34	Awesome Animals	<p>APL1.1h Shows curiosity by saying things like, "I wonder what will happen next."</p> <p>APL1.1i Seeks out new information by asking, "How does that work?"</p> <p>APL1.1j Shows eagerness to learn about a variety of topics.</p> <p>APL2.1o Represents reality through the arts and with art materials (e.g., by creating stories, drawing, or enacting experiences in dramatic play).</p> <p>APL2.1p Utilizes realistic and open-ended materials in cooperative play.</p> <p>APL2.1q Shows purpose and inventiveness in play (e.g., collects different shapes of blocks to build a castle).</p> <p>APL3.1k Focuses attention on tasks and activities like painting or block building for longer periods of time with increasing independence.</p> <p>APL3.1l Sustains engagement with a task that interests them for long periods of time (e.g., works in the art center creating watercolor paintings for 30 minutes).</p> <p>APL3.1m Begins to attend to adult-initiated tasks that are not based on their interests (e.g., participates in a teacher-led small or large group).</p> <p>APL3.2m Remembers several steps in sequence to complete multi-step</p>

Week	Title	Standards Covered
		<p>directions (e.g., complete a puzzle, return it to the shelf, and join the group at the rug).</p> <p>APL3.2n Remembers actions that go with stories or songs.</p> <p>APL3.3o Demonstrates flexibility and adaptability with less adult prompting (e.g., sharing toys or trying out new materials).</p> <p>APL3.3p Responds consistently to adult suggestions to try out different activities.</p> <p>APL3.5r Sometimes persists in less preferred activities with or without adult support.</p> <p>APL4.1i Follows classroom rules and routines more independently (e.g., morning arrival).</p> <p>APL4.1j Uses classroom materials appropriately.</p> <p>APL4.1k Manages actions, words, and behavior with increasing independence (e.g., matches behavior to context and expectations).</p> <p>SED1.1n Describes themselves (e.g., talks about self in terms of looks, gender, family, and interests).</p> <p>SED1.1q Describes a larger range of individual characteristics and interests and communicates how these are similar or different from those of other people.</p> <p>SED1.2k Displays pride in their accomplishments.</p> <p>SED1.3l Acts independently in unfamiliar settings with unfamiliar adults.</p> <p>SED1.3m Attempts to complete tasks independently.</p> <p>SED1.3n Asks for support from adults only when needed.</p> <p>SED2.2k Recognizes appropriate reaction to situations.</p> <p>SED2.3f Demonstrates confidence in meeting own needs.</p> <p>SED2.3g Seeks and accepts help when needed.</p> <p>SED2.4n Exhibits emotional control with or without adult support (e.g., follows group activities although upset).</p> <p>SED2.5h Shows care and concern for others, including comforting others in distress.</p> <p>SED2.5i Begins to recognize the emotions of peers and responds with</p>

Week	Title	Standards Covered
		empathy and compassion.
35	Patterns	<p>Week 35</p> <p>APL1.1h Shows curiosity by saying things like, “I wonder what will happen next.”</p> <p>APL1.1i Seeks out new information by asking, “How does that work?”</p> <p>APL1.1j Shows eagerness to learn about a variety of topics.</p> <p>APL2.1o Represents reality through the arts and with art materials (e.g., by creating stories, drawing, or enacting experiences in dramatic play).</p> <p>APL2.1p Utilizes realistic and open-ended materials in cooperative play.</p> <p>APL2.1q Shows purpose and inventiveness in play (e.g., collects different shapes of blocks to build a castle).</p> <p>APL3.1k Focuses attention on tasks and activities like painting or block building for longer periods of time with increasing independence.</p> <p>APL3.1l Sustains engagement with a task that interests them for long periods of time (e.g., works in the art center creating watercolor paintings for 30 minutes).</p> <p>APL3.1m Begins to attend to adult-initiated tasks that are not based on their interests (e.g., participates in a teacher-led small or large group).</p> <p>APL3.2m Remembers several steps in sequence to complete multi-step directions (e.g., complete a puzzle, return it to the shelf, and join the group at the rug).</p> <p>APL3.2n Remembers actions that go with stories or songs.</p> <p>APL3.3o Demonstrates flexibility and adaptability with less adult prompting (e.g., sharing toys or trying out new materials).</p> <p>APL3.3p Responds consistently to adult suggestions to try out different activities.</p> <p>APL3.5r Sometimes persists in less preferred activities with or without adult support.</p> <p>APL4.1i Follows classroom rules and routines more independently (e.g., morning arrival).</p> <p>APL4.1j Uses classroom materials appropriately.</p> <p>APL4.1k Manages actions, words, and behavior with increasing</p>

Week	Title	Standards Covered
		<p>independence (e.g., matches behavior to context and expectations).</p> <p>SED1.1n Describes themselves (e.g., talks about self in terms of looks, gender, family, and interests).</p> <p>SED1.1q Describes a larger range of individual characteristics and interests and communicates how these are similar or different from those of other people.</p> <p>SED1.2k Displays pride in their accomplishments.</p> <p>SED1.3l Acts independently in unfamiliar settings with unfamiliar adults.</p> <p>SED1.3m Attempts to complete tasks independently.</p> <p>SED1.3n Asks for support from adults only when needed.</p> <p>SED2.2k Recognizes appropriate reaction to situations.</p> <p>SED2.3f Demonstrates confidence in meeting own needs.</p> <p>SED2.3g Seeks and accepts help when needed.</p> <p>SED2.4n Exhibits emotional control with or without adult support (e.g., follows group activities although upset).</p> <p>SED2.5h Shows care and concern for others, including comforting others in distress.</p> <p>SED2.5i Begins to recognize the emotions of peers and responds with empathy and compassion.</p>
36	What's Next?	<p>APL1.1h Shows curiosity by saying things like, "I wonder what will happen next."</p> <p>APL1.1i Seeks out new information by asking, "How does that work?"</p> <p>APL1.1j Shows eagerness to learn about a variety of topics.</p> <p>APL1.2o Chooses different ways to explore the environment based on prior experiences with tools or actions.</p> <p>APL1.2p Suggests new ideas for play activities and follows through with self-direction and independence.</p> <p>APL1.2q Seeks new challenges with familiar materials and activities independently (e.g., climbs up the slide).</p> <p>APL2.1o Represents reality through the arts and with art materials (e.g., by creating stories, drawing, or enacting experiences in dramatic play).</p>

Week	Title	Standards Covered
		<p>APL2.1p Utilizes realistic and open-ended materials in cooperative play.</p> <p>APL2.1q Shows purpose and inventiveness in play (e.g., collects different shapes of blocks to build a castle).</p> <p>APL3.1k Focuses attention on tasks and activities like painting or block building for longer periods of time with increasing independence.</p> <p>APL3.1l Sustains engagement with a task that interests them for long periods of time (e.g., works in the art center creating watercolor paintings for 30 minutes).</p> <p>APL3.1m Begins to attend to adult-initiated tasks that are not based on their interests (e.g., participates in a teacher-led small or large group).</p> <p>APL3.2m Remembers several steps in sequence to complete multi-step directions (e.g., complete a puzzle, return it to the shelf, and join the group at the rug).</p> <p>APL3.2n Remembers actions that go with stories or songs.</p> <p>APL3.3m Adapts to new rules in a game or activity (e.g., sorting cards by color and then by shape).</p> <p>APL3.3n Considers ideas from adults and other children in finding a solution or strategy.</p> <p>APL3.3o Demonstrates flexibility and adaptability with less adult prompting (e.g., sharing toys or trying out new materials).</p> <p>APL3.3p Responds consistently to adult suggestions to try out different activities.</p> <p>APL3.4e Controls impulses with more independence (e.g., walks instead of runs; asks for a turn with a toy instead of grabbing; waits to share out instead of calling out).</p> <p>APL3.5r Sometimes persists in less preferred activities with or without adult support.</p> <p>APL4.1i Follows classroom rules and routines more independently (e.g., morning arrival).</p> <p>APL4.1j Uses classroom materials appropriately.</p> <p>APL4.1k Manages actions, words, and behavior with increasing independence (e.g., matches behavior to context and expectations).</p> <p>SED1.1n Describes themselves (e.g., talks about self in terms of looks, gender, family, and interests).</p>

Week	Title	Standards Covered
		<p>SED1.1o Positively identifies self as a member of a specific culture or group that fits into a larger world picture.</p> <p>SED1.1p Shares other identifying information (e.g., parent's name).</p> <p>SED1.1q Describes a larger range of individual characteristics and interests and communicates how these are similar or different from those of other people.</p> <p>SED1.2k Displays pride in their accomplishments.</p> <p>SED1.3l Acts independently in unfamiliar settings with unfamiliar adults.</p> <p>SED1.3m Attempts to complete tasks independently.</p> <p>SED1.3n Asks for support from adults only when needed.</p> <p>SED2.2k Recognizes appropriate reaction to situations.</p> <p>SED2.2l Uses words and respectful language to express thoughts and emotions (e.g., "I'm frustrated because Jay won't let me play" or "I'm excited to play with my cousin Santiago tomorrow.").</p> <p>SED2.3f Demonstrates confidence in meeting own needs.</p> <p>SED2.3g Seeks and accepts help when needed.</p> <p>SED2.4n Exhibits emotional control with or without adult support (e.g., follows group activities although upset).</p> <p>SED2.5h Shows care and concern for others, including comforting others in distress.</p> <p>SED2.5i Begins to recognize the emotions of peers and responds with empathy and compassion.</p>



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Week	Title	Standards Covered
Unit 1: Inquiry		
1	What Is a Question?	<p>K The student will apply history and social science skills to the content by</p> <p>K.c demonstrating curiosity and critical thinking through questioning;</p> <p>K.d sequencing and organizing information;</p>
Unit 2: Civics		
2	I Am a Member of a Community	<p>K The student will apply history and social science skills to the content by</p> <p>K.e identifying similarities and differences to explain content;</p> <p>K.h practicing civility, respect, hard work, and responsible citizenship skills; and</p> <p>K.i using content vocabulary to demonstrate comprehension.</p> <p>K.1 The student will apply history and social science skills to practice citizenship in the classroom by</p> <p>K.1.e taking turns, sharing, and working well with others for the good of everyone else.</p>
3	Community Helpers	<p>K The student will apply history and social science skills to the content by</p> <p>K.c demonstrating curiosity and critical thinking through questioning;</p> <p>K.5 The student will apply history and social science skills to understand and explain what makes communities unique by</p> <p>K.5.a explaining the roles of important local community members, such as, but not limited to medical personnel, first responders, teachers, and business leaders;</p>
4	What Are Rules?	<p>K The student will apply history and social science skills to the content by</p> <p>K.c demonstrating curiosity and critical thinking through questioning;</p> <p>K.f recognizing cause-and-effect relationships;</p> <p>K.h practicing civility, respect, hard work, and responsible citizenship skills; and</p> <p>K.i using content vocabulary to demonstrate comprehension.</p> <p>K.1 The student will apply history and social science skills to practice citizenship in the classroom by</p> <p>K.1.c recognizing the purpose of rules and practicing self-control;</p>



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Week	Title	Standards Covered
		<p>K.1.d caring for one's personal property and respecting other students' property; and</p> <p>K.1.e taking turns, sharing, and working well with others for the good of everyone else.</p>
5	What Are Laws?	<p>K The student will apply history and social science skills to the content by</p> <p>K.c demonstrating curiosity and critical thinking through questioning;</p> <p>K.f recognizing cause-and-effect relationships;</p> <p>K.h practicing civility, respect, hard work, and responsible citizenship skills; and</p> <p>K.i using content vocabulary to demonstrate comprehension.</p> <p>K.1 The student will apply history and social science skills to practice citizenship in the classroom by</p> <p>K.1.c recognizing the purpose of rules and practicing self-control;</p>
6	Learning and Working Together	<p>K The student will apply history and social science skills to the content by</p> <p>K.c demonstrating curiosity and critical thinking through questioning;</p> <p>K.e identifying similarities and differences to explain content;</p> <p>K.f recognizing cause-and-effect relationships;</p> <p>K.h practicing civility, respect, hard work, and responsible citizenship skills; and</p> <p>K.i using content vocabulary to demonstrate comprehension.</p> <p>K.1 The student will apply history and social science skills to practice citizenship in the classroom by</p> <p>K.1.a taking responsibility for one's actions;</p> <p>K.1.b practicing honesty and showing kindness to oneself and others;</p> <p>K.1.d caring for one's personal property and respecting other students' property; and</p> <p>K.1.e taking turns, sharing, and working well with others for the good of everyone else.</p>
7	Government	<p>K The student will apply history and social science skills to the content by</p>



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Week	Title	Standards Covered
		<p>K.c demonstrating curiosity and critical thinking through questioning;</p> <p>K.i using content vocabulary to demonstrate comprehension.</p> <p>K.3 The student will apply history and social science skills to define patriotism and explain how communities express patriotism by</p> <p>K.3.d identifying the current president and explaining that the president is the leader of the United States and is elected by voters.</p>
8	Citizens	<p>K The student will apply history and social science skills to the content by</p> <p>K.c demonstrating curiosity and critical thinking through questioning;</p> <p>K.h practicing civility, respect, hard work, and responsible citizenship skills; and</p> <p>K.i using content vocabulary to demonstrate comprehension.</p> <p>K.1 The student will apply history and social science skills to practice citizenship in the classroom by</p> <p>K.1.a taking responsibility for one's actions;</p> <p>K.1.b practicing honesty and showing kindness to oneself and others;</p> <p>K.1.d caring for one's personal property and respecting other students' property; and</p> <p>K.1.e taking turns, sharing, and working well with others for the good of everyone else.</p>
9	Characteristics of Responsible Citizens	<p>K The student will apply history and social science skills to the content by</p> <p>K.c demonstrating curiosity and critical thinking through questioning;</p> <p>K.h practicing civility, respect, hard work, and responsible citizenship skills; and</p> <p>K.i using content vocabulary to demonstrate comprehension.</p> <p>K.1 The student will apply history and social science skills to practice citizenship in the classroom by</p> <p>K.1.b practicing honesty and showing kindness to oneself and others;</p>
10	Patriotism	<p>K The student will apply history and social science skills to the content by</p> <p>K.c demonstrating curiosity and critical thinking through questioning;</p> <p>K.i using content vocabulary to demonstrate comprehension.</p>



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Week	Title	Standards Covered
		<p>K.3 The student will apply history and social science skills to define patriotism and explain how communities express patriotism by</p> <p>K.3.a identifying the American and Virginia flags;</p> <p>K.3.c recognizing the Pledge of Allegiance and the National Anthem; and</p>
11	National Symbols	<p>K The student will apply history and social science skills to the content by</p> <p>K.c demonstrating curiosity and critical thinking through questioning;</p> <p>K.i using content vocabulary to demonstrate comprehension.</p> <p>K.3 The student will apply history and social science skills to define patriotism and explain how communities express patriotism by</p> <p>K.3.b identifying national and state symbols, including, but not limited to the bald eagle, the dogwood, and the cardinal;</p>
12	National Holidays	<p>K The student will apply history and social science skills to the content by</p> <p>K.c demonstrating curiosity and critical thinking through questioning;</p> <p>K.i using content vocabulary to demonstrate comprehension.</p> <p>K.2 The student will apply history and social science skills to explain how communities honor state and national traditions and recognize designated Virginia holidays including, but not limited to</p> <p>K.2.a Labor Day;</p> <p>K.2.b Columbus Day and Yorktown Victory Day;</p> <p>K.2.c Election Day;</p> <p>K.2.d Veterans Day;</p> <p>K.2.e Thanksgiving Day;</p> <p>K.2.f Christmas Day;</p> <p>K.2.g New Year's Day;</p> <p>K.2.h Martin Luther King, Jr. Day;</p> <p>K.2.i George Washington Day (commonly known as Presidents' Day);</p> <p>K.2.j Memorial Day;</p>



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Week	Title	Standards Covered
		K.2.k Juneteenth; and K.2.l Independence Day.
13	Virginia State Symbols	K.3 The student will apply history and social science skills to define patriotism and explain how communities express patriotism by K.3.a identifying the American and Virginia flags; K.3.b identifying national and state symbols including, but not limited to the bald eagle, the dogwood, and the cardinal;
Unit 3: History		
14	Words About Time	K The student will apply history and social science skills to the content by K.d sequencing and organizing information; K.i using content vocabulary to demonstrate comprehension.
15	Changes Over Time	K The student will apply history and social science skills to the content by K.a viewing and exploring information sources including, but not limited to artifacts, primary and secondary sources, charts, graphs, and diagrams; K.4 The student will apply history and social science skills to recognize Virginia's earliest communities by K.4.c recognizing that places change over time; and
16	History	K The student will apply history and social science skills to the content by K.a viewing and exploring information sources including, but not limited to artifacts, primary and secondary sources, charts, graphs, and diagrams; K.d sequencing and organizing information;
17	Life Long Ago and Today	K The student will apply history and social science skills to the content by K.a viewing and exploring information sources including, but not limited to artifacts, primary and secondary sources, charts, graphs, and diagrams;
18	Folktales and Legends	K The student will apply history and social science skills to the content by K.a viewing and exploring information sources including, but not limited to artifacts, primary and secondary sources, charts, graphs, and diagrams;



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Week	Title	Standards Covered
		<p>K.5 The student will apply history and social science skills to understand and explain what makes communities unique by</p> <p>K.5.a explaining the roles of important local community members, such as, but not limited to medical personnel, first responders, teachers, and business leaders;</p>
19	Indigenous Peoples of Virginia	<p>K The student will apply history and social science skills to the content by</p> <p>K.c demonstrating curiosity and critical thinking through questioning;</p> <p>K.4 The student will apply history and social science skills to recognize Virginia's earliest communities by</p> <p>K.4.a identifying examples of historic events, stories, and legends;</p> <p>K.4.b identifying early communities, changemakers, and contributions of leaders including, but not limited to Indigenous tribes, farmers, traders, early settlers, minorities, women, and children;</p> <p>K.4.d identifying people who helped establish and lead the local community over time.</p>
20	Settlers in Virginia	<p>K.4 The student will apply history and social science skills to recognize Virginia's earliest communities by</p> <p>K.4.a identifying examples of historic events, stories, and legends;</p> <p>K.4.b identifying early communities, changemakers, and contributions of leaders including, but not limited to Indigenous tribes, farmers, traders, early settlers, minorities, women, and children;</p> <p>K.4.d identifying people who helped establish and lead the local community over time.</p>
21	Leaders	
22	Virginia's History	<p>K The student will apply history and social science skills to the content by</p> <p>K.c demonstrating curiosity and critical thinking through questioning;</p> <p>K.d sequencing and organizing information;</p> <p>K.e identifying similarities and differences to explain content;</p> <p>K.4 The student will apply history and social science skills to recognize Virginia's earliest communities by</p>



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Week	Title	Standards Covered
		K.4.a identifying examples of historic events, stories, and legends; K.4.c recognizing that places change over time; and
23	Our Community's History	
Unit 4: Geography		
24	Map Skills	K The student will apply history and social science skills to the content by K.b applying geographic skills to identify and understand geographic features; K.c demonstrating curiosity and critical thinking through questioning; K.i using content vocabulary to demonstrate comprehension. K.7 The student will apply history and social science skills to demonstrate an understanding of maps and globes by K.7.a identifying the similarities and differences between a map and a globe; K.7.b identifying basic map symbols; K.7.d identifying the geographic location of the United States and Virginia on a map and globe.
25	Location	K The student will apply history and social science skills to the content by K.b applying geographic skills to identify and understand geographic features; K.c demonstrating curiosity and critical thinking through questioning; K.i using content vocabulary to demonstrate comprehension. K.6 The student will apply history and social science skills to describe the relative location of people, places, and objects by using positional words, including, but not limited to near/far, over/under, above/below, left/right, behind/in front, next to and between.
26	Finding Places Around Me	K The student will apply history and social science skills to the content by K.b applying geographic skills to identify and understand geographic features; K.c demonstrating curiosity and critical thinking through questioning; K.i using content vocabulary to demonstrate comprehension.



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Week	Title	Standards Covered
		K.6 The student will apply history and social science skills to describe the relative location of people, places, and objects by using positional words, including, but not limited to near/far, over/under, above/below, left/right, behind/in front, next to and between.
27	Physical Characteristics of a Place	<p>K The student will apply history and social science skills to the content by</p> <p>K.b applying geographic skills to identify and understand geographic features;</p> <p>K.c demonstrating curiosity and critical thinking through questioning;</p> <p>K.i using content vocabulary to demonstrate comprehension.</p> <p>K.7 The student will apply history and social science skills to demonstrate an understanding of maps and globes by</p> <p>K.7.c identifying land and bodies of water in the local community; and</p>
28	My Place on the Map	<p>K The student will apply history and social science skills to the content by</p> <p>K.b applying geographic skills to identify and understand geographic features;</p> <p>K.c demonstrating curiosity and critical thinking through questioning;</p> <p>K.i using content vocabulary to demonstrate comprehension.</p> <p>K.7 The student will apply history and social science skills to demonstrate an understanding of maps and globes by</p> <p>K.7.d identifying the geographic location of the United States and Virginia on a map and globe.</p>
Unit 5: Economics		
29	Needs and Wants	<p>K The student will apply history and social science skills to the content by</p> <p>K.c demonstrating curiosity and critical thinking through questioning;</p> <p>K.g using economic decision-making models to make informed economic decisions;</p> <p>K.i using content vocabulary to demonstrate comprehension.</p> <p>K.8 The student will apply history and social science skills to demonstrate an understanding of primary economic principles by</p> <p>K.8.b recognizing that Americans are free to make choices about what to buy and that they must make choices because they cannot have everything they want.</p>



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Week	Title	Standards Covered
30	Goods and Services	<p>K The student will apply history and social science skills to the content by</p> <p>K.c demonstrating curiosity and critical thinking through questioning;</p> <p>K.g using economic decision-making models to make informed economic decisions;</p> <p>K.i using content vocabulary to demonstrate comprehension.</p> <p>K.8 The student will apply history and social science skills to demonstrate an understanding of primary economic principles by</p> <p>K.8.a describing ways people work to earn and save money to buy the things they need and want; and</p> <p>K.8.b recognizing that Americans are free to make choices about what to buy and that they must make choices because they cannot have everything they want.</p>
31	Jobs	<p>K The student will apply history and social science skills to the content by</p> <p>K.c demonstrating curiosity and critical thinking through questioning;</p> <p>K.g using economic decision-making models to make informed economic decisions;</p> <p>K.i using content vocabulary to demonstrate comprehension.</p> <p>K.8 The student will apply history and social science skills to demonstrate an understanding of primary economic principles by</p> <p>K.8.a describing ways people work to earn and save money to buy the things they need and want; and</p>
32	Money	<p>K The student will apply history and social science skills to the content by</p> <p>K.c demonstrating curiosity and critical thinking through questioning;</p> <p>K.g using economic decision-making models to make informed economic decisions;</p> <p>K.i using content vocabulary to demonstrate comprehension.</p> <p>K.8 The student will apply history and social science skills to demonstrate an understanding of primary economic principles by</p> <p>K.8.a describing ways people work to earn and save money to buy the things they need and want; and</p>



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Week	Title	Standards Covered
		K.8.b recognizing that Americans are free to make choices about what to buy and that they must make choices because they cannot have everything they want.



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Week	Title	Standards Covered
Unit 1: Inquiry		
1	What is Inquiry?	1 The student will apply history and social science skills to the content by 1.c demonstrating curiosity and critical thinking through questioning;
Unit 2: Civics		
2	Community	1 The student will apply history and social science skills to the content by 1.h practicing civility, respect, hard work, and responsible citizenship skills; and
3	Rules and Laws	1 The student will apply history and social science skills to the content by 1.h practicing civility, respect, hard work, and responsible citizenship skills; and 1.1 The student will apply history and social science skills to practice citizenship in the classroom by 1.1.b recognizing the purpose of rules and practicing self-control;
4	Authority Figures	1 The student will apply history and social science skills to the content by 1.h practicing civility, respect, hard work, and responsible citizenship skills; and
5	Government	1 The student will apply history and social science skills to the content by 1.h practicing civility, respect, hard work, and responsible citizenship skills; and 1.1 The student will apply history and social science skills to practice citizenship in the classroom by 1.1.f participating in classroom decision-making by voting; and 1.1.g understanding that local and state government representatives are elected by citizens who vote.
6	Citizens	1 The student will apply history and social science skills to the content by 1.h practicing civility, respect, hard work, and responsible citizenship skills; and
7	Characteristics of Responsible Citizens	1 The student will apply history and social science skills to the content by 1.h practicing civility, respect, hard work, and responsible citizenship skills; and 1.1 The student will apply history and social science skills to practice citizenship in the classroom by



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Week	Title	Standards Covered
		<p>1.1.a practicing honesty and showing kindness to oneself and others;</p> <p>1.1.d working respectfully with one another to achieve a goal;</p>
8	Patriotism	<p>1 The student will apply history and social science skills to the content by</p> <p>1.i using content vocabulary to demonstrate comprehension.</p> <p>1.3 The student will apply history and social science skills to describe the symbols and traditions that honor and foster patriotism in the United States by</p> <p>1.3.a learning the Pledge of Allegiance and the National Anthem and the ways people express respect for the American flag;</p> <p>1.3.b explaining the symbolism of the colors, stars, and stripes of the American flag</p>
9	National Patriotic Holidays	<p>1 The student will apply history and social science skills to the content by</p> <p>1.i using content vocabulary to demonstrate comprehension.</p> <p>1.2 The student will apply history and social science skills to explain how communities honor local and national traditions and recognize designated Virginia holidays, including, but not limited to</p> <p>1.2.d Veterans Day;</p> <p>1.2.e Thanksgiving Day;</p> <p>1.2.h Martin Luther King, Jr. Day;</p> <p>1.2.i George Washington Day (commonly known as Presidents' Day);</p> <p>1.2.j Memorial Day;</p> <p>1.2.k Juneteenth; and</p> <p>1.2.l Independence Day</p>
10	Symbols of Virginia	<p>1 The student will apply history and social science skills to the content by</p> <p>1.a viewing and exploring information sources including, but not limited to artifacts, primary and secondary sources, charts, graphs, and diagrams;</p> <p>1.3 The student will apply history and social science skills to describe the symbols and traditions that honor and foster patriotism in the United States by</p>



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Week	Title	Standards Covered
		<p>1.3.c identifying the Virginia flag, state capitol building, the cardinal as the state bird, and the dogwood as the state flower; and</p> <p>1.3.d explaining why people use symbols and have traditions.</p>
11	Culture	<p>1 The student will apply history and social science skills to the content by</p> <p>1.a viewing and exploring information sources including, but not limited to artifacts, primary and secondary sources, charts, graphs, and diagrams;</p> <p>1.1 The student will apply history and social science skills to practice citizenship in the classroom by</p> <p>1.1.c being respectful of others and celebrating differences in ethnic origins, customs, and traditions;</p> <p>1.3 The student will apply history and social science skills to describe the symbols and traditions that honor and foster patriotism in the United States by</p> <p>1.3.d explaining why people use symbols and have traditions.</p>
Unit 3: History		
12	History	<p>1 The student will apply history and social science skills to the content by</p> <p>1.a viewing and exploring information sources including, but not limited to artifacts, primary and secondary sources, charts, graphs, and diagrams;</p>
13	Timelines	<p>1 The student will apply history and social science skills to the content by</p> <p>1.d sequencing and organizing information;</p> <p>1.4 The student will apply history and social science skills to understand Virginia's history by</p> <p>1.4.b describing how life in various Virginia communities has changed over time; and</p>
14	Life Long Ago and Today	<p>1 The student will apply history and social science skills to the content by</p> <p>1.a viewing and exploring information sources including, but not limited to artifacts, primary and secondary sources, charts, graphs, and diagrams;</p> <p>1.e identifying similarities and differences to clarify and explain content;</p>
15	Virginia Over Time	<p>1 The student will apply history and social science skills to the content by</p>



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Week	Title	Standards Covered
		<p>1.e identifying similarities and differences to clarify and explain content;</p> <p>1.4 The student will apply history and social science skills to understand Virginia's history by</p> <p>1.4.b describing how life in various Virginia communities has changed over time; and</p>
16	Jamestown	<p>1 The student will apply history and social science skills to the content by</p> <p>1.d sequencing and organizing information;</p> <p>1.4 The student will apply history and social science skills to understand Virginia's history by</p> <p>1.4.a identifying and describing important events and locations throughout the early history of the Commonwealth, including, but not limited to Werowocomoco and the first English colony in North America at Jamestown;</p>
17	Indigenous People	<p>1 The student will apply history and social science skills to the content by</p> <p>1.c demonstrating curiosity and critical thinking through questioning;</p> <p>1.5 The student will apply history and social science skills to describe the contributions of Virginia's diverse people and the stories of changemakers in the history of Virginia and their contributions to our Commonwealth including, but not limited to</p> <p>1.5.a Indigenous people: Chief Powhatan and Pocahontas;</p>
18	Explorers	<p>1 The student will apply history and social science skills to the content by</p> <p>1.c demonstrating curiosity and critical thinking through questioning;</p> <p>1.5 The student will apply history and social science skills to describe the contributions of Virginia's diverse people and the stories of changemakers in the history of Virginia and their contributions to our Commonwealth including, but not limited to</p> <p>1.5.b Explorers: John Smith and Christopher Newport</p>
19	Presidents	<p>1 The student will apply history and social science skills to the content by</p> <p>1.c demonstrating curiosity and critical thinking through questioning;</p>



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Week	Title	Standards Covered
		<p>1.5 The student will apply history and social science skills to describe the contributions of Virginia's diverse people and the stories of changemakers in the history of Virginia and their contributions to our Commonwealth including, but not limited to</p> <p>1.5.c Presidents: George Washington, Thomas Jefferson, James Madison, and James Monroe; and</p>
20	Barrier Breakers	<p>1 The student will apply history and social science skills to the content by</p> <p>1.c demonstrating curiosity and critical thinking through questioning;</p> <p>1.5 The student will apply history and social science skills to describe the contributions of Virginia's diverse people and the stories of changemakers in the history of Virginia and their contributions to our Commonwealth including, but not limited to</p> <p>1.5.d Barrier breakers: John Mercer Langston, Booker T. Washington, Maggie L. Walker, Barbara Johns, Arthur R. Ashe, Jr., and L. Douglas Wilder.</p>
Unit 4: Geography		
21	Map Skills	<p>1 The student will apply history and social science skills to the content by</p> <p>1.b applying geographic skills to identify and understand geographic features;</p> <p>1.6 The student will apply history and social science skills to develop geographic skills by</p> <p>1.6.a using basic map symbols, including references to land, water, cities, and roads;</p> <p>1.6.b using cardinal directions on maps;</p>
22	My Place in the World	<p>1 The student will apply history and social science skills to the content by</p> <p>1.b applying geographic skills to identify and understand geographic features;</p> <p>1.6 The student will apply history and social science skills to develop geographic skills by</p> <p>1.6.c locating Virginia, the United States, continents, and oceans on maps and globes; and</p> <p>1.7 The student will apply history and social science skills to connect geography to historic events of Virginia and the United States by</p> <p>1.7.d locating Richmond and Washington, D.C., on Virginia and United States maps.</p>



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Week	Title	Standards Covered
23	Location	<p>1 The student will apply history and social science skills to the content by</p> <p>1.b applying geographic skills to identify and understand geographic features;</p> <p>1.6 The student will apply history and social science skills to develop geographic skills by</p> <p>1.6.d constructing simple maps and including a title, map legend or key, and compass rose</p>
24	Physical Characteristics of Virginia	<p>1 The student will apply history and social science skills to the content by</p> <p>1.b applying geographic skills to identify and understand geographic features;</p> <p>1.6 The student will apply history and social science skills to develop geographic skills by</p> <p>1.6.c locating Virginia, the United States, continents, and oceans on maps and globes; and</p> <p>1.7 The student will apply history and social science skills to connect geography to historic events of Virginia and the United States by</p> <p>1.7.a identifying landforms and bodies of water of Virginia and describing how they affect the way people live;</p> <p>1.7.b understanding that the location of Virginia determines its climate and results in four distinct seasons;</p>
25	Adapting to Our Environment	<p>1 The student will apply history and social science skills to the content by</p> <p>1.f recognizing cause-and-effect relationships;</p> <p>1.7 The student will apply history and social science skills to connect geography to historic events of Virginia and the United States by</p> <p>1.7.b understanding that the location of Virginia determines its climate and results in four distinct seasons;</p>
26	Geography of Our Community	<p>1 The student will apply history and social science skills to the content by</p> <p>1.b applying geographic skills to identify and understand geographic features;</p> <p>1.7 The student will apply history and social science skills to connect geography to historic events of Virginia and the United States by</p> <p>1.7.a identifying landforms and bodies of water of Virginia and describing how they affect the way people live;</p>



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Week	Title	Standards Covered
Unit 5: Economics		
27	Needs and Wants	<p>1 The student will apply history and social science skills to the content by</p> <p>1.g using economic decision-making models to make informed economic decisions;</p> <p>1.8 The student will apply history and social science skills to explain how individuals make economic choices to meet their basic needs by</p> <p>1.8.e describing why people must make choices, prioritizing needs over wants.</p>
28	Economics	<p>1 The student will apply history and social science skills to the content by</p> <p>1.g using economic decision-making models to make informed economic decisions;</p> <p>1.8 The student will apply history and social science skills to explain how individuals make economic choices to meet their basic needs by</p> <p>1.8.a identifying the difference between goods and services;</p> <p>1.8.b describing how people can be both consumers and producers;</p> <p>1.8.c describing ways people work to earn and save money to purchase goods and services</p>
29	Jobs	<p>1 The student will apply history and social science skills to the content by</p> <p>1.g using economic decision-making models to make informed economic decisions;</p> <p>1.1 The student will apply history and social science skills to practice citizenship in the classroom by</p> <p>1.1.e contributing one's time and talents to help others in their homes, schools, and communities through jobs;</p>
30	Economic Choices	<p>1 The student will apply history and social science skills to the content by</p> <p>1.g using economic decision-making models to make informed economic decisions;</p> <p>1.8 The student will apply history and social science skills to explain how individuals make economic choices to meet their basic needs by</p> <p>1.8.e describing why people must make choices, prioritizing needs over wants.</p>



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Week	Title	Standards Covered
31	Spending and Saving	<p>1 The student will apply history and social science skills to the content by</p> <p>1.g using economic decision-making models to make informed economic decisions;</p> <p>1.8 The student will apply history and social science skills to explain how individuals make economic choices to meet their basic needs by</p> <p>1.8.c describing ways people work to earn and save money to purchase goods and services;</p> <p>1.8.e describing why people must make choices, prioritizing needs over wants.</p>
32	Goods and Services in Virginia	<p>1 The student will apply history and social science skills to the content by</p> <p>1.g using economic decision-making models to make informed economic decisions;</p> <p>1.8 The student will apply history and social science skills to explain how individuals make economic choices to meet their basic needs by</p> <p>1.8.d describing goods produced and services provided in Virginia; and</p>



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Week	Title	Standards Covered
Unit 1: Inquiry		
1	Inquiry	<p>2 The student will apply history and social science skills to the content by</p> <p>2.c demonstrating curiosity and critical thinking through questioning and drawing conclusions</p> <p>2.i using content vocabulary to demonstrate comprehension.</p>
Unit 2: Civics		
2	Community	<p>2 The student will apply history and social science skills to the content by</p> <p>2.h practicing civility, respect, hard work, honesty, trustworthiness, and responsible citizenship skills;</p>
3	Solving Problems in Your Community	<p>2 The student will apply history and social science skills to the content by</p> <p>2.c demonstrating curiosity and critical thinking through questioning and drawing conclusions</p>
4	Rules and Laws	<p>2 The student will apply history and social science skills to the content by</p> <p>2.h practicing civility, respect, hard work, honesty, trustworthiness, and responsible citizenship skills;</p> <p>2.1 The student will apply history and social science skills to distinguish between the rights and responsibilities that individuals have in the United States including, but not limited to</p> <p>2.1.e respecting and following laws;</p>
5	Principles of Democracy	<p>2 The student will apply history and social science skills to the content by</p> <p>2.h practicing civility, respect, hard work, honesty, trustworthiness, and responsible citizenship skills</p> <p>2.1 The student will apply history and social science skills to distinguish between the rights and responsibilities that individuals have in the United States including, but not limited to</p> <p>2.1.f practicing honesty and trustworthiness;</p> <p>2.1.g respecting the rights, beliefs, and opinions of others.</p>
6	Culture	<p>2 The student will apply history and social science skills to the content by</p>



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Week	Title	Standards Covered
		<p>2.h practicing civility, respect, hard work, honesty, trustworthiness, and responsible citizenship skills</p> <p>2.1 The student will apply history and social science skills to distinguish between the rights and responsibilities that individuals have in the United States including, but not limited to</p> <p>2.1.g respecting the rights, beliefs, and opinions of others.</p>
7	Government Services	<p>2 The student will apply history and social science skills to the content by</p> <p>2.f recognizing cause-and-effect relationships</p>
8	Citizens	<p>2 The student will apply history and social science skills to the content by</p> <p>2.i using content vocabulary to demonstrate comprehension.</p> <p>2.1 The student will apply history and social science skills to distinguish between the rights and responsibilities that individuals have in the United States including, but not limited to</p> <p>2.1.a exercising freedom of expression;</p> <p>2.1.b exercising freedom of religion;</p> <p>2.1.c understanding equal protection;</p> <p>2.1.d voting for local, state, and national representatives;</p> <p>2.1.g respecting the rights, beliefs, and opinions of others.</p> <p>2.2 The student will apply history and social science skills to understand citizenship by</p> <p>2.2.a identifying the benefits of being an American citizen; and</p> <p>2.2.b identifying the responsibilities of being an American citizen</p> <p>2.3 The student will apply history and social science skills to explain how communities honor local and national traditions and recognize designated Virginia holidays including, but not limited to</p> <p>2.3.c Election Day</p>
9	Patriotism	<p>2.4 The student will apply history and social science skills to recognize state and national symbols including, but not limited to</p>



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Week	Title	Standards Covered
		<p>2.4.b explaining the meaning behind symbols including, but not limited to the American flag, bald eagle, Washington Monument, Liberty, and Statue of Liberty; and</p> <p>2.4.c learning about the meaning of the American flag and the words chosen in the Pledge of Allegiance and the National Anthem.</p>
10	Patriotic Symbols	<p>2.4 The student will apply history and social science skills to recognize state and national symbols including, but not limited to</p> <p>2.4.b explaining the meaning behind symbols, including, but not limited to the American flag, bald eagle, Washington Monument, Liberty Bell, and Statue of Liberty; and</p>
11	National Holidays	<p>2 The student will apply history and social science skills to the content by</p> <p>2.i using content vocabulary to demonstrate comprehension.</p> <p>2.3 The student will apply history and social science skills to explain how communities honor local and national traditions and recognize designated Virginia holidays including, but not limited to</p> <p>2.3.a Labor Day</p> <p>2.3.b Columbus Day (Yorktown Victory Day);</p> <p>2.3.d Veterans Day;</p> <p>2.3.e Thanksgiving Day;</p> <p>2.3.f Christmas Day</p> <p>2.3.g New Year's Day</p> <p>2.3.h Martin Luther King, Jr. Day;</p> <p>2.3.i George Washington Day (commonly known as Presidents' Day);</p> <p>2.3.j Memorial Day;</p> <p>2.3.k Juneteenth; and</p> <p>2.3.l Independence Day</p> <p>2.10 The student will describe the contributions and roles of changemakers in United States history including, but not limited to</p>



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Week	Title	Standards Covered
		2.10.c Reformers and Champions: Abraham Lincoln, Theodore “Teddy” Roosevelt, Helen Keller, Thurgood Marshall, Rosa Parks, Jackie Robinson, Cesar Chavez, Dr. Martin Luther King, Jr., Sen. Daniel Inouye, John F. Kennedy, and Barack Obama.
Unit 3: History		
12	Tribal Sovereignty	<p>2 The student will apply history and social science skills to the content by</p> <p>2.b applying geographic skills to identify and understand geographic features and connections;</p> <p>2.e identifying similarities and differences to clarify and explain content</p> <p>2.5 The student will use history and social science skills to identify the geographic location, use of resources, and contributions of Indigenous people past and present, including</p> <p>2.5.d understanding Tribal Sovereignty, including but not limited to the importance of land, history, and culture.</p>
13	Indigenous People: Eastern Woodlands	<p>2 The student will apply history and social science skills to the content by</p> <p>2.b applying geographic skills to identify and understand geographic features and connections;</p> <p>2.e identifying similarities and differences to clarify and explain content</p> <p>2.5 The student will use history and social science skills to identify the geographic location, use of resources, and contributions of Indigenous people past and present, including</p> <p>2.5.a Indigenous nations and tribes of the Eastern Woodlands;</p>
14	Indigenous People: Plains	<p>2 The student will apply history and social science skills to the content by</p> <p>2.b applying geographic skills to identify and understand geographic features and connections;</p> <p>2.e identifying similarities and differences to clarify and explain content</p> <p>2.5 The student will use history and social science skills to identify the geographic location, use of resources, and contributions of Indigenous people past and present, including</p> <p>2.5.b Indigenous nations and tribes of the Plains;</p>



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Week	Title	Standards Covered
15	Indigenous People: Southwest	<p>2 The student will apply history and social science skills to the content by</p> <p>2.b applying geographic skills to identify and understand geographic features and connections;</p> <p>2.e identifying similarities and differences to clarify and explain content</p> <p>2.5 The student will use history and social science skills to identify the geographic location, use of resources, and contributions of Indigenous people past and present, including</p> <p>2.5.c Indigenous nations and tribes of the Southwest; and</p>
16	Exploration	<p>2 The student will apply history and social science skills to the content by</p> <p>2.a viewing and exploring information sources including, but not limited to artifacts, primary and secondary sources, charts, graphs, and diagrams;</p> <p>2.b applying geographic skills to identify and understand geographic features and connections;</p> <p>2.6 The student will use history and social science skills to identify the geographic location, use of resources, and contributions of European explorers, and their influence on the development of North America including, but not limited to the English, French, and Spanish.</p>
17	Thirteen Colonies	<p>2 The student will apply history and social science skills to the content by</p> <p>2.i using content vocabulary to demonstrate comprehension.</p> <p>2.8 The student will apply history and social science skills to understand the principles of American democracy and relate them to the founding of the nation by</p> <p>2.8.a identifying reasons for the settlement of the thirteen colonies;</p> <p>2.8.b explaining the relationships between the colonies and Great Britain; and</p> <p>2.12 The student will apply history and social science skills to connect geography to landmarks and historic events including, but not limited to</p> <p>2.12.b Valley Forge and George Washington's crossing of the Delaware River; and</p>
18	Declaration of Independence	<p>2 The student will apply history and social science skills to the content by</p> <p>2.a viewing and exploring information sources including, but not limited to artifacts, primary and secondary sources, charts, graphs, and diagrams;</p>



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Week	Title	Standards Covered
		<p>2.d sequencing and organizing information</p> <p>2.i using content vocabulary to demonstrate comprehension.</p> <p>2.8 The student will apply history and social science skills to understand the principles of American democracy and relate them to the founding of the nation by</p> <p>2.8.b explaining the relationships between the colonies and Great Britain; and</p> <p>2.8.c identifying key components of the Declaration of Independence.</p>
19	Founders	<p>2.7 The student will apply history and social science skills to describe the revolutionaries who fought for America's freedom (1764–1781) including, but not limited to</p> <p>2.7.a John Adams;</p> <p>2.7.b Benjamin Franklin;</p> <p>2.7.c Alexander Hamilton;</p> <p>2.7.d Patrick Henry</p> <p>2.7.e Thomas Jefferson;</p> <p>2.7.f James Madison ("Father of the Constitution");</p> <p>2.7.g Paul Revere</p> <p>2.7.h George Washington ("Father of our Country").</p>
20	Capitals and Capitol Buildings	<p>2.b applying geographic skills to identify and understand geographic features and connections;</p> <p>2.d sequencing and organizing information;</p> <p>2.e identifying similarities and differences to clarify and explain content;</p> <p>2.4 The student will apply history and social science skills to recognize state and national symbols including, but not limited to</p> <p>2.4.a locating the Virginia and United States capitals and capital buildings</p> <p>2.9 The student will apply history and social science skills to understand key events in United States history including, but not limited to</p> <p>2.9.a recognizing the reasons for moving the nation's capital from Philadelphia to Washington, D.C. and the importance of the nation's capital; and</p>



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Week	Title	Standards Covered
21	Louisiana Purchase	<p>2.9 The student will apply history and social science skills to understand key events in United States history including, but not limited to</p> <p>2.9.b describing the impact of the Louisiana Purchase on the westward expansions of the United States.</p> <p>2.10 The student will describe the contributions and roles of changemakers in United States history including, but not limited to</p> <p>2.10.b Explorers and Adventurers: Meriwether Lewis, William Clark, Sacagawea, Neil Armstrong, and Amelia Earhart;</p>
22	Scholars and Inventors	<p>2.10 The student will describe the contributions and roles of changemakers in United States history including, but not limited to</p> <p>2.10.a Scholars and Inventors: Benjamin Franklin, Benjamin Banneker, Thomas Jefferson, George Washington Carver, Booker T. Washington, Orville and Wilbur Wright, Steve Jobs, Jonas Salk, Thomas Edison, Alexander Graham Bell, and Mary Jackson;</p>
23	Explorers and Adventurers	<p>2.10 The student will describe the contributions and roles of changemakers in United States history including, but not limited to;</p> <p>2.10.a Scholars and Inventors: Benjamin Franklin, Benjamin Banneker, Thomas Jefferson, George Washington Carver, Booker T. Washington, Orville and Wilbur Wright, Steve Jobs, Jonas Salk, Thomas Edison, Alexander Graham Bell, and Mary Jackson</p> <p>2.10.b Explorers and Adventurers: Meriwether Lewis, William Clark, Sacagawea, Neil Armstrong, and Amelia Earhart;</p>
24	Reformers and Champions	<p>2.10 The student will describe the contributions and roles of changemakers in United States history including, but not limited to</p> <p>2.10.c Reformers and Champions: Abraham Lincoln, Theodore “Teddy” Roosevelt, Helen Keller, Thurgood Marshall, Rosa Parks, Jackie Robinson, Cesar Chavez, Dr. Martin Luther King, Jr., Sen. Daniel Inouye, John F. Kennedy, and Barack Obama.</p>
Unit 4: Geography		
25	Map Skills	<p>2 The student will apply history and social science skills to the content by</p> <p>2.a viewing and exploring information sources including, but not limited to artifacts, primary and secondary sources, charts, graphs, and diagrams;</p> <p>2.b applying geographic skills to identify and understand geographic features and connections;</p>



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Week	Title	Standards Covered
26	Physical Features	<p>2 The student will apply history and social science skills to the content by</p> <p>2.a viewing and exploring information sources including, but not limited to artifacts, primary and secondary sources, charts, graphs, and diagrams;</p> <p>2.b applying geographic skills to identify and understand geographic features and connections;</p> <p>2.11 The student will apply history and social science skills to develop geographic mapping skills using world maps and globes by</p> <p>2.11.a locating the countries of North America and the bordering oceans;</p> <p>2.11.b identifying major rivers, mountain ranges, lakes, and other physical features in the United States.</p>
27	Memorials and Monuments	<p>2 The student will apply history and social science skills to the content by</p> <p>2.b applying geographic skills to identify and understand geographic features and connections</p> <p>2.4 The student will apply history and social science skills to recognize state and national symbols including, but not limited to</p> <p>2.4.b explaining the meaning behind symbols including, but not limited to the American flag, bald eagle, Washington Monument, Liberty, and Statue of Liberty; and</p> <p>2.10 The student will describe the contributions and roles of changemakers in United States history including, but not limited to</p> <p>2.10.c Reformers and Champions: Abraham Lincoln, Theodore “Teddy” Roosevelt, Helen Keller, Thurgood Marshall, Rosa Parks, Jackie Robinson, Cesar Chavez, Dr. Martin Luther King, Jr., Sen. Daniel Inouye, John F. Kennedy, and Barack Obama.</p> <p>2.12 The student will apply history and social science skills to connect geography to landmarks and historic events including, but not limited to</p> <p>2.12.a Jefferson Memorial and the Lincoln Memorial;</p>
28	Landmarks	<p>2 The student will apply history and social science skills to the content by</p> <p>2.a viewing and exploring information sources including, but not limited to artifacts, primary and secondary sources, charts, graphs, and diagrams;</p> <p>2.b applying geographic skills to identify and understand geographic features and connections</p>

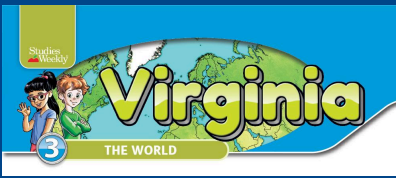


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Week	Title	Standards Covered
		<p>2.12 The student will apply history and social science skills to connect geography to landmarks and historic events including, but not limited to</p> <p>2.12.c Yellowstone National Park.</p>
Unit 5: Economics		
29	Economic Resources	<p>2 The student will apply history and social science skills to the content by</p> <p>2.i using content vocabulary to demonstrate comprehension.</p> <p>2.13 The student will apply history and social science skills to understand basic economic principles by</p> <p>2.13.a identifying natural resources (e.g., water, soil, wood, coal), human resources (i.e., people at work), and capital resources (e.g., machines, tools, computers, buildings);</p> <p>2.13.b distinguishing between needs and wants;</p>
30	Economic Activity	<p>2.13 The student will apply history and social science skills to understand basic economic principles by</p> <p>2.13.c distinguishing between the use of barter and the use of money in the exchange for goods and services and describing how money makes trading easier than barter; and</p>
31	Economic Choices	<p>2 The student will apply history and social science skills to the content by</p> <p>2.g using economic decision-making models to make informed economic decisions;</p>
32	Economic Principles	<p>2 The student will apply history and social science skills to the content by</p> <p>2.g using economic decision-making models to make informed economic decisions;</p> <p>2.13 The student will apply history and social science skills to understand basic economic principles by</p> <p>2.13.d explaining that scarcity (limited resources) requires people to make choices about producing and consuming goods and services.</p>



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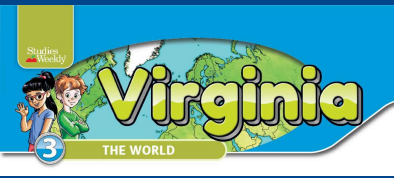
Week	Title	Standards Covered
Unit 1: Inquiry		
1	Inquiry	<p>3 The student will apply history and social science skills to the content by</p> <p>3.a analyzing and interpreting information sources including, but not limited to artifacts, primary and secondary sources, charts, graphs, and diagrams;</p> <p>3.c developing questions, demonstrating curiosity, and engaging in critical thinking and analysis;</p>
Unit 2: Civics		
2	Government	<p>3 The student will apply history and social science skills to the content by</p> <p>3.h practicing civility, respect, hard work, honesty, trustworthiness, and responsible citizenship skills; and</p> <p>3.1 The student will apply history and social science skills to define citizenship and explain the rights and responsibilities of United States citizenship by</p> <p>3.1.a recognizing that Americans are people of diverse ethnic origins, customs, and traditions that are united by the basic principles of a republican form of government and respect for individual rights and freedoms;</p> <p>3.9 The student will apply history and social science skills to explain the basic structure of the United States government by</p> <p>3.9.a explaining the purpose of governments and understanding that other countries have governments similar to and different from the United States;</p>
3	The Purpose of Government	<p>3 The student will apply history and social science skills to the content by</p> <p>3.f identifying cause-and-effect relationships to clarify and explain content;</p> <p>3.1 The student will apply history and social science skills to define citizenship and explain the rights and responsibilities of United States citizenship by</p> <p>3.1.d respecting and following local, state, and federal laws;</p> <p>3.1.i describing the purpose of rules; and</p> <p>3.9 The student will apply history and social science skills to explain the basic structure of the United States government by</p> <p>3.9.a explaining the purpose of governments and understanding that other countries have governments similar to and different from the United States;</p>
4	Important Documents	<p>3 The student will apply history and social science skills to the content by</p>



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Week	Title	Standards Covered
		<p>3.a analyzing and interpreting information sources including, but not limited to artifacts, primary and secondary sources, charts, graphs, and diagrams;</p> <p>3.c developing questions, demonstrating curiosity, and engaging in critical thinking and analysis;</p> <p>3.1 The student will apply history and social science skills to define citizenship and explain the rights and responsibilities of United States citizenship by</p> <p>3.1.b describing the rights guaranteed to citizens in the First Amendment;</p> <p>3.1.c understanding the importance of supporting and defending the U.S. Constitution and the Bill of Rights;</p> <p>3.9 The student will apply history and social science skills to explain the basic structure of the United States government by</p> <p>3.9.b explaining how the Constitution supports the structure of the United States government;</p>
5	National Government	<p>3 The student will apply history and social science skills to the content by</p> <p>3.f identifying cause-and-effect relationships to clarify and explain content;</p> <p>3.i using content vocabulary to demonstrate learning through oral and written products.</p> <p>3.9 The student will apply history and social science skills to explain the basic structure of the United States government by</p> <p>3.9.b explaining how the Constitution supports the structure of the United States government;</p> <p>3.9.c identifying and describing the three branches of government;</p> <p>3.9.d explaining what governments do at the national, state, and local level; and</p> <p>3.9.e explaining how local, state, and national governments are organized.</p>
6	Tribal, State, and Local Governments	<p>3.9 The student will apply history and social science skills to explain the basic structure of the United States government by</p> <p>3.9.d explaining what governments do at the national, state, and local level; and</p> <p>3.9.e explaining how local, state and national governments are organized.</p>
7	Rights, Responsibilities, and Respect	<p>3 The student will apply history and social science skills to the content by</p>



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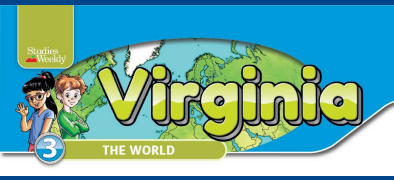
Week	Title	Standards Covered
		<p>3.h practicing civility, respect, hard work, honesty, trustworthiness, and responsible citizenship skills; and</p> <p>3.1 The student will apply history and social science skills to define citizenship and explain the rights and responsibilities of United States citizenship by</p> <p>3.1.a recognizing that Americans are people of diverse ethnic origins, customs, and traditions that are united by the basic principles of a republican form of government and respect for individual rights and freedoms;</p> <p>3.1.d respecting and following local, state, and federal laws;</p> <p>3.1.e taking part in the voting process when making classroom decisions;</p> <p>3.1.f running for elected office;</p> <p>3.1.g serving on a jury;</p> <p>3.1.h paying local, state, and federal taxes;</p> <p>3.1.j understanding responsible digital citizenship.</p>
Unit 3: Geography		
8	Thinking Like a Geographer	<p>3 The student will apply history and social science skills to the content by</p> <p>3.b applying geographic skills to identify and understand geographic features and connections;</p>
9	Map Skills	<p>3 The student will apply history and social science skills to the content by</p> <p>3.b applying geographic skills to identify and understand geographic features and connections;</p> <p>3.i using content vocabulary to demonstrate learning through oral and written products.</p> <p>3.2 The student will apply history and social science skills to locate and describe major geographic features of Africa, Antarctica, Asia, Australia, Europe, North America, and South America by</p> <p>3.2.a locating and describing the seven continents and the five oceans; and</p> <p>3.2.b locating and describing the equator, the Prime Meridian, and the four hemispheres.</p> <p>3.3 The student will apply history and social science skills to describe major geographic features of ancient societies on a world map by</p> <p>3.3.a identifying and locating major bodies of water;</p>



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Week	Title	Standards Covered
10	Place: Physical Features	<p>3 The student will apply history and social science skills to the content by</p> <p>3.b applying geographic skills to identify and understand geographic features and connections;</p> <p>3.3 The student will apply history and social science skills to describe major geographic features of ancient societies on a world map by</p> <p>3.3.a identifying and locating major bodies of water;</p> <p>3.3.b identifying and locating major mountain ranges;</p>
11	Human Characteristics	<p>3 The student will apply history and social science skills to the content by</p> <p>3.b applying geographic skills to identify and understand geographic features and connections;</p> <p>3.3 The student will apply history and social science skills to describe major geographic features of ancient societies on a world map by</p> <p>3.3.c describing how geographic features impacted the lives of individuals; and</p>
12	Movement	<p>3 The student will apply history and social science skills to the content by</p> <p>3.b applying geographic skills to identify and understand geographic features and connections;</p> <p>3.3 The student will apply history and social science skills to describe major geographic features of ancient societies on a world map by</p> <p>3.3.c describing how geographic features impacted the lives of individuals; and</p>
13	People and the Environment	<p>3 The student will apply history and social science skills to the content by</p> <p>3.b applying geographic skills to identify and understand geographic features and connections;</p> <p>3.3 The student will apply history and social science skills to describe major geographic features of ancient societies on a world map by</p> <p>3.3.c describing how geographic features impacted the lives of individuals; and</p> <p>3.3.d connecting geography to major historical events.</p>
14	Natural Resources	<p>3.3 The student will apply history and social science skills to describe major geographic features of ancient societies on a world map by</p> <p>3.3.c describing how geographic features impacted the lives of individuals; and</p>



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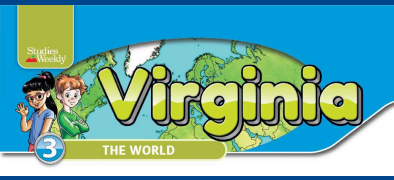
Week	Title	Standards Covered
		3.3.d connecting geography to major historical events.
Unit 4: History		
15	Timelines	3 The student will apply history and social science skills to the content by 3.d using evidence to construct timelines, classify events, and distinguish fact from opinion;
16	Using Charts, Maps, and Data	3 The student will apply history and social science skills to the content by 3.a analyzing and interpreting information sources including, but not limited to artifacts, primary and secondary sources, charts, graphs, and diagrams;
17	What is Culture?	
18	Ancient Egypt: Geography and Economics	3.3 The student will apply history and social science skills to describe major geographic features of ancient societies on a world map by 3.3.c describing how geographic features impacted the lives of individuals; and 3.3.d connecting the geography to major historic events. 3.4 The student will apply history and social science skills to describe the geographic, political, economic, and social structures and innovations of ancient Egypt by 3.4.a locating Egypt on a map of the world; 3.4.b connecting the geography of Ancient Egypt and its economy;
19	Ancient Egypt: Government and Culture	3 The student will apply history and social science skills to the content by 3.a analyzing and interpreting information sources including, but not limited to artifacts, primary and secondary sources, charts, graphs, and diagrams; 3.4 The student will apply history and social science skills to describe the geographic, political, economic, and social structures and innovations of ancient Egypt by 3.4.c identifying and explaining the government; 3.4.d describing the arts and innovations; and 3.4.e identifying and explaining the architecture and its influence on the world today.



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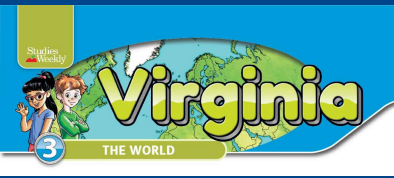
Week	Title	Standards Covered
20	Ancient China: Geography and Economics	<p>3 The student will apply history and social science skills to the content by</p> <p>3.e comparing and contrasting people, places, and events;</p> <p>3.3 The student will apply history and social science skills to describe major geographic features of ancient societies on a world map by</p> <p>3.3.d connecting the geography to major historic events.</p> <p>3.5 The student will apply history and social science skills to describe the geographic, political, economic, and social structures and innovations of ancient China by</p> <p>3.5.a locating China on a map of the world;</p> <p>3.5.b connecting the geography of ancient China and its economy;</p> <p>3.6 The student will apply history and social science skills to describe the geographic, political, economic, and social structures and innovations of ancient Greece by</p> <p>3.6.d describing the arts and innovations; and</p>
21	Ancient China: Government and Culture	<p>3 The student will apply history and social science skills to the content by</p> <p>3.a analyzing and interpreting information sources including, but not limited to artifacts, primary and secondary sources, charts, graphs, and diagrams;</p> <p>3.5 The student will apply history and social science skills to describe the geographic, political, economic, and social structures and innovations of ancient China by</p> <p>3.5.c identifying and explaining the government;</p> <p>3.6 The student will apply history and social science skills to describe the geographic, political, economic, and social structures and innovations of ancient Greece by</p> <p>3.6.d describing the arts and innovations; and</p> <p>3.6.e identifying and explaining the architecture and its influence on the world today.</p>
22	Ancient Greece: Geography and Economics	<p>3 The student will apply history and social science skills to the content by</p> <p>3.a analyzing and interpreting information sources including, but not limited to artifacts, primary and secondary sources, charts, graphs, and diagrams;</p>



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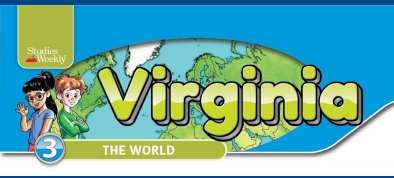
Week	Title	Standards Covered
		<p>3.c developing questions, demonstrating curiosity, and engaging in critical thinking and analysis;</p> <p>3.e comparing and contrasting people, places, and events;</p> <p>3.f identifying cause-and-effect relationships to clarify and explain content;</p> <p>3.3 The student will apply history and social science skills to describe major geographic features of ancient societies on a world map by</p> <p>3.3.c describing how geographic features impacted the lives of individuals; and</p> <p>3.3.d connecting the geography to major historic events.</p> <p>3.6 The student will apply history and social science skills to describe the geographic, political, economic, and social structures and innovations of ancient Greece by</p> <p>3.6.a locating Greece on a map of the world;</p> <p>3.6.b describing the unique geography of ancient Greece;</p>
23	Ancient Greece: Government and Culture	<p>3 The student will apply history and social science skills to the content by</p> <p>3.a analyzing and interpreting information sources including, but not limited to artifacts, primary and secondary sources, charts, graphs, and diagrams;</p> <p>3.e comparing and contrasting people, places, and events;</p> <p>3.f identifying cause-and-effect relationships to clarify and explain content;</p> <p>3.3 The student will apply history and social science skills to describe major geographic features of ancient societies on a world map by</p> <p>3.3.c describing how geographic features impacted the lives of individuals; and</p> <p>3.3.d connecting the geography to major historic events.</p> <p>3.6 The student will apply history and social science skills to describe the geographic, political, economic, and social structures and innovations of ancient Greece by</p> <p>3.6.b describing the unique geography of ancient Greece;</p> <p>3.6.c identifying and explaining direct democracy;</p> <p>3.6.d describing the arts and innovations; and</p> <p>3.6.e identifying and explaining the architecture and its influence on the world today.</p>



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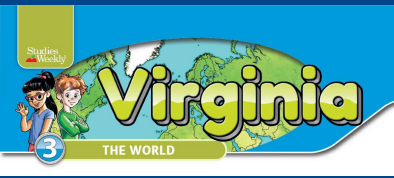
Week	Title	Standards Covered
24	Ancient Rome: Geography and Economics	<p>3 The student will apply history and social science skills to the content by</p> <p>3.e comparing and contrasting people, places, and events;</p> <p>3.3 The student will apply history and social science skills to describe major geographic features of ancient societies on a world map by</p> <p>3.3.c describing how geographic features impacted the lives of individuals; and</p> <p>3.3.d connecting the geography to major historic events.</p> <p>3.7 The student will apply history and social science skills to describe the geographic, political, economic, and social structures and innovations of ancient Rome by</p> <p>3.7.a locating Rome on a map of the world;</p> <p>3.7.b connecting the geography of Ancient Rome and its economy;</p>
25	Ancient Rome: Government and Culture	<p>3 The student will apply history and social science skills to the content by</p> <p>3.a analyzing and interpreting information sources including, but not limited to artifacts, primary and secondary sources, charts, graphs, and diagrams;</p> <p>3.7 The student will apply history and social science skills to describe the geographic, political, economic, and social structures and innovations of ancient Rome by</p> <p>3.7.c identifying and explaining representative democracy;</p> <p>3.7.d describing the arts and innovations; and</p> <p>3.7.e identifying and explaining the architecture and its influence on the world today.</p>
26	The Mali Empire: Geography and Economics	<p>3 The student will apply history and social science skills to the content by</p> <p>3.e comparing and contrasting people, places, and events;</p> <p>3.3 The student will apply history and social science skills to describe major geographic features of ancient societies on a world map by</p> <p>3.3.c describing how geographic features impacted the lives of individuals; and</p> <p>3.3.d connecting the geography to major historic events.</p> <p>3.8 The student will apply history and social science skills to describe the geographic, political, economic, and social structures and innovations of ancient empire of Mali by</p>



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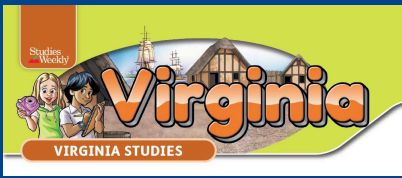
Week	Title	Standards Covered
		<p>3.8.a locating ancient empire of Mali on a map of the world;</p> <p>3.8.b connecting the geography of ancient empire of Mali and its economy;</p>
27	The Mali Empire: Government and Culture	<p>3 The student will apply history and social science skills to the content by</p> <p>3.a analyzing and interpreting information sources including, but not limited to artifacts, primary and secondary sources, charts, graphs, and diagrams;</p> <p>3.8 The student will apply history and social science skills to describe the geographic, political, economic, and social structures and innovations of the ancient empire of Mali by</p> <p>3.8.c identifying and explaining the government;</p> <p>3.8.d describing the arts and innovations; and</p> <p>3.8.e identifying and explaining the architecture and its influence in the world.</p>
Unit 5: Economics		
28	Economic Choices	<p>3 The student will apply history and social science skills to the content by</p> <p>3.f identifying cause-and-effect relationships to clarify and explain content;</p> <p>3.g using economic decision-making models to make informed economic decisions;</p> <p>3.10 The student will apply history and social science skills to explain basic economic principles by</p> <p>3.10.d identifying examples of making an economic choice and explaining the idea of opportunity cost.</p>
29	Resources: Natural, Human, and Capital	<p>3.10 The student will apply history and social science skills to explain basic economic principles by</p> <p>3.10.b understanding different cultures and the natural, human, and capital resources they use in the production of goods and services;</p>
30	Producers and Consumers	<p>3 The student will apply history and social science skills to the content by</p> <p>3.i using content vocabulary to demonstrate learning through oral and written products.</p> <p>3.10 The student will apply history and social science skills to explain basic economic principles by</p>



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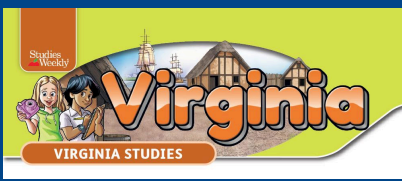
Week	Title	Standards Covered
		<p>3.10.a defining production, distribution, and consumption of goods and services;</p> <p>3.10.c recognizing that because people and regions cannot produce everything they want, they specialize in what they do best and trade for the rest; and</p>
31	Production, Distribution, and Consumption	<p>3 The student will apply history and social science skills to the content by</p> <p>3.a analyzing and interpreting information sources including, but not limited to artifacts, primary and secondary sources, charts, graphs, and diagrams;</p> <p>3.i using content vocabulary to demonstrate learning through oral and written products.</p> <p>3.10 The student will apply history and social science skills to explain basic economic principles by</p> <p>3.10.a defining production, distribution, and consumption of goods and services;</p>
32	Economic Principles	<p>3.10 The student will apply history and social science skills to explain basic economic principles by</p> <p>3.10.c recognizing that because people and regions cannot produce everything they want, they specialize in what they do best and trade for the rest; and</p> <p>3.10.d identifying examples of making an economic choice and explaining the idea of opportunity cost.</p>



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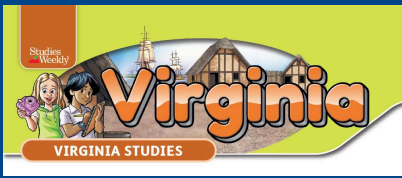
Week	Title	Standards Covered
Unit 1: Inquiry		
1	Developing Questions and Planning Inquiries	
Unit 2: Virginia's Geography		
2	Locating Virginia	<p>VS The student will apply history and social science skills to the content by</p> <p>VS.b applying geographic skills to identify and understand geographic features and connections;</p> <p>VS.1 The student will apply history and social science skills to explain the relationship between physical geography and the lives of Virginia's peoples, past and present by</p> <p>VS.1.a locating Virginia and its bordering states on maps of the United States and North America;</p>
3	Regions of Virginia	<p>VS The student will apply history and social science skills by</p> <p>VS.b applying geographic skills to identify and understand geographic features and connections;</p> <p>VS.e comparing and contrasting people, places, and events;</p> <p>VS.i developing products that reflect an understanding of content.</p> <p>VS.1 The student will apply history and social science skills to explain the relationship between physical geography and the lives of Virginia's peoples, past and present by</p> <p>VS.1.b locating and describing the relative location and physical characteristics of Virginia's five geographic regions on a map; and</p>
4	Virginia Waterways	<p>VS The student will apply history and social science skills to the content by</p> <p>VS.b applying geographic skills to identify and understand geographic features and connections;</p> <p>VS.e comparing and contrasting people, places, and events;</p> <p>VS.1 The student will apply history and social science skills to explain the relationship between physical geography and the lives of Virginia's peoples, past and present by</p> <p>VS.1.c locating, identifying, and describing the impact of Virginia's bodies of water on its history, economy, and culture.</p>



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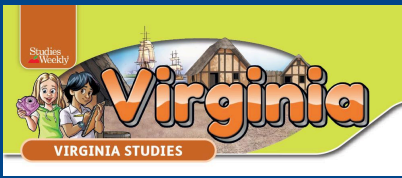
Week	Title	Standards Covered
Unit 3: Virginia's Indigenous People		
5	Indigenous Nations of Virginia	<p>VS The student will apply history and social science skills to the content by</p> <p>VS.a analyzing and interpreting information sources including, but not limited to artifacts, primary and secondary sources, charts, graphs, and diagrams;</p> <p>VS.e comparing and contrasting people, places, and events;</p> <p>VS.f identifying cause-and-effect relationships to clarify and explain content;</p> <p>VS.h practicing civility, respect, hard work, honesty, trustworthiness, and responsible citizenship skills; and</p> <p>VS.2 The student will apply history and social science skills to describe the Indigenous nations of Virginia past and present by</p> <p>VS.2.a describing how archaeologists have recovered artifacts from important places in the history of Indigenous people including, but not limited to Werowocomoco;</p> <p>VS.2.b describing Virginia's three most prominent Indigenous language groups (i.e., the Algonquian, the Siouan, and the Iroquoian);</p> <p>VS.2.c describing the diversity among the Indigenous nations;</p> <p>VS.2.d describing the relationships and interactions of Virginia's Indigenous People and their environment, circa 1600; and</p>
6	Diversity Among Indigenous Nations of Virginia	<p>VS The student will apply history and social science skills to the content by</p> <p>VS.a analyzing and interpreting information sources including, but not limited to artifacts, primary and secondary sources, charts, graphs, and diagrams;</p> <p>VS.e comparing and contrasting people, places, and events;</p> <p>VS.2 The student will apply history and social science skills to describe the Indigenous nations of Virginia past and present by</p> <p>VS.2.a describing how archaeologists have recovered artifacts from important places in the history of Indigenous people including, but not limited to Werowocomoco;</p> <p>VS.2.b describing Virginia's three most prominent Indigenous language groups (i.e., the Algonquian, the Siouan, and the Iroquoian);</p> <p>VS.2.c describing the diversity among the Indigenous nations;</p> <p>VS.2.d describing the relationships and interactions of Virginia's Indigenous People and their environment, circa 1600; and</p>



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Week	Title	Standards Covered
7	Indigenous Peoples of Virginia Today	<p>VS The student will apply history and social science skills to the content by</p> <p>VS.e comparing and contrasting people, places, and events;</p> <p>VS.2 The student will apply history and social science skills to describe the Indigenous nations of Virginia past and present by</p> <p>VS.2.e describing the lives and cultures of Virginia's Indigenous People leading to the present day.</p>
Unit 4: Colonial Virginia and the American Revolution		
8	English Exploration and Colonization of North America	<p>VS The student will apply history and social science skills to the content by</p> <p>VS.a analyzing and interpreting information sources including, but not limited to artifacts, primary and secondary sources, charts, graphs, and diagrams;</p> <p>VS.f identifying cause-and-effect relationships to clarify and explain content;</p> <p>VS.3 The student will apply history and social science skills to explain the causes and effects of events associated with the first permanent English settlement in North America by</p> <p>VS.3.a explaining the reasons for English colonization;</p>
9	Settling Jamestown	<p>VS The student will apply history and social science skills to the content by</p> <p>VS.f identifying cause-and-effect relationships to clarify and explain content;</p> <p>VS.3 The student will apply history and social science skills to explain the causes and effects of events associated with the first permanent English settlement in North America by</p> <p>VS.3.b describing the economic and geographic influences on the decision to settle at Jamestown;</p> <p>VS.3.c describing the importance of the Virginia Company of London Charter (April 10, 1606) in establishing the Jamestown colony;</p> <p>VS.3.d describing the interactions between the English colonists and the Indigenous people, including the role of the Powhatan in the survival of the colonists;</p> <p>VS.3.e describing the hardships faced by settlers at Jamestown and the changes that took place to ensure survival including, but not limited to trade with the Powhatan, the leadership of Captain John Smith, land ownership, and the successful commercial cultivation of tobacco;</p>

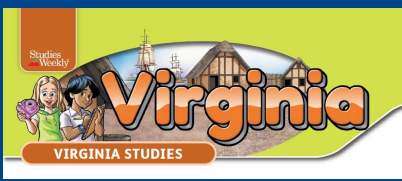


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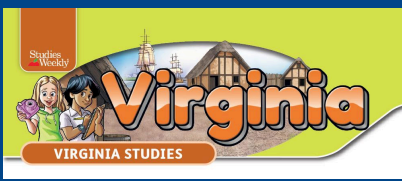
Week	Title	Standards Covered
10	Government and Economy of Jamestown	<p>VS The student will apply history and social science skills to the content by</p> <p>VS.a analyzing and interpreting information sources including, but not limited to artifacts, primary and secondary sources, charts, graphs, and diagrams;</p> <p>VS.3 The student will apply history and social science skills to explain the causes and effects of events associated with the first permanent English settlement in North America by</p> <p>VS.3.e describing the hardships faced by settlers at Jamestown and the changes that took place to ensure survival including, but not limited to trade with the Powhatan, the leadership of Captain John Smith, land ownership, and the successful commercial cultivation of tobacco;</p> <p>VS.3.f analyzing the impact of the arrival of Africans and women to the Jamestown settlement; and</p> <p>VS.3.g identifying the significance of establishing the General Assembly (1619), the first representative legislative body in English America.</p> <p>VS.4 The student will apply history and social science skills to understand life in the Virginia colony by</p> <p>VS.4.a explaining the importance and influence of agriculture;</p>
11	Early Life in Jamestown	<p>VS The student will apply history and social science skills to the content by</p> <p>VS.a analyzing and interpreting information sources including, but not limited to artifacts, primary and secondary sources, charts, graphs, and diagrams;</p> <p>VS.3 The student will apply history and social science skills to explain the causes and effects of events associated with the first permanent English settlement in North America by</p> <p>VS.3.f analyzing the impact of the arrival of Africans and women to the Jamestown settlement; and</p> <p>VS.4 The student will apply history and social science skills to understand life in the Virginia colony by</p> <p>VS.4.c distinguishing between indentured servants and enslaved people, including how European countries traded for, transported, and sold Africans to be enslaved in British North America beginning in the 17th century;</p>
12	The Development of the Virginia Colony	<p>VS The student will apply history and social science skills to the content by</p> <p>VS.e comparing and contrasting people, places, and events;</p>



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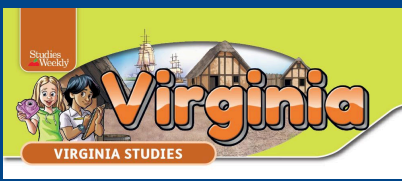
Week	Title	Standards Covered
		<p>VS.4 The student will apply history and social science skills to understand life in the Virginia colony by</p> <p>VS.4.b examining how colonial Virginia reflected the culture of Virginia's Indigenous People, European (English, Scots-Irish, German) immigrants, and Africans;</p> <p>VS.4.d describing the laws that established race-based enslavement;</p> <p>VS.4.e explaining the reasons for the relocation of Virginia's capital from Jamestown to Williamsburg; and</p> <p>VS.4.f describing ways people exchanged goods and services in colonial Virginia.</p>
13	Unrest in the 13 Colonies	<p>VS The student will apply history and social science skills to the content by</p> <p>VS.e comparing and contrasting people, places, and events;</p> <p>VS.f identifying cause-and-effect relationships to clarify and explain content;</p> <p>VS.5 The student will apply history and social science skills to explain Virginia and Virginians' role during the American Revolution by</p> <p>VS.5.a explaining the principles and events that convinced the colonists to declare independence and go to war with Great Britain, as expressed in the Declaration of Independence;</p>
14	Virginia's Role in the American Revolution	<p>VS The student will apply history and social science skills to the content by</p> <p>VS.d using evidence to construct timelines, classify events, and distinguish fact from opinion;</p> <p>VS.5 The student will apply history and social science skills to explain Virginia and Virginians' role during the American Revolution by</p> <p>VS.5.b examining the important contributions, leadership, and experiences of Virginians during the war including, but not limited to George Washington, Thomas Jefferson, George Mason, James Madison, James Armistead Lafayette, Indigenous people, women, and free and enslaved Blacks;</p> <p>VS.5.c identifying the reasons for the relocation of Virginia's capital from Williamsburg to Richmond; and</p> <p>VS.5.d identifying the importance of the American victory at Yorktown.</p>



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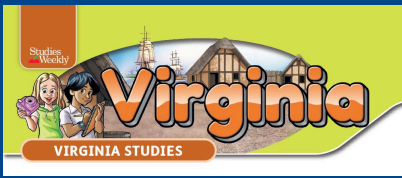
Week	Title	Standards Covered
Unit 5: Virginia's Role in a New Nation		
15	Leading the Nation	<p>VS The student will apply history and social science skills to the content by</p> <p>VS.a analyzing and interpreting information sources including, but not limited to artifacts, primary and secondary sources, charts, graphs, and diagrams;</p> <p>VS.c developing questions, enhancing curiosity, and engaging in critical thinking and analysis;</p> <p>VS.e comparing and contrasting people, places, and events;</p> <p>VS.6 The student will apply history and social science skills to explain the establishment and growth of the new American nation with emphasis on the role of Virginians and events in Virginia during the 18th and 19th centuries by</p> <p>VS.6.a explaining the roles of George Washington (known as the “Father of Our Country”), James Madison (known as the “Father of the Constitution”), and Patrick Henry (known for his “Give Me Liberty or Give Me Death” speech);</p> <p>VS.6.b explaining the development of founding Virginia documents, including the Virginia Declaration of Rights (written by George Mason) and the Virginia Statute for Religious Freedom (written by Thomas Jefferson);</p> <p>VS.6.c describing how principles of these founding Virginia documents inspired the Declaration of Independence, the Constitution of Virginia, the Constitution of the United States, and the Bill of Rights;</p>
16	Westward Expansion	<p>VS The student will apply history and social science skills to the content by</p> <p>VS.a analyzing and interpreting information sources including, but not limited to artifacts, primary and secondary sources, charts, graphs, and diagrams;</p> <p>VS.6 The student will apply history and social science skills to explain the establishment and growth of the new American nation with emphasis on the role of Virginians and events in Virginia during the 18th and 19th centuries by</p> <p>VS.6.d explaining how geographical features and technological advances impacted the western movement in the first half of the 1800s; and</p>
17	The Abolitionist Movement and the Underground Railroad	<p>VS The student will apply history and social science skills to the content by</p> <p>VS.f identifying cause-and-effect relationships to clarify and explain content;</p> <p>VS.6 The student will apply history and social science skills to explain the establishment and growth of the new American nation with emphasis on the role of Virginians and events in Virginia during the 18th and 19th centuries by</p> <p>VS.6.e explaining the causes and events of Nat Turner’s Rebellion and how it impacted the institution of slavery.</p>



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Week	Title	Standards Covered
		<p>VS.7 The students will apply history and social science skills to understand the key people, events, and issues of the Civil War and Virginia's role by</p> <p>VS.7.c explaining the significance of the Underground Railroad and the contributions of Harriet Tubman;</p>
Unit 6: The Civil War and Reconstruction in Virginia		
18	A Nation Divided	<p>VS The student will apply history and social science skills to the content by identifying cause-and-effect relationships to clarify and explain content.</p> <p>VS.7 The students will apply history and social science skills to understand the key people, events, and issues of the Civil War and Virginia's role by</p> <p>VS.7.a explaining the role of John Brown and the impact of the raid at Harper's Ferry;</p> <p>VS.7.b describing how the institution of slavery was the cause of the Civil War, and secondary factors that contributed to the secession of the southern states;</p> <p>VS.7.d explaining major events and issues that divided Virginians and led to secession, war, and the creation of West Virginia;</p>
19	Virginia and the Civil War: The Military	<p>VS The student will apply history and social science skills to the content by</p> <p>VS.d Using evidence to construct timelines, classify events, and distinguish fact from opinion;</p> <p>VS.7 The students will apply history and social science skills to understand the key people, events, and issues of the Civil War and Virginia's role by</p> <p>VS.7.e identifying major battles that took place in Virginia;</p> <p>VS.7.f identifying and explaining the leadership roles of Virginians including, but not limited to Thomas "Stonewall" Jackson, Robert E. Lee, William Harvey Carney, Winfield Scott, and Powhatan Beaty; and</p>
20	Virginia and the Civil War: The People	<p>VS.7 The students will apply history and social science skills to understand the key people, events, and issues of the Civil War and Virginia's role by</p> <p>VS.7.g evaluating the experiences and contributions of Indigenous people and enslaved and free Blacks and their allies during the war including, but not limited to Elizabeth Van Lew and Mary Bowser.</p>
21	Reconstruction	<p>VS The student will apply history and social science skills to the content by</p> <p>VS.f identifying cause-and-effect relationships to clarify and explain content;</p>

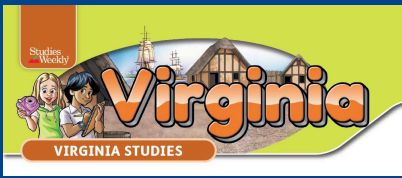


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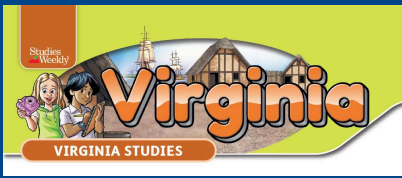
Week	Title	Standards Covered
		<p>VS.8 The student will apply history and social science skills to explain the reconstruction of Virginia following the Civil War by</p> <p>VS.8.a describing what the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution accomplished;</p>
22	Reconstructing Virginia	<p>VS The student will apply history and social science skills to the content by</p> <p>VS.f identifying cause-and-effect relationships to clarify and explain content;</p> <p>VS.8 The student will apply history and social science skills to explain the reconstruction of Virginia following the Civil War by</p> <p>VS.8.a describing what the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution accomplished;</p> <p>VS.8.b examining the effects of Reconstruction on life in Virginia;</p> <p>VS.8.c describing the role that the Freedmen's Schools played in the lives of African Americans in Virginia after the Civil War;</p> <p>VS.8.d discussing the election of African American leader John Mercer Langston to Congress in 1890;</p> <p>VS.8.e describing the effect of the Supreme Court's decision in Plessy v. Ferguson; and</p> <p>VS.8.f analyzing the effects of segregation and "Jim Crow" laws on life in Virginia.</p>
23	Virginia in the Late 1800s	<p>VS.8 The student will apply history and social science skills to explain the reconstruction of Virginia following the Civil War by</p> <p>VS.8.e describing the effect of the Supreme Court's decision in Plessy v. Ferguson; and</p> <p>VS.9 The student will apply history and social science skills to understand the ways in which Virginia became interconnected and diverse by</p> <p>VS.9.a explaining the importance of railroads, waterways, new industries, and the growth of cities to Virginia's economic development in the late 1800s; and</p> <p>VS.9.b explaining the economic and social transition from a rural society to a more urban society.</p>



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Week	Title	Standards Covered
Unit 7: Virginia in the Early and Mid-20th Century		
24	Life in Virginia at the Turn of the Century	<p>VS The student will apply history and social science skills to the content by</p> <p>VS.a analyzing and interpreting information sources including, but not limited to artifacts, primary and secondary sources, charts, graphs, and diagrams;</p> <p>VS.e comparing and contrasting people, places, and events;</p>
25	World War I	<p>VS.10 The student will apply history and social science skills to understand the role Virginians played in American history during World War I and World War II by</p> <p>VS.10.a examining how key leaders and citizens prepared for wartime; and</p> <p>VS.10.b describing the contributions made by military veterans and Medal of Honor recipients.</p>
26	The Roaring 20s and the Great Depression	<p>VS The student will apply history and social science skills to the content by</p> <p>VS.d using evidence to construct timelines, classify events, and distinguish fact from opinion;</p>
27	World War II	<p>VS.10 The student will apply history and social science skills to understand the role Virginians played in American history during World War I and World War II by</p> <p>VS.10.a examining how key leaders and citizens prepared for wartime; and</p> <p>VS.10.b describing the contributions made by military veterans and Medal of Honor recipients.</p>
Unit 8: Virginia in the Second Half of the 20th Century and Beyond		
28	The Civil Rights Movement	<p>VS The student will apply history and social science skills to the content by</p> <p>VS.a analyzing and interpreting information sources including, but not limited to artifacts, primary and secondary sources, charts, graphs, and diagrams;</p> <p>VS.11 The student will apply history and social science skills to understand the Civil Rights Movement in Virginia by</p> <p>VS.11.a explaining the social and political events connected to disenfranchisement of African American voters in Virginia in the early 20th century, desegregation, court decisions, and Massive Resistance, with emphasis on the role of Virginians in the Supreme Court cases including, but not limited to Brown v. Board of Education; and</p>



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Week	Title	Standards Covered
29	Significant Individuals of the Civil Rights Movement	<p>VS.11 The student will apply history and social science skills to understand the Civil Rights Movement in Virginia by</p> <p>VS.11.b investigating the political, social, and economic effects of choices made during the Civil Rights Era by Virginians including, but not limited to Maggie Walker, Robert Russa Moton, Barbara Johns, Samuel Wilbert Tucker, Oliver W. Hill, Sr., Irene Morgan, Arthur R. Ashe, A. Linwood Holton, Jr., and L. Douglas Wilder.</p>
30	Innovations and Innovators from Virginia	<p>VS The student will apply history and social science skills to the content by</p> <p>VS.c developing questions, enhancing curiosity, and engaging in critical thinking and analysis;</p> <p>VS.13 The student will apply history and social science skills to explain Virginia's role in the global economy in the 21st century by</p> <p>VS.13.b examining the impact of the ideas, innovations, and advancements of Virginians on a global market.</p>
31	Virginia's Economy and the World	<p>VS The student will apply history and social science skills to the content by</p> <p>VS.g using economic decision making models to make informed economic decisions and to explain the incentives and consequences of a specific choice;</p> <p>VS.i developing products that reflect an understanding of content.</p> <p>VS.13 The student will apply history and social science skills to explain Virginia's role in the global economy in the 21st century by</p> <p>VS.13.a examining major products and industries important to Virginia</p> <p>VS.13.b examining the impact of the ideas, innovations, and advancements of Virginians on a global market.</p>
32	Virginia Symbols	<p>VS The student will apply history and social science skills to the content by</p> <p>VS.c developing questions, enhancing curiosity, and engaging in critical thinking and analysis;</p> <p>VS.12 The student will use history and social science skills to recognize why Virginia is known as the "Mother of Presidents."</p>



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Week	Title	Standards Covered
Unit 1: Inquiry		
1	Developing Inquiries	
Unit 2: Geography		
2	Geography	<p>USI The student will apply history and social science skills to the content by</p> <p>USI.b applying geographic skills to determine patterns and trends of people, places, or events;</p> <p>USI.1 The student will apply history and social science skills to understand the geography of North America by</p> <p>USI.1.a locating North America in relation to the other continents and the oceans;</p> <p>USI.1.b locating and describing major geographic regions and bodies of water of North America and their impact on the early history of the United States; and</p> <p>USI.1.c and locating the 50 states.</p>
Unit 3: Early Cultures of North America		
3	Life in Africa	<p>USI The student will apply history and social science skills to the content by</p> <p>USI.b applying geographic skills to determine patterns and trends of people, places, or events;</p> <p>USI.4 The student will apply history and social science skills to understand how the Western Hemisphere impacted West Africa by</p> <p>USI.4.a identifying the location and characteristics of West African societies of Ghana, Mali, and Songhai before European exploration;</p>
4	Life in the Americas	<p>USI The student will apply history and social science skills to the content by</p> <p>USI.a synthesizing evidence from information sources including, but not limited to artifacts, primary and secondary sources, charts, graphs, and diagrams to understand events in United States history;</p> <p>USI.b applying geographic skills to determine patterns and trends of people, places, or events;</p> <p>USI.e comparing and contrasting historical, cultural, economic, and political perspectives;</p> <p>USI.2 The student will apply history and social science skills to describe how early cultures developed throughout North America by</p>



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Week	Title	Standards Covered
		USI.2.b locating and explaining where Indigenous peoples lived prior to the arrival of Europeans, with an emphasis on how the various geographic regions they inhabited influenced their daily lives.
5	Government, Culture, Artifacts and Trade in North America	<p>USI The student will apply history and social science skills to the content by</p> <p>USI.a synthesizing evidence from information sources including, but not limited to artifacts, primary and secondary sources, charts, graphs, and diagrams to understand events in United States history;</p> <p>USI.b applying geographic skills to determine patterns and trends of people, places, or events;</p> <p>USI.e comparing and contrasting historical, cultural, economic, and political perspectives;</p> <p>USI.2 The student will apply history and social science skills to describe how early cultures developed throughout North America by</p> <p>USI.2.a describing how archaeologists have recovered artifacts from ancient settlements, including, but not limited, to Cactus Hill in Virginia; and</p> <p>USI.2.b locating and explaining where Indigenous peoples lived prior to the arrival of Europeans, with an emphasis on how the various geographic regions they inhabited influenced their daily lives.</p>
6	The Age of Encounters	<p>USI The student will apply history and social science skills to the content by</p> <p>USI.c developing questions, enhancing curiosity, and engaging in critical thinking and analysis;</p> <p>USI.e comparing and contrasting historical, cultural, economic, and political perspectives;</p> <p>USI.3 The student will apply history and social science skills to explain European exploration and colonization in North America by</p> <p>USI.3.a describing the motivations for, obstacles to, and accomplishments of the Dutch, English, French, Portuguese, and Spanish explorations; and</p>
7	Colonization	<p>USI The student will apply history and social science skills to the content by</p> <p>USI.c developing questions, enhancing curiosity, and engaging in critical thinking and analysis;</p> <p>USI.3 The student will apply history and social science skills to explain European exploration and colonization in North America by</p>



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Week	Title	Standards Covered
		USI.3.a describing the motivations for, obstacles to, and accomplishments of the Dutch, English, French, Portuguese, and Spanish explorations; and
8	Consequences of Contact	<p>USI The student will apply history and social science skills to the content by</p> <p>USI.e comparing and contrasting historical, cultural, economic, and political perspectives;</p> <p>USI.3 The student will apply history and social science skills to explain European exploration and colonization in North America by</p> <p>USI.3.b describing cultural and economic interactions between Indigenous peoples and Europeans that led to cooperation and conflict.</p> <p>USI.4 The student will apply history and social science skills to understand how the Western Hemisphere impacted West Africa by</p> <p>USI.4.b examining the arrival of the first Africans to colonial America at Old Point Comfort (Fort Monroe);</p> <p>USI.4.c explaining the Transatlantic Slave Trade and its impact on the African coast and Western Hemisphere; and</p> <p>USI.4.d identifying the cultural connections, conflicts, and common values of enslaved people in the Western Hemisphere, as well as challenges and hardships endured by enslaved people brought to the United States.</p>
Unit 4: Colonial America and the American Revolution		
9	The Colonies and Their Founding	<p>USI The student will apply history and social science skills to the content by</p> <p>USI.d integrating evidence to construct and analyze timelines, classify events, and distinguish fact from opinion;</p> <p>USI.e comparing and contrasting historical, cultural, economic, and political perspectives;</p> <p>USI.f determining and explaining cause-and-effect relationships;</p> <p>USI.5 The student will apply history and social science skills to explain the social, political, religious, economic, and geographic factors that shaped colonial America by</p> <p>USI.5.a describing the characteristics and differences among the New England, the Mid-Atlantic, and the Southern colonies;</p> <p>USI.5.c comparing life from the perspectives of various groups, including, but not limited to large landowners, farmers, artisans, clergy, merchants, women, indentured servants, and enslaved and free Blacks;</p>



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Week	Title	Standards Covered
		USI.5.d explaining the specialization and interdependence of the regions; and
10	The New England Colonies	<p>USI The student will apply history and social science skills to the content by</p> <p>USI.b applying geographic skills to determine patterns and trends of people, places, or events;</p> <p>USI.e comparing and contrasting historical, cultural, economic, and political perspectives;</p> <p>USI.f determining and explaining cause-and-effect relationships;</p> <p>USI.5 The student will apply history and social science skills to explain the social, political, religious, economic, and geographic factors that shaped colonial America by</p> <p>USI.5.a describing the characteristics and differences among the New England, the Mid-Atlantic, and the Southern colonies;</p> <p>USI.5.c comparing life from the perspectives of various groups, including, but not limited to large landowners, farmers, artisans, clergy, merchants, women, indentured servants, and enslaved and free Blacks;</p> <p>USI.5.d explaining the specialization and interdependence of the regions; and</p>
11	The Mid-Atlantic Colonies	<p>USI The student will apply history and social science skills to the content by</p> <p>USI.b applying geographic skills to determine patterns and trends of people, places, or events;</p> <p>USI.e comparing and contrasting historical, cultural, economic, and political perspectives;</p> <p>USI.f determining and explaining cause-and-effect relationships;</p> <p>USI.5 The student will apply history and social science skills to explain the social, political, religious, economic, and geographic factors that shaped colonial America by</p> <p>USI.5.a describing the characteristics and differences among the New England, the Mid-Atlantic, and the Southern colonies;</p> <p>USI.5.c comparing life from the perspectives of various groups, including, but not limited to large landowners, farmers, artisans, clergy, merchants, women, indentured servants, and enslaved and free Blacks;</p> <p>USI.5.d explaining the specialization and interdependence of the regions; and</p>



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Week	Title	Standards Covered
12	The Southern Colonies	<p>USI The student will apply history and social science skills to the content by</p> <p>USI.c developing questions, enhancing curiosity, and engaging in critical thinking and analysis;</p> <p>USI.d integrating evidence to construct and analyze timelines, classify events, and distinguish fact from opinion;</p> <p>USI.e comparing and contrasting historical, cultural, economic, and political perspectives;</p> <p>USI.5 The student will apply history and social science skills to explain the social, political, religious, economic, and geographic factors that shaped colonial America by</p> <p>USI.5.a describing the characteristics and differences among the New England, the Mid-Atlantic, and the Southern colonies;</p> <p>USI.5.b explaining Virginia's importance as one of the most populous and wealthiest colonies;</p> <p>USI.5.c comparing life from the perspectives of various groups, including, but not limited to large landowners, farmers, artisans, clergy, merchants, women, indentured servants, and enslaved and free Blacks;</p> <p>USI.5.d explaining the specialization and interdependence of the regions; and</p>
13	Colonial Life	<p>USI The student will apply history and social science skills to the content by</p> <p>USI.d integrating evidence to construct and analyze timelines, classify events, and distinguish fact from opinion;</p> <p>USI.e comparing and contrasting historical, cultural, economic, and political perspectives;</p> <p>USI.f determining and explaining cause-and-effect relationships;</p> <p>USI.5 The student will apply history and social science skills to explain the social, political, religious, economic, and geographic factors that shaped colonial America by</p> <p>USI.5.a describing the characteristics and differences among the New England, the Mid-Atlantic, and the Southern colonies;</p> <p>USI.5.c comparing life from the perspectives of various groups, including, but not limited to large landowners, farmers, artisans, clergy, merchants, women, indentured servants, and enslaved and free Blacks;</p> <p>USI.5.d explaining the specialization and interdependence of the regions; and</p>



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Week	Title	Standards Covered
14	Clash of the Empires	<p>USI The student will apply history and social science skills to the content by</p> <p>USI.e comparing and contrasting historical, cultural, economic, and political perspectives;</p> <p>USI.f determining and explaining cause-and-effect relationships;</p> <p>USI.5 The student will apply history and social science skills to explain the social, political, religious, economic, and geographic factors that shaped colonial America by</p> <p>USI.5.d explaining the specialization and interdependence of the regions; and</p> <p>USI.5.e explaining the changing political and economic relationships between the colonies and Great Britain, including, but not limited to representative government and self-rule in the colonies.</p> <p>USI.6 The student will apply history and social science skills to explain the American Revolution by</p> <p>USI.6.a identifying the causes and effects of the French and Indian War;</p>
15	Consequences of the French and Indian War	<p>USI The student will apply history and social science skills to the content by</p> <p>USI.f determining and explaining cause-and-effect relationships;</p> <p>USI.g using economic decision-making models to make a decision and explain the incentives and consequences of a specific choice;</p> <p>USI.5 The student will apply history and social science skills to explain the social, political, religious, economic, and geographic factors that shaped colonial America by</p> <p>USI.5.e explaining the changing political and economic relationships between the colonies and Great Britain, including, but not limited to representative government and self-rule in the colonies.</p> <p>USI.6 The student will apply history and social science skills to explain the American Revolution by</p> <p>USI.6.a identifying the causes and effects of the French and Indian War;</p>
16	The Acts of Parliament	<p>USI The student will apply history and social science skills to the content by</p> <p>USI.d integrating evidence to construct and analyze timelines, classify events, and distinguish fact from opinion;</p> <p>USI.g using economic decision-making models to make a decision and explain the incentives and consequences of a specific choice;</p>



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Week	Title	Standards Covered
		<p>USI.6 The student will apply history and social science skills to explain the American Revolution by</p> <p>USI.6.c comparing and contrasting the political ideas and principles that shaped the revolutionary movement;</p>
17	The Actions of the Colonies	<p>USI The student will apply history and social science skills to the content by</p> <p>USI.a synthesizing evidence from information sources including, but not limited to artifacts, primary and secondary sources, charts, graphs, and diagrams to understand events in United States history;</p> <p>USI.d integrating evidence to construct and analyze timelines, classify events, and distinguish fact from opinion;</p> <p>USI.g using economic decision-making models to make a decision and explain the incentives and consequences of a specific choice;</p> <p>USI.6 The student will apply history and social science skills to explain the American Revolution by</p> <p>USI.6.c comparing and contrasting the political ideas and principles that shaped the revolutionary movement;</p> <p>USI.6.d describing the leadership roles of individuals, including, but not limited to George Washington, Benjamin Franklin, Thomas Jefferson, Patrick Henry, Thomas Paine, John Adams, and the Marquis de Lafayette; and</p>
18	The Shot Heard 'Round the World	<p>USI The student will apply history and social science skills to the content by</p> <p>USI.d integrating evidence to construct and analyze timelines, classify events, and distinguish fact from opinion;</p> <p>USI.g using economic decision-making models to make a decision and explain the incentives and consequences of a specific choice;</p> <p>USI.6 The student will apply history and social science skills to explain the American Revolution by</p> <p>USI.6.c comparing and contrasting the political ideas and principles that shaped the revolutionary movement;</p> <p>USI.6.d describing the leadership roles of individuals, including, but not limited to George Washington, Benjamin Franklin, Thomas Jefferson, Patrick Henry, Thomas Paine, John Adams, and the Marquis de Lafayette; and</p> <p>USI.6.e examining the causes, course, and consequences of key events and battles of the era.</p>



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Week	Title	Standards Covered
19	Independence and Revolution: The Government	<p>USI The student will apply history and social science skills to the content by</p> <p>USI.g using economic decision-making models to make a decision and explain the incentives and consequences of a specific choice;</p> <p>USI.h engaging and communicating as a civil and informed individual with persons with different perspectives; and</p> <p>USI.i developing products that reflect an understanding of content.</p> <p>USI.6 The student will apply history and social science skills to explain the American Revolution by</p> <p>USI.6.b identifying the issues of dissatisfaction that led to the American Revolution including, but not limited to the “injuries and usurpations” outlined in the Declaration of Independence;</p> <p>USI.6.c comparing and contrasting the political ideas and principles that shaped the revolutionary movement;</p> <p>USI.6.d describing the leadership roles of individuals, including, but not limited to George Washington, Benjamin Franklin, Thomas Jefferson, Patrick Henry, Thomas Paine, John Adams, and the Marquis de Lafayette; and</p>
20	Independence and Revolution: The People	<p>USI The student will apply history and social science skills to the content by</p> <p>USI.a synthesizing evidence from information sources including, but not limited to artifacts, primary and secondary sources, charts, graphs, and diagrams to understand events in United States history;</p> <p>USI.i developing products that reflect an understanding of content.</p> <p>USI.5 The student will apply history and social science skills to explain the social, political, religious, economic, and geographic factors that shaped colonial America by</p> <p>USI.5.c comparing life from the perspectives of various groups, including, but not limited to large landowners, farmers, artisans, clergy, merchants, women, indentured servants, and enslaved and free Blacks;</p> <p>USI.6 The student will apply history and social science skills to understand the geography of North America by</p> <p>USI.6.c comparing and contrasting the political ideas and principles that shaped the revolutionary movement;</p> <p>USI.6.d describing the leadership roles of individuals, including, but not limited to George Washington, Benjamin Franklin, Thomas Jefferson, Patrick Henry, Thomas Paine, John Adams, and the Marquis de Lafayette; and</p>



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Week	Title	Standards Covered
21	Independence and Revolution: The Military	<p>USI The student will apply history and social science skills to the content by</p> <p>USI.b applying geographic skills to determine patterns and trends of people, places, or events;</p> <p>USI.i developing products that reflect an understanding of content.</p> <p>USI.6 The student will apply history and social science skills to explain the American Revolution by</p> <p>USI.6.c comparing and contrasting the political ideas and principles that shaped the revolutionary movement;</p> <p>USI.6.d describing the leadership roles of individuals, including, but not limited to George Washington, Benjamin Franklin, Thomas Jefferson, Patrick Henry, Thomas Paine, John Adams, and the Marquis de Lafayette; and</p> <p>USI.6.e examining the causes, course, and consequences of key events and battles of the era.</p>
22	Outcomes of the American Revolution	<p>USI.6 The student will apply history and social science skills to explain the American Revolution by</p> <p>USI.6.d describing the leadership roles of individuals, including, but not limited to George Washington, Benjamin Franklin, Thomas Jefferson, Patrick Henry, Thomas Paine, John Adams, and the Marquis de Lafayette; and</p>
Unit 5: A New Nation and Its Expansion		
23	The Founders and Process	<p>USI The student will apply history and social science skills to the content by</p> <p>USI.i developing products that reflect an understanding of content.</p> <p>USI.1 The student will apply history and social science skills to understand the geography of North America by</p> <p>USI.1.a locating North America in relation to the other continents and the oceans;</p> <p>USI.6 The student will apply history and social science skills to explain the American Revolution by</p> <p>USI.6.d describing the leadership roles of individuals, including, but not limited to George Washington, Benjamin Franklin, Thomas Jefferson, Patrick Henry, Thomas Paine, John Adams, and the Marquis de Lafayette; and</p> <p>USI.7 The student will apply history and social science skills to describe the challenges faced by the new nation by</p>



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Week	Title	Standards Covered
		<p>USI.7.a explaining the strengths, weaknesses, and outcomes of the government established by the Articles of Confederation;</p> <p>USI.7.b describing the Constitutional Convention and the development of the Constitution of the United States, with emphasis on the role of James Madison;</p> <p>USI.7.d explaining the Three-Fifths Compromise; and</p>
24	The U.S. Constitution and the Bill of Rights	<p>USI.7 The student will apply history and social science skills to describe the challenges faced by the new nation by</p> <p>USI.7.c examining constitutional issues debated, including the role of the national government and the debate over ratifying the Constitution, the influence of the Federalist Papers, and the reasons for the addition of the Bill of Rights;</p> <p>USI.7.e examining the three branches of government.</p>
25	The New Nation	<p>USI The student will apply history and social science skills to the content by</p> <p>USI.b applying geographic skills to determine patterns and trends of people, places, or events;</p> <p>USI.8 The student will apply history and social science skills to explain westward expansion and reform in America from 1801 to 1861 by</p> <p>USI.8.a describing how territorial expansion affected the political map of the United States including, but not limited to the Louisiana Purchase, the Lewis and Clark Expedition and the role of Sacagawea, the acquisitions of Florida, Texas, Oregon, and California, and the results of the Mexican-American War;</p>
26	The War of 1812	<p>USI The student will apply history and social science skills to the content by</p> <p>USI.b applying geographic skills to determine patterns and trends of people, places, or events;</p> <p>USI.f determining and explaining cause-and-effect relationships</p> <p>USI.8 The student will apply history and social science skills to explain westward expansion and reform in America from 1801 to 1861 by</p> <p>USI.8.a describing how territorial expansion affected the political map of the United States including, but not limited to the Louisiana Purchase, the Lewis and Clark Expedition and the role of Sacagawea, the acquisitions of Florida, Texas, Oregon, and California, and the results of the Mexican-American War;</p> <p>USI.8.b describing the causes, course of events, and effects of the War of 1812, the role of Andrew Jackson, and the development of the Monroe Doctrine;</p>



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Week	Title	Standards Covered
27	America on the Move	<p>USI The student will apply history and social science skills to the content by</p> <p>USI.b applying geographic skills to determine patterns and trends of people, places, or events;</p> <p>USI.8 The student will apply history and social science skills to explain westward expansion and reform in America from 1801 to 1861 by</p> <p>USI.8.a describing how territorial expansion affected the political map of the United States including, but not limited to the Louisiana Purchase, the Lewis and Clark Expedition and the role of Sacagawea, the acquisitions of Florida, Texas, Oregon, and California, and the results of the Mexican-American War;</p> <p>USI.8.c identifying geographic, economic, and religious motivations that influenced the movement of settlers;</p> <p>USI.8.e explaining technological advancements and innovations and their effects on life in America including, but not limited to the cotton gin, the reaper, the steam engine, and the steam locomotive;</p>
28	The Cherokee Nation	<p>USI The student will apply history and social science skills to the content by</p> <p>USI.b applying geographic skills to determine patterns and trends of people, places, or events;</p> <p>USI.8 The student will apply history and social science skills to explain westward expansion and reform in America from 1801 to 1861 by</p> <p>USI.8.d analyzing the impact of westward expansion on Indigenous people including, but not limited to the Indian Removal Act (1830), the Trail of Tears, and the Seminole Wars;</p>
29	Abolition and Suffrage	<p>USI The student will apply history and social science skills to the content by</p> <p>USI.b applying geographic skills to determine patterns and trends of people, places, or events</p> <p>USI.f determining and explaining cause-and-effect relationships</p> <p>USI.8 The student will apply history and social science skills to explain westward expansion and reform in America from 1801 to 1861 by</p> <p>USI.8.f describing major developments in the abolitionist and women's suffrage movements; and</p> <p>USI.8.g explaining how the expansion of U.S. territory led to increased momentum for the abolitionist and women's suffrage movements.</p>



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Week	Title	Standards Covered
Unit 6: The Civil War		
30	Compromises to Keep Slavery Legal	<p>USI The student will apply history and social science skills to the content by</p> <p>USI.f determining and explaining cause-and-effect relationships;</p> <p>USI.9 The student will apply history and social science skills to understand the cause, major events, and effects of the Civil War by</p> <p>USI.9.a describing how slavery and its expansion was the primary cause of the cultural, economic, and constitutional issues that divided the nation and led to the secession of southern states;</p>
31	The Road to War	<p>USI The student will apply history and social science skills to the content by</p> <p>USI.a synthesizing evidence from information sources including, but not limited to artifacts, primary and secondary sources, charts, graphs, and diagrams to understand events in United States history;</p> <p>USI.9 The student will apply history and social science skills to understand the cause, major events, and effects of the Civil War by</p> <p>USI.9.a describing how slavery and its expansion was the primary cause of the cultural, economic, and constitutional issues that divided the nation and led to the secession of southern states;</p> <p>USI.9.b describing the differences in the economies of the North and the South, growth of agriculture and industry, and how those economies impacted the outcome of the war;</p> <p>USI.9.c evaluating the leadership and impact of Abraham Lincoln during the Civil War;</p> <p>USI.9.e describing major political texts during the war including, but not limited to Lincoln's Inaugural Address, the Emancipation Proclamation, the Gettysburg Address, and Lincoln's Second Inaugural Address; and</p>
32	Civil War	<p>USI The student will apply history and social science skills to the content by</p> <p>USI.a synthesizing evidence from information sources including, but not limited to artifacts, primary and secondary sources, charts, graphs, and diagrams to understand events in United States history;</p> <p>USI.f determining and explaining cause-and-effect relationships;</p> <p>USI.9 The student will apply history and social science skills to understand the cause, major events, and effects of the Civil War by</p>



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Week	Title	Standards Covered
		<p>USI.9.d describing how individuals influenced the course of the Civil War including, but not limited to Jefferson Davis, Ulysses S. Grant, Robert E. Lee, William Tecumseh Sherman, Thomas “Stonewall” Jackson, and Frederick Douglass;</p> <p>USI.9.e describing major political texts during the war including, but not limited to Lincoln’s Inaugural Address, the Emancipation Proclamation, the Gettysburg Address, and Lincoln’s Second Inaugural Address; and</p> <p>USI.9.f analyzing the effects of the war from various perspectives of Union and Confederate soldiers, Indigenous people, women, European Americans, and enslaved and free Blacks during the war including, but not limited to Clara Barton, John Brown, Robert Smalls, Harriet Tubman, Elizabeth Van Lew, and Mary Bowser.</p>