



Louisiana Learning Foundations: Preschool Alignment

Learn Every Day: The Preschool Curriculum

*The Learn Every Day: Preschool supportive resources, units, lessons and learning objectives are examples of how the curriculum meets the Delaware standards, as is not intended to be an all-inclusive list.

APPROCHES TO LEARNING: AL 1

SUBDOMAIN: INITIATIVE AND CURIOSITY		
Standard AL 1: Engage in play-based learning to explore, investigate and acquire knowledge about themselves and their world.		
Three-Year-Olds (36-48 months)	Four-Year-Olds (48-60 months)	Learn Every Day Preschool Curriculum
<p>AL 1 Indicators:</p> <ul style="list-style-type: none"> • Demonstrate eagerness to learn through play and exploring the environment. (3.1) • Complete a range of simple tasks on their own. (3.2) 	<p>AL 1 Indicators:</p> <ul style="list-style-type: none"> • Show curiosity, interest and a willingness to learn new things and try new experiences. (4.1) • Choose a multi-step task and complete it on their own. (4.2) 	<p>LED Foundations (page 22): <i>What the Brain Research Tells Us about How Children Learn</i></p> <p>LED Foundations (page 32): <i>Learning Centers</i></p> <p>Sample Objectives:</p> <p>Unit 1 (V1, page 2): Solve a simple problem; Follow two-step directions ; Engage in symbolic play with other children</p> <p>Unit 2 (V1, page 24): Make choices based on previously learned skills; Identify multiple uses for an object</p> <p>Unit 9 (V1, page 164): Show growing creativity and imagination in using materials in dramatic play situations</p> <p>Unit 11 (V1, page 208): Demonstrate initiative in chosen learning activities</p>

		Unit 17 (V1, page 342): Listen with intent
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APPROACHES TO LEARNING: AL 2

SUBDOMAIN: ATTENTION, ENGAGEMENT, AND PERSISTENCE		
Standard AL 2: Demonstrate attention, engagement, and persistence in learning		
Three-Year-Olds (36-48 months)	Four-Year-Olds (48-60 months)	Learn Every Day Preschool Curriculum
<p>AL 2 Indicators:</p> <ul style="list-style-type: none"> • Maintain focus on objects and activities of interest while other activities are going on in the environment. (3.1) • Maintain focus on a complex activity with adult support. (3.2) • With prompting and support, develop a simple plan for and work towards completion of short tasks, and activities. (3.3) 	<p>AL 2 Indicators:</p> <ul style="list-style-type: none"> • Stay engaged with others, objects, and activities despite interruptions or disruption. (4.1) • Maintain attention in child-initiated and adult - directed activities despite distractions and interruptions. (4.2) <p>Plan and complete tasks and activities. (4.3)</p>	<p>LED Foundations (page 22): <i>What the Brain Research Tells Us about How Children Learn</i></p> <p>Sample Objectives:</p> <p>Unit 4 (V1, page 62): Develop observation skills; Learn to ask complex questions</p> <p>Unit 5 (V1, page 82): Listen intentionally to music</p> <p>Unit 6 (V1, page 104): Make deductions; Solve riddles</p> <p>Unit 7 (V1, page 124): Enjoy a collaborative group activity</p> <p>Unit 12 (V1, page 230): Participate in creative expression through acting out a familiar story</p> <p>Unit 17 (V1, page 342): Solve a problem with oral information; Maintain interest in a project until it is completed</p> <p>Unit 29 (V2, page 628): Participate in creative expression and dramatic play with props and music</p> <p>Unit 35 (V2, page 770): Express what is felt and heard in various types of music</p>

APPROACHES TO LEARNING: AL 3

SUBDOMAIN: REASONING, PROBLEM-SOLVING, AND CREATIVE THINKING		
Standard AL 3: Recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions.		
Three-Year-Olds (36-48 months)	Four-Year-Olds (48-60 months)	Learn Every Day Preschool Curriculum
<p>AL 3 Indicators:</p>	<p>AL 3 Indicators:</p>	<p>LED Foundations (page 22): <i>What the Brain Research Tells</i></p>

<ul style="list-style-type: none"> • Experiment to see if the same actions have similar effects on different objects. (3.1) • Remember and apply previously learned information to a familiar object, task or situation. (3.2) • Use a variety of strategies to solve a problem when the first try is unsuccessful. (3.3) • Ask adults for help on tasks, if needed. (3.4) 	<ul style="list-style-type: none"> • Identify and understand cause and effect relationships. (4.1) • Apply prior knowledge and experiences to learn new skills during play. (4.2) • Use a variety of strategies to investigate possible solutions, to accomplish a task, or to solve a problem. (4.3) • Make specific request for help from both peers and adults as needed. (4.4) 	<p><i>Us about How Children Learn</i> Sample Objectives: Unit 8 (V1, page 144): Solve a problem using deductive reasoning Unit 9 (V1, page 164): Seek multiple solutions to solve a problem Unit 23 (V2, page 482): Recognize cause-and-effect relationships especially as they relate to the environment Unit 25 (V2, page 526): Solve problems based on previous knowledge Unit 28 (V2, page 602): Answer questions that indicate his ability to analyze and synthesize what he hears and experiences</p>
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APPROACHES TO LEARNING: AL 4

SUBDOMAIN: REASONING, PROBLEM-SOLVING, AND CREATIVE THINKING		
Standard AL 4: Demonstrate creative thinking when using materials, solving problems, and/or learning new information.		
Three-Year-Olds (36-48 months)	Four-Year-Olds (48-60 months)	Learn Every Day Preschool Curriculum
<p>AL 4 Indicators:</p> <ul style="list-style-type: none"> • Express unique ideas in both language and use of objects in a variety of situations. (3.1) • Ask more complex questions for clarification and to seek meaningful information. (3.2) 	<p>AL 4 Indicators:</p> <ul style="list-style-type: none"> • Express unique ideas and approach tasks and experiences with flexibility, imagination and inventiveness. (4.1) • Gather information and ask complex questions in order to understand a new or familiar concept. (4.2) 	<p>LED Foundations (page 22): <i>What the Brain Research Tells Us about How Children Learn</i> Sample Objectives: Unit 8 (V1, page 144): Solve a problem using deductive reasoning Unit 26 (V2, page 550): Solve complex problems with multiple solutions Unit 27 (V2, page 578): Solve problems using previously acquired knowledge Unit 28 (V2, page 602): Answer questions that indicate</p>

		<p>his ability to analyze and synthesize what he hears and experiences; Answers questions requiring a complex response; Ask questions with increased use of appropriate vocabulary Unit 29 (V2, page 628): Solve a problem using past experience and knowledge Unit 30 (V2, page 650): Solve complex problems based on prior knowledge</p>
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COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE: CC 1

SUBDOMAIN: CREATIVE THINKING AND EXPRESSION (CC)		
Standard CC 1: Develop an appreciation for music and participate in music and movement activities that represent a variety of the cultures and the home languages of the children in the classroom.		
Three-Year-Olds (36-48 months)	Four-Year-Olds (48-60 months)	Learn Every Day Preschool Curriculum
<p>CC 1 Indicators:</p> <ul style="list-style-type: none"> • Listen and respond to different types of music (jazz, classical, country lullaby, etc.) through movement. (3.1) • Participate in songs and finger plays. (3.2) • Use instruments, sounds/ words, and/or their bodies to imitate or produce their own beat and/or rhythm. (3.3) • Identify changes in tempo when listening to music. (3.4) • Replicate changes in tempo. (3.5) • Use instruments, props, and body to respond creatively to music. (3.6) 	<p>CC 1 Indicators:</p> <ul style="list-style-type: none"> • Express thoughts and feelings through movement and musical activities. (4.1) • Participate in different types of music activities, including songs, finger plays, and playing instruments. (4.2) • Use instruments, other objects and/or their bodies to imitate and produce more complex beat and rhythm patterns. (4.3) • Describe changes in tone, melody, rhythm, and tempo. (4.4) • Use instruments, props, and body creatively to express self through music and movement. (4.5) 	<p>Unit 10 (V1, page 185): <i>Learn Every Day about Music</i> Unit 10, Lesson 1 (page 189): <i>Percussion Instruments</i> Unit 10, Lesson 2 (page 192): <i>Woodwind Instruments</i> Unit 10, Lesson 3 (page 195): <i>Stringed Instruments</i> Unit 10, Lesson 4 (page 198): <i>Bass Instruments</i> Unit 10, Lesson 5 (page 202): <i>Playing in the Band</i> Unit 11, Lesson 2 (page 215): <i>Music</i> Unit 19, Lesson 5 (page 409): <i>Music around the World</i> Sample Objectives: Unit 1 (V1, page 2): Participate in creative movement and music activities Unit 2 (V1, page 24): Participate in a group music experience Unit 3 (V1, page 44): Participate in group music activities</p>

		<p>Unit 5 (V1, page 82): Listen intentionally to music</p> <p>Unit 10 (V1, page 186): Express herself through participation in creating music</p> <p>Unit 16 (V1, page 320): Participate in songs and express himself through music</p> <p>Unit 19 (V2, page 392): Add words to songs; Use rhythm instruments to accompany simple songs and movements</p> <p>Unit 23 (V2, page 482): Express himself by participating in music, dance, and fingerplays</p> <p>Unit 31 (V2, page 674): Express himself freely through music</p> <p>Unit 34 (V2, page 746): Express himself through art, song, and music</p> <p>Unit 35 (V2, page 770): Express what is felt and heard in various types of music</p>
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COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE: CC 2

SUBDOMAIN: CREATIVE THINKING AND EXPRESSION (CC)		
Standard CC 2: Develop an appreciation for visual arts from different culture and create various forms of visual arts.		
Three-Year-Olds (36-48 months)	Four-Year-Olds (48-60 months)	Learn Every Day Preschool Curriculum
<p>CC 2 Indicators:</p> <ul style="list-style-type: none"> • With prompting and support, describe what they like and do not like about various forms of art. (3.1) • Describe general features (color, size, objects included) of a piece of art work. (3.2) 	<p>CC 2 Indicators:</p> <ul style="list-style-type: none"> • Observe and/or describe what they like and do not like about various forms of art and how it makes them feel. (4.1) • Describe specific elements of a piece of art (e.g., texture, use of colors, line, 	<p>Unit 11 (V1, page 207): <i>Learn Every Day about the Arts</i></p> <p>Unit 11, Lesson 1 (page 211): <i>Drawing and Painting</i></p> <p>Unit 11, Lesson 5 (page 224): <i>Sculpture</i></p> <p>Sample Objectives:</p> <p>Unit 1 (V1, page 2): Use more than one medium to create artwork</p>

<ul style="list-style-type: none"> • Create artistic works with different types of art materials, tools and techniques through individual and group art activities. (3.3) 	<p>perspective, position of objects included). (4.2)</p> <ul style="list-style-type: none"> • Create artistic works that reflect thoughts, feelings, experiences, or knowledge using different materials, tools and techniques. (4.3) 	<p>Unit 3 (V1, page 44): Express himself through various mediums</p> <p>Unit 6 (V1, page 104): Mix colors to make new color combinations</p> <p>Unit 18 (V1, page 366): Construct sculptures and other art from various materials</p> <p>Unit 25 (V2, page 526): Recognize the aesthetic value of natural elements such as rocks</p> <p>Unit 30 (V2, page 650): Use collaboration in completing and art project</p>
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COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE: CC 3

SUBDOMAIN: CREATIVE THINKING AND EXPRESSION (CC)		
Standard CC 3: Explore roles and experiences through dramatic art and play		
Three-Year-Olds (36-48 months)	Four-Year-Olds (48-60 months)	Learn Every Day Preschool Curriculum
<p>CC3 Indicators:</p> <ul style="list-style-type: none"> • Observe and/or engage in a variety of dramatic performances (e.g., puppetry, story-telling, dance, plays, theater). (3.1) • With prompting and support, role play or use puppets to act out stories. (3.2) • Recreate real-life experiences (that may reflect their home culture or language) through pretend play. (3.3) • Use one object to represent another object. (3.4) 	<p>CC3 Indicators:</p> <ul style="list-style-type: none"> • Experience, respond to, and engage in a variety of dramatic performances (e.g., puppetry, story-telling, dance, plays, pantomime, theater). (4.1) • Role play or use puppets to act out stories or play a character. (4.2) • Represent fantasy and real-life experiences through pretend play. (4.3) • Use objects to represent other objects. (4.4) 	<p>Unit 12 (V1, page 229): <i>Learn Every Day about Make-Believe</i></p> <p>Unit 12, Lesson 1 (page 233): <i>Fiction and Nonfiction</i></p> <p>Unit 12, Lesson 2 (page 236): <i>Pretending in Centers</i></p> <p>Unit 12, Lesson 3 (page 240): <i>Book Characters</i></p> <p>Unit 12, Lesson 4 (page 243): <i>Dressing Up</i></p> <p>Unit 12, Lesson 5 (page 246): <i>Make-Believe Stories from around the World</i></p> <p>Sample Objectives:</p> <p>Unit 9 (V1, page 164): Show growing creativity and imagination in using materials in dramatic play situations</p> <p>Unit 12 (V1, page 230): Participate in creative expression through acting out a familiar story</p> <p>Unit 15 (V1, page 296): Use creativity and imagination in</p>

		<p>role-play situations</p> <p>Unit 17 (V1, page 342): Participate in role-play activities related to safety and health; Extend dramatic play to other areas</p> <p>Unit 20 (V2, page 414): Use dramatic play to show events, using both language and props</p> <p>Unit 32 (V2, page 698): Express herself through dramatic play</p>
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COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE: CM 1

SUBDOMAIN: MATHEMATICS (CM)		
Standard CM 1: Understand numbers, ways of representing numbers, and relationships between number and quantities.		
Three-Year-Olds (36-48 months)	Four-Year-Olds (48-60 months)	Learn Every Day Preschool Curriculum
<p>CM 1 Indicators:</p> <ul style="list-style-type: none"> • Verbally counts by ones to 10. (3.1) • With prompting and support, count up to 5 and then backwards from 5. (3.2) • Tell “how many” after counting a set of five or fewer items (e.g., fingers, blocks, crayons). (3.3) • Counts one to five objects (actual objects or pictures of objects) with one-to-one correspondence or when doing simple routines. (3.4) • Identify some written numerals but not in sequence. (3.5) • With prompting and support, match four or five numerals with the correct number of objects. (3.6) 	<p>CM 1 Indicators:</p> <ul style="list-style-type: none"> • Verbally count by ones to 20. (4.1) • Count forward from a given number between 1 and 10, and count backward from 5. (4.2) • Understand that the last number named tells the number of objects counted for a set of 10 or fewer objects. (4.3) • Count out a specified number of objects from a set of 10 or fewer objects when asked. (4.4) • Identify written numerals 0-10 in the everyday environment. (4.5) • With prompting and support, match a number of objects with the correct written numeral from 0 – 10. (4.6) 	<p>LED Foundations (page 67): <i>Science and Math: Building a Foundation</i></p> <p>Unit 9 (V1, page 163): <i>Learn Every Day about Numbers</i></p> <p>Unit 9, Lesson 1 (page 167): <i>Counting</i></p> <p>Unit 9, Lesson 2 (page 170): <i>Sets and Classifying</i></p> <p>Unit 9, Lesson 3 (page 174): <i>Comparing</i></p> <p>Sample Objectives:</p> <p>Unit 3 (V1, page 44): Make simple comparisons; Begin to identify number concepts up to ten</p> <p>Unit 5 (V1, page 82): Explore one-to-one correspondence</p> <p>Unit 8 (V1, page 144): Understand the concepts of <i>more</i> and <i>less</i></p> <p>Unit 9 (V1, page 164): Recognize number and quantity in everyday environments; Be introduced to the concept of fractions</p> <p>Unit 12 (V1, page 230):</p>

<ul style="list-style-type: none"> Count two sets of objects and identify which set has more/less/fewer. (3.7) Identify an object or person as first. (3.8) 	<ul style="list-style-type: none"> Compare sets of objects using same/different and more/less/fewer. (4.7) Identify an object's or person's position as first or last. (4.8) 	<p>Represent numbers up to 10; Sort, classify, and serialize (put in a pattern)</p> <p>Unit 26 (V2, page 550): Communicate about something using ordinal number words such as <i>first, second, next, last</i>, etc</p> <p>Unit 29 (V2, page 628): Count up to 10</p> <p>Unit 30 (V2, page 650): Count to 20</p>
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COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE: CM2

SUBDOMAIN: MATHEMATICS (CM)		
Standard CM 2: Understand basic patterns, concepts, and operations		
Three-Year-Olds (36-48 months)	Four-Year-Olds (48-60 months)	Learn Every Day Preschool Curriculum
<p>CM 2 Indicators:</p> <ul style="list-style-type: none"> Copy a simple repeating pattern (e.g., stringing beads, placing blocks in a row, clapping a rhythm). (3.1) Sort and classify five or more objects by one feature into two or more groups based on observable/ physical characteristics (e.g., group toy animals into piles of bears, cats, and dogs) and explain or label each group. (3.2) Use objects to demonstrate adding and subtracting of one or two objects to a group of objects that total 3 or fewer. (3.3) Participate in songs, finger plays and stories that illustrate combining and taking away objects/ items (e.g., Five Little Pumpkins, 	<p>CM 2 Indicators:</p> <ul style="list-style-type: none"> Recognize, copy, and extend patterns. (4.1) Sort objects by more than one attribute (e.g., red circles or blue triangles) and explain the criteria used to sort objects. (4.2) Use concrete objects to demonstrate simple addition and subtraction problems that total 6 or fewer. (4.3) Model and act out story problems, physically or with objects, to solve whole number problems with sums less than or equal to 6. (4.4) 	<p>LED Foundations (page 67): <i>Science and Math: Building a Foundation</i></p> <p>Unit 9 (V1, page 163): <i>Learn Every Day about Numbers</i></p> <p>Sample Objectives:</p> <p>Unit 1 (V1, page 2): Begin to identify and recognize patterns</p> <p>Unit 2 (V1, page 24): Be introduced to the concept of size; make simple comparisons</p> <p>Unit 5 (V1, page 82): Build motor skills by cutting out patterns</p> <p>Unit 6 (V1, page 104): Classify by color</p> <p>Unit 7 (V1, page 124): Classify by common shapes</p> <p>Unit 10 (V1, page 186): Continue to recognize patterns</p> <p>Unit 12 (V1, page 230): Represent numbers up to 10; Sort, classify, and serialize (put in a pattern)</p> <p>Unit 21 (V2, page 436): Recognize, duplicate, and extend simple patterns</p> <p>Unit 25 (V2, page 526): Use</p>

<p>Anno's Magic Seeds, One More Bunny). (3.4)</p> <ul style="list-style-type: none"> • Act out story problems, physically or with objects, to solve whole number problems with sums less than or equal to 3. (3.5) 		<p>fine motor skills with increasing complexity (stringing beads, for example)</p> <p>Unit 31 (V2, page 674): Place items into sets due to similar attributes; measure according to size and distance</p>
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COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE: CM 3

SUBDOMAIN: MATHEMATICS (CM)		
Standard CM 3: Understand attributes and relative properties of objects as related to size, capacity and area.		
Three-Year-Olds (36-48 months)	Four-Year-Olds (48-60 months)	Learn Every Day Preschool Curriculum
<p>CM 3 Indicators:</p> <ul style="list-style-type: none"> • Describe some measurable attributes (length and weight) of objects and materials (e.g. big/little, long/short, heavy/ not heavy). (3.1) • Compare the size or weight of more than two objects and describe which one is longer/taller/shorter/heavier/lighter. (3.2) • Identify/name simple measurement tools (e.g., ruler, measuring cup, and scale). (3.3) • Participate in measurement activities using standard measurement tools (e.g., measure the length of their body, weigh an apple, or measure one cup of flour during a cooking activity). (3.4) 	<p>CM 3 Indicators:</p> <ul style="list-style-type: none"> • Describe measurable attributes (length and weight) of objects and materials, using comparative words. (4.1) • Put up to six objects in order by length (seriate). (4.2) • Identify/name simple measurement tools and describe what they are used for (e.g., ruler measures length, scale measures weight). (4.3) • Participate in measurement activities using standard measurement tools to measure the length and weight of objects and materials (ruler, scale, measuring cup). (4.4) 	<p>LED Foundations (page 67): <i>Science and Math: Building a Foundation</i></p> <p>Unit 8 (V1, page 143): <i>Learn Every Day about Measurement</i></p> <p>Unit 8, Lesson 1 (page 147): <i>Measuring Size</i></p> <p>Unit 8, Lesson 2 (page 151): <i>Measuring Volume</i></p> <p>Unit 8 Lesson 3 (page 153): <i>Measuring Time</i></p> <p>Unit 8, Lesson 4 (page 156): <i>Measuring Temperature</i></p> <p>Unit 8, Lesson 5 (page 159): <i>Comparing Measurements</i></p> <p>Sample Objectives:</p> <p>Unit 2 (V1, page 24): Be introduced to the concept of size</p> <p>Unit 15 (V1, page 296): Understand the concepts of weight and size; Order objects by size and length</p> <p>Unit 20 (V2, page 414): Compare size using attributes; Order objects by size or length</p> <p>Unit 27 (V2, page 578): Match items based on similar attributes</p> <p>Unit 31 (V2, page 674): Place items into sets due to similar attributes; measure according to size and distance</p>

COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE: CM 4

SUBDOMAIN: MATHEMATICS (CM)		
Standard CM 4: Understand shapes, their properties, and how objects are related to one another in space.		
Three-Year-Olds (36-48 months)	Four-Year-Olds (48-60 months)	Learn Every Day Preschool Curriculum
<p>CM 4 Indicators:</p> <ul style="list-style-type: none"> • Recognize basic shapes in the environment in two- and three-dimension forms. (3.1) • With prompting and support, name the attributes of two shapes. (3.2) • Create, simple shapes using objects or other materials. (3.3) • Create representations of everyday objects by combining basic shapes (e.g., pictures, tangrams, or block structures to represent a house). (3.4) • With prompting and support, combine (compose) or take apart (decompose) shapes to make other shape(s) (e.g., put two triangles together to make a square, take two halves of a rectangle apart and recognize that pieces are two other shapes) (3.5) • Identify positions of objects, self and other people in space (e.g., in/on, over/under, up/down, and inside/outside) (3.6) 	<p>CM 4 Indicators:</p> <ul style="list-style-type: none"> • Identify and name at least the four basic shapes (rectangles, squares, circles, and triangles) when presented using different sizes and in different orientations. (4.1) • Describe and name attributes of four basic shapes (e.g., a square has four equal sides, a circle is round). (4.2) • Copy or replicate one or two dimensional shapes using a variety of materials. (4.3) • Combine (compose) or take apart (decompose) shapes to make other shape(s) (e.g., put two triangles together to make a square, take two halves of a rectangle apart and recognize that pieces are two other shapes). (4.4) • Use and understand positions of objects, self and other people in space, including in/on, over/under, up/down, inside/outside, beside/between, and in front/behind. (4.5) 	<p>LED Foundations (page 67): <i>Science and Math: Building a Foundation</i></p> <p>Unit 7 (V1, page 123): <i>Learn Every Day about Shapes</i></p> <p>Unit 7, Lesson 1 (page 127): <i>Shapes Everywhere</i></p> <p>Unit 7, Lesson 2 (page 130): <i>Shapes and Sizes</i></p> <p>Unit 7 Lesson 3 (page 133): <i>Shapes in the Environment</i></p> <p>Unit 7, Lesson 4 (page 136): <i>Shapes in Nature</i></p> <p>Unit 7, Lesson 5 (page 139): <i>Shapes in Print</i></p> <p>Sample Objectives:</p> <p>Unit 3 (V1, page 44): Make simple comparisons</p> <p>Unit 7 (V1, page 124): Classify by common shapes</p> <p>Unit 11 (V1, page 208): Continue to develop understanding of shapes, including cylinders</p> <p>Unit 13 (V1, page 252): Understand concepts such as <i>up / down, over / under, above / below</i></p> <p>Unit 14 (V1, page 274): Identify shapes found in the environment</p> <p>Unit 24 (V2, page 506): Recognize geometric shapes that appear in nature</p> <p>Unit 32 (V2, page 698): Recognize geometric shapes in the environment</p>

COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE: CS 1

SUBDOMAIN: SCIENCE (CS)		
Standard CS 1: Develop the ability to carry out the scientific inquiry process (ask questions, predict, make observations, explain observations, and draw conclusions).		
Three-Year-Olds (36-48 months)	Four-Year-Olds (48-60 months)	Learn Every Day Preschool Curriculum
<p>CS 1 Indicators:</p> <ul style="list-style-type: none"> • Use all five senses to observe living things, objects, materials, changes that take place, and relationships. (3.1) • Describe what they see, hear, and are able to touch in the environment and group materials/objects according to observed features. (3.2) • Use simple tools to investigate and gather information on living things, objects, materials, and changes that take place (e.g., magnifying glass, sifter, magnets). (3.3) • Show an understanding of cause and effect relationships that are observed immediately. (3.4) • With prompting and support, talk about cause and effect relationships that are not immediately observable (e.g., that a plant wilted because it was not watered). (3.5) • Ask why and how questions and offer ideas about living creatures, objects, materials and changes they see, hear and/or feel. (3.6) • Participate in simple scientific investigations. (3.7) 	<p>CS 1 Indicators:</p> <ul style="list-style-type: none"> • Use all five senses to observe, collect information, describe observations, classify based on observations, and form conclusions about what is observed. (4.1) • Use equipment and tools to gather information and extend sensory observations of living things, objects, materials, changes that take place and relationships. (4.2) • Show an understanding of cause and effect relationships and use this understanding to predict what will happen as a result of an action and to solve simple problems. (4.3) • Use prior knowledge and experiences to generate questions, hypothesize, predict, and draw conclusions about living creatures, objects, materials and changes observed in the environment. (4.4) • Conduct simple scientific experiments. (4.5) • Collect, interpret, and communicate data and findings from observations and experiments verbally and/or in written formats. (4.6) • With prompting and support, use scientific 	<p>LED Foundations (page 67): <i>Science and Math: Building a Foundation</i></p> <p>Unit 4 (V1, page 61): <i>Learn Every Day about My Five Senses</i></p> <p>Unit 4, Lesson 1 (page 65): <i>Seeing</i></p> <p>Unit 4, Lesson 2 (page 69): <i>Hearing</i></p> <p>Unit 4, Lesson 3 (page 72): <i>Touching</i></p> <p>Unit 4, Lesson 4 (page 75): <i>Smelling</i></p> <p>Unit 4, Lesson 5 (page 78): <i>Tasting</i></p> <p>Unit 22 (V2, page 457): <i>Learn Every Day about Science</i></p> <p>Unit 22, Lesson 1 (page 461): <i>The Scientific Method</i></p> <p>Unit 22, Lesson 2 (page 465): <i>Magnets, Bubbles, and the Forces that Attract and Repel (Physics)</i></p> <p>Unit 22, Lesson 3 (page 468): <i>Obblek and Slimy Things: Things that Mix and Combine (Chemistry)</i></p> <p>Unit 22, Lesson 4 (page 472): <i>Planets, Stars, and Other Heavenly Bodies (Astronomy)</i></p> <p>Unit 22, Lesson 5 (page 476): <i>The Human Body (Biology)</i></p> <p>Sample Objectives:</p> <p>Unit 1 (V1, page 2): Make predictions</p> <p>Unit 3 (V1, page 44): Practice making a hypothesis based on information</p> <p>Unit 6 (V1, page 104): Acquire knowledge about the physical properties of the world</p>

<ul style="list-style-type: none"> • With prompting and support, talk about observations and results of simple experiments verbally and/or through drawings or graphs. (3.8) • With prompting and support, talk about the meaning of words that are related to the scientific process (e.g., “observation,” “experiment”). (3.9) 	<p>vocabulary words to describe steps in the scientific process (e.g., “observation,” “experiment,” “hypothesis,” “conclusion”). (4.7)</p>	<p>Unit 7 (V1, page 124): Predict the outcome of a scientific experiment</p> <p>Unit 8 (V1, page 144): Test predictions through exploration and experimentation</p> <p>Unit 9 (V1, page 164): Observe and discuss common properties</p> <p>Unit 11 (V1, page 208): Generate explanations regarding experiments and explorations</p> <p>Unit 15 (V1, page 296): Use equipment for investigation</p> <p>Unit 16 (V1, page 320): Observe, investigate, and ask questions about the world around him</p> <p>Unit 20 (V2, page 414): Generate explanations and communicate conclusions regarding their experiments and explorations</p> <p>Unit 28 (V2, page 602): Use the scientific method to draw a conclusion; Observe and record what she sees with increasing accuracy</p> <p>Unit 31 (V2, page 674): Use science tools for discovery</p> <p>Unit 32 (V2, page 698): Use the scientific method to make decisions</p> <p>Unit 35 (V2, page 770): Use the scientific method to explore and draw conclusions</p> <p>Unit 36 (V2, page 796): Observe and describe the characteristics of living things</p>
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COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE: CS 2

SUBDOMAIN: SCIENCE (CS)		
Standard CS 2: Acquire scientific knowledge related to physical science (properties of objects and materials).		
Three-Year-Olds	Four-Year-Olds	Learn Every Day

(36-48 months)	(48-60 months)	Preschool Curriculum
<p>CS 2 Indicators:</p> <ul style="list-style-type: none"> • With prompting and support, observe and describe properties of objects and materials, and how objects and materials can be combined or can change from one form to another (e.g., ice melting to a liquid). (3.1) • Explore and use simple tools and machines (e.g., hammers, levers, pulleys, ramps, etc.) (3.2) • With prompting and support, observe and talk about sources of energy and how they affect objects and materials (e.g., lights, bells and other sources of sound, etc.). (3.3) • Watch how balls, toys and other objects move and use different strategies to change their speed of motion (3.4) 	<p>CS 2 Indicators:</p> <ul style="list-style-type: none"> • With prompting and support, observe and describe the properties of objects and materials and how they can be combined or can change from one form to another (solids, liquids, and gases). (4.1) • Explore and use simple tools and machines (e.g., hammers, levers, pulleys, ramps). (4.2) • Explore and describe sources of energy such as lights, bells and other sources of sound. (4.3) • Experiment with balls, toys and other objects to see which objects move faster, what conditions make them move faster and what makes them move slower. (4.4) 	<p>LED Foundations (page 67): <i>Science and Math: Building a Foundation</i></p> <p>Unit 22 (V2, page 457): <i>Learn Every Day about Science</i></p> <p>Unit 22, Lesson 2 (page 465): <i>Magnets, Bubbles, and the Forces that Attract and Repel (Physics)</i></p> <p>Unit 25 (V2, page 525): <i>Learn Every Day about Rocks and Minerals</i></p> <p>Sample Objectives:</p> <p>Unit 6 (V1, page 104): Acquire knowledge about the physical properties of the world</p> <p>Unit 7 (V1, page 124): Acquire knowledge about physical properties of the world</p> <p>Unit 9 (V1, page 164): Observe and discuss common properties</p> <p>Unit 14 (V1, page 274): Use a variety of tools to solve problems and draw conclusions</p> <p>Unit 15 (V1, page 296): Use equipment for investigation</p> <p>Unit 16 (V1, page 320): Observe, investigate, and ask questions about the world around him</p> <p>Unit 21 (V2, page 436): Observe, describe, and discuss properties of materials</p> <p>Unit 23 (V2, page 482): Acquire knowledge about physical properties of the Earth; Be able to articulate how wind can be used as energy</p> <p>Unit 25 (V2, page 526): Continue to learn about the physical characteristics of the world</p> <p>Unit 26 (V2, page 550): Describe the natural world</p>

COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE: CS 3

SUBDOMAIN: SCIENCE (CS)		
Standard CS 3: Acquire scientific knowledge related to life science (properties of living things).		
Three-Year-Olds (36-48 months)	Four-Year-Olds (48-60 months)	Learn Every Day Preschool Curriculum
<p>CS3 Indicators:</p> <ul style="list-style-type: none"> • With prompting and support, explore, observe, and describe a variety of living creatures and plants. (3.1) • Sort living creatures and plants according to at least one characteristic (e.g., size, four-legged animals, hard/soft, etc.). (3.2) • Care for living creatures and/or plants with some direction from adults (e.g., feed the fish or hamster, water plants in the classroom). (3.3) • Follow adults' guidance on how to act appropriately with living creatures (e.g., hold the hamster gently, observe the fish without tapping the fish bowl). (3.4) • Observe very young plants or living creatures over an extended period of time and describe how the plant/living creature changes. (3.5) • Use basic vocabulary for plants, animals, and humans (e.g. some names of parts, characteristics). (3.6) 	<p>CS3 Indicators:</p> <ul style="list-style-type: none"> • Explore, observe, and describe a variety of living creatures and plants. (4.1) • Classify living creatures and plants into categories according to at least one characteristic. (4.2) • Carry out classroom routines to care for living creatures and/or plants with limited direction from adults (e.g., feed the fish or hamster, water plants in the classroom). (4.3) • Describe and follow guidelines for how to interact with living creatures appropriately (e.g., hold the hamster gently, observe the fish without tapping the fish bowl). (4.4) • Describe plants' and living creatures' life cycles. (4.5) • Use basic vocabulary to name and describe plants and living creatures. (4.6) • Use basic vocabulary to describe similarities and differences between living creatures and plants. (4.7) 	<p>LED Foundations (page 67): <i>Science and Math: Building a Foundation</i></p> <p>Unit 22 (V2, page 457): <i>Learn Every Day about Science</i></p> <p>Unit 22, Lesson 5 (page 476): <i>The Human Body (Biology)</i></p> <p>Unit 26 (V2, page 549): <i>Learn Every Day about Plants</i></p> <p>Unit 32 (V2, page 697): <i>Learn Every Day about Pets</i></p> <p>Sample Objectives:</p> <p>Unit 24 (V2, page 506): Describe characteristics of living things; Understand the physical nature of the ocean and what lives there</p> <p>Unit 26 (V2, page 550): Describe the natural world; Understand the life cycle of a plant</p> <p>Unit 27 (V2, page 578): Understand the role of plants and vegetables in our lives</p> <p>Unit 28 (V2, page 602): Use the scientific method to draw a conclusion; Observe and record what she sees with increasing accuracy</p> <p>Unit 34 (V2, page 746): Sequence the life cycle of a butterfly</p> <p>Unit 36 (V2, page 796): Observe and describe the characteristics of living things</p>

COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE: CS 4

SUBDOMAIN: SCIENCE (CS)
Standard CS 4: Acquire scientific knowledge related to earth science (properties of the earth and objects in the sky).

Three-Year-Olds (36-48 months)	Four-Year-Olds (48-60 months)	Learn Every Day Preschool Curriculum
<p>CS 4 Indicators:</p> <ul style="list-style-type: none"> • Describe common weather conditions of the current season and how they compare to other seasons where they live (e.g., summer is hot, winter is cooler). (3.1) • Name the types of clothing needed for different seasons. (3.2) • Identify the characteristics of current weather conditions. (3.3) • Describe objects found in the day or night time sky. (3.4) • Talk about how the sky changes from night to day.(3.5) 	<p>CS 4 Indicators:</p> <ul style="list-style-type: none"> • Compare, and contrast seasonal changes where they live. (4.1) • Describe the types of clothing needed for different seasons. (4.2) • Describe the current weather and how weather conditions can change from day to day. (4.3) • Describe major features of the earth and sky, and how they change from night to day. (4.4) 	<p>LED Foundations (page 67): <i>Science and Math: Building a Foundation</i></p> <p>Unit 22 (V2, page 457): <i>Learn Every Day about Science</i></p> <p>Unit 22, Lesson 4 (page 472): <i>Planets, Stars, and Other Heavenly Bodies (Astronomy)</i></p> <p>Unit 29 (V2, page 627): <i>Learn Every Day about Seasons</i></p> <p>Unit 29, Lesson 5 (page 645): <i>Clothing for All Seasons</i></p> <p>Unit 30 (V2, page 649): <i>Learn Every Day about Weather</i></p> <p>Unit 30, Lesson 1 (page 653): <i>Sun and clouds</i></p> <p>Unit 30, Lesson 2 (page 657): <i>Temperature</i></p> <p>Unit 30, Lesson 3 (page 661): <i>Wind</i></p> <p>Unit 30, Lesson 4 (page 665): <i>Rain and Snow</i></p> <p>Sample Objectives:</p> <p>Unit 23 (V2, page 482): Acquire knowledge about physical properties of the Earth</p> <p>Unit 26 (V2, page 550): Describe the natural world</p> <p>Unit 30 (V2, page 650): Observe the characteristics of Earth and space</p>

COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE: CSS 1

SUBDOMAIN: SOCIAL STUDIES (CSS)		
Standard CSS 1: Develop the understanding that events happened in the past and how these events relate to one's self, family, and community.		
Three-Year-Olds (36-48 months)	Four-Year-Olds (48-60 months)	Learn Every Day Preschool Curriculum
<p>CSS 1 Indicators:</p> <ul style="list-style-type: none"> • Use words to describe events or activities that 	<p>CSS 1 Indicators:</p> <ul style="list-style-type: none"> • Describe events, activities, and people from the past 	<p>Unit 1, Lesson 1 (page 5): <i>My Daily Routine</i></p> <p>Unit 18 (V1, page 365): <i>Learn Every Day about Social Studies</i></p>

<p>happened at an earlier time (e.g., “after we had snack” or “last night”). (3.1)</p> <ul style="list-style-type: none"> Remember familiar people even though they may not have seen them for a while. (3.2) Describe the sequence of daily routines. (3.3) Participate in conversations about familiar people and/or events from the recent past (e.g., what the class did earlier in the day or week). (3.4) 	<p>using appropriate vocabulary. (4.1)</p> <ul style="list-style-type: none"> Initiate conversations about familiar places, people, and/or events from the past (e.g., where they lived previously, what they did during summer vacation, etc.). (4.2) 	<p>Unit 21 (V2, page 435): <i>Learn Every Day about the Past</i> Sample Objectives: Unit 21 (V2, page 436): Recognize events that happened in the past; Understand how people lived in the past how their lives changed over time; Understand that the past relates to the present Unit 24 (V2, page 506): Solve problems based on prior knowledge Unit 25 (V2, page 526): Solve problems based on previous knowledge Unit 26 (V2, page 550): Communicate about something using ordinal number words such as <i>first, second, next, last</i>, etc Unit 35 (V2, page 770): Follow simple rules, routines, and directions</p>
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COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE: CSS 2

SUBDOMAIN: SOCIAL STUDIES (CSS)		
Standard CSS 2: Describe people, events, and symbols of the past and present.		
Three-Year-Olds (36-48 months)	Four-Year-Olds (48-60 months)	Learn Every Day Preschool Curriculum
<p>CSS 2 Indicators:</p> <ul style="list-style-type: none"> Look at pictures of self or a family member, caregiver, or peer from the recent past and recognize the person even though she/he looks different from what she/he looks like in the present. (3.1) With prompting and support, identify symbolic objects and pictures of local, state, and/or national 	<p>CSS 2 Indicators:</p> <ul style="list-style-type: none"> Identify similarities/differences between students, their families, and classroom members with those of the past. (4.1) Identify and name some local, state, and national symbols. (4.2) Describe familiar elements of the local community and culture. (4.3) Describe local, state, and 	<p>LED Foundations (page 22): <i>What the Brain Research Tells Us about How Children Learn</i> Unit 3 (V1, page 43): <i>Learn Every Day about Me and My Family</i> Unit 14 (V1, page 273): <i>Learn Every Day about Community Places</i> Unit 18 (V1, page 365): <i>Learn Every Day about Social Studies</i> Unit 19 (V2, page 391): <i>Learn Every Day about Friends around the World</i> Unit 20 (V2, page 413): <i>Learn</i></p>

<p>symbols such as the American flag or bald eagle. (3.2)</p> <ul style="list-style-type: none"> • Recognize familiar aspects of community/cultural symbols in books (e.g., Grandma's Gumbo) and songs (e.g., Alligator). (3.3) • Participate in and talk about local cultural events, holidays and/or celebrations. (3.4) 	<p>national cultural events, celebrations, and holidays. (4.4)</p>	<p><i>Every Day about Celebrations</i> Unit 21 (V2, page 435): <i>Learn Every Day about the Past</i> Sample Objectives: Unit 1 (V1, page 2): Recognize that people differ and that we respect those differences; Be introduced to music from other cultures; Understand that music is often very different across cultures Unit 2 (V1, page 24): Learn more about others and how all people differ; Identify similarities and differences in family characteristics Unit 3 (V1, page 44): Begin to identify similarities and differences Unit 8 (V1, page 144): Value individual differences Unit 10 (V1, page 186): Understand that other culture have different types and styles of music Unit 13 (V1, page 252): Be exposed to the cultural value of team sports and good sportsmanship Unit 18 (V1, page 366): Be exposed to the way others eat, live, dress, and play Unit 19 (V2, page 392): Recognize how other places around the world are different Unit 20 (V2, page 414): Use symbolic representation to represent people, places, and things through drawings, movement, and three-dimensional objects Unit 21 (V2, page 436): Recognize events that happened in the past; Understand how people lived in the past how their lives changed over time; Understand that the past relates to the present Unit 33 (V2, page 720):</p>
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		Appreciate listening to stories from other places; Apply folktales to everyday situations
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COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE: CSS 3

SUBDONMAIN: SOCIAL STUDIES (CSS)		
Standard CSS 3: Develop an awareness of geographic locations, maps, and landforms.		
Three-Year-Olds (36-48 months)	Four-Year-Olds (48-60 months)	Learn Every Day Preschool Curriculum
<p>CSS 3 Indicators:</p> <ul style="list-style-type: none"> Participate in walks and field trips to different places in the community. (3.1) Describe familiar places such as the home, center/ family day home, etc. (3.2) Describe the location of items/areas in the classroom and places in home and community. (3.3) Draw or use blocks or other materials to represent places or things he/she has seen. (3.4) Recognize and name a map and a globe. (3.5) Look at a simple map and find various features/parts of the map with support and guidance. (3.6) Participate in conversations about how people can take care of the natural environment through activities (e.g., throwing 	<p>CSS 3 Indicators:</p> <ul style="list-style-type: none"> Demonstrate geographic knowledge of the geographic features of the classroom and community. (4.1) Create representations of places, landforms, and roads he/she has seen through drawings and play activities. (4.2) Recognize a globe/map as a representation of the earth. (4.3) Use a simple map to find specific locations within a familiar environment (e.g., areas within the classroom). (4.4) With guidance and support, create a simple drawing that shows the relative location of specific objects and/or features in a familiar environment such as a classroom or playground. (4.5) Demonstrate care of the environment through activities (e.g., throwing away trash, recycling, planting trees, and putting 	<p>LED Foundations (page 22): <i>What the Brain Research Tells Us about How Children Learn</i></p> <p>Unit 14 (V1, page 273): <i>Learn Every Day about Community Places</i></p> <p>Unit 18 (V1, page 365): <i>Learn Every Day about Social Studies</i></p> <p>Unit 23 (V2, page 481): <i>Learn Every Day about Our Green Earth</i></p> <p>Unit 23, Lesson 1 (page 485): <i>Reduce, Recycle, and Reuse</i></p> <p>Sample Objectives:</p> <p>Unit 9 (V1, page 164): Develop a growing understanding of position in space, geographical location, and direction</p> <p>Unit 18 (V1, page 366): Experience the directions on a map; Be introduced to compasses and directions</p> <p>Unit 19 (V2, page 392): Develop a growing understanding of position in space, geographical location, and direction</p> <p>Unit 20 (V2, page 414): Demonstrate spatial awareness; Use symbolic representation to represent people, places, and things</p> <p>Unit 23 (V2, page 482): Use correct terms such as <i>recycle</i>,</p>

<p>away trash, re-cycling, planting trees, and putting out bird feeders). (3.7)</p> <ul style="list-style-type: none"> Identify and use appropriate trash receptacles independently. (3.8) Participate in daily clean-up activities. (3.9) 	<p>outbirdfeeders). (4.6)</p> <ul style="list-style-type: none"> Participate in daily clean-up activities. (4.7) 	<p><i>reuse, and renew</i>; Be able to name some steps that can help the environment</p> <p>Unit 31 (V2, page 674): Measure according to size and distance</p> <p>Unit 35 (V2, page 770): Follow simple rules, routines, and directions</p>
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COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE: CSS 4

SUBDOMAIN: SOCIAL STUDIES (CSS)		
Standard CSS 4: Demonstrate awareness of culture and other characteristics of groups of people.		
Three-Year-Olds (36-48 months)	Four-Year-Olds (48-60 months)	Learn Every Day Preschool Curriculum
<p>CSS 4 Indicators:</p> <ul style="list-style-type: none"> Participate in music, dance, and other traditions from various cultures. (3.1) Show and talk about objects, food, and customs from own family or culture. (3.2) Identify homes that are similar to and/or different from own home. (3.3) With prompting and support, describe pictures of shelters/homes in other geographic regions. (3.4) Identify the characteristics of one's own home. (3.5) 	<p>CSS 4 Indicators:</p> <ul style="list-style-type: none"> Explore music, dance, dress, foods, and traditions of own family and other cultures. (4.1) Discuss shelters/homes in various geographic regions. (4.2) 	<p>LED Foundations (page 22): <i>What the Brain Research Tells Us about How Children Learn</i></p> <p>Unit 18 (V1, page 365): <i>Learn Every Day about Social Studies</i></p> <p>Unit 18, Lesson 1 (page 369): <i>Places I Want to Visit</i></p> <p>Unit 18, Lesson 2 (page 372): <i>Homes around the World</i></p> <p>Unit 18, Lesson 3 (page 375): <i>We Are the Same, We Are Different</i></p> <p>Unit 18, Lesson 4 (page 378): <i>Neighborhoods</i></p> <p>Unit 18, Lesson 5 (page 382): <i>Climates and Clothing</i></p> <p>Unit 19 (V2, page 391): <i>Learn Every Day about Friends around the World</i></p> <p>Unit 19, Lesson 1 (page 395): <i>Foods around the World</i></p> <p>Unit 19, Lesson 2 (page 398): <i>Homes around the World</i></p> <p>Unit 19, Lesson 3 (page 401): <i>Clothing around the World</i></p> <p>Unit 19, Lesson 4 (page 405): <i>Languages around the World</i></p> <p>Unit 19, Lesson 5 (page 409):</p>

		<p><i>Music around the World</i></p> <p>Sample Objectives:</p> <p>Unit 1 (V1, page 2): Be introduced to music from other cultures; Understand that music is often very different across cultures</p> <p>Unit 2 (V1, page 24): Learn more about others and how all people differ; Identify similarities and differences in family characteristics</p> <p>Unit 3 (V1, page 44): Learn more about others and how all people differ; Identify similarities and differences in family characteristics</p> <p>Unit 7 (V1, page 124): Recognize that people from different cultures may have customs that are unfamiliar</p> <p>Unit 9 (V1, page 164): Develop a growing understanding of position in space, geographical location, and direction</p> <p>Unit 10 (V1, page 186): Understand that other culture have different types and styles of music</p> <p>Unit 11 (V1, page 208): Understand that other culture have different types and styles of music and art</p> <p>Unit 12 (V1, page 230): Understand the function of social events such as mealtime; Be exposed to children's literature from cultures around the world</p> <p>Unit 18 (V1, page 366): Be exposed to the way others eat, live, dress, and play</p> <p>Unit 19 (V2, page 392): Recognize how other places around the world are different; Develop a growing understanding of position in space, geographical location, and direction; Recognize the</p>
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		<p>contributions of people around the world</p> <p>Unit 20 (V2, page 414): Use symbolic representation to represent people, places, and things through drawings, movement, and three-dimensional objects</p> <p>Unit 30 (V2, page 650): Recognize that people share the environment</p>
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COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE: CSS 5

SUBDONMAIN: SOCIAL STUDIES (CSS)		
Standard CSS 5: Develop an awareness of the importance of rules and responsibilities within their community and the actions/behaviors necessary for effective citizenship.		
Three-Year-Olds (36-48 months)	Four-Year-Olds (48-60 months)	Learn Every Day Preschool Curriculum
<p>CSS 5 Indicators:</p> <ul style="list-style-type: none"> • Describe classroom and/or home responsibilities (e.g., “I pick up toys” or “I set the table.”). (3.1) • With prompting from adult, carry out routines and responsibilities in the classroom (e.g., cleaning up, care of plants and/or animals, setting out snack). (3.2) • Follow many rules with little support. (3.3) • Identify rules that are used at home or in the classroom. (3.4) • Tell why rules are important. (3.5) • Describe the roles of various familiar community helpers/workers. (3.6) • Imitate the roles of familiar community 	<p>CSS 5 Indicators:</p> <ul style="list-style-type: none"> • Recognize their responsibility as a member of a family and classroom. (4.1) • Independently carry out specific responsibilities in the classroom (e.g., cleaning up, checking the temperature outside for the group, handing out snack, etc.). (4.2) • Follow rules that have been established. (4.3) • Participate in conversations about the importance of rules/ consequences, rights of self, and rights of others. (4.4) • Identify workers and their roles as citizens within the community. (4.5) 	<p>LED Foundations (page 22): <i>What the Brain Research Tells Us about How Children Learn</i></p> <p>Unit 1 (V1, page 1): <i>Learn Every Day about School</i></p> <p>Unit 5, Lesson 3 (page 92): <i>Working Together and Getting Along</i></p> <p>Unit 18 (V1, page 365): <i>Learn Every Day about Social Studies</i></p> <p>Sample Objectives:</p> <p>Unit 1 (V1, page 2): Follow two-step directions</p> <p>Unit 2 (V1, page 24): Understand family relationships and how families help each other; Learn more about others and how all people differ; Identify similarities and differences in family characteristics</p> <p>Unit 5 (V1, page 82): Learn what it means to be a good citizen</p> <p>Unit 8 (V1, page 144): Use complex sentences to describe routines and activities</p> <p>Unit 14 (V1, page 274): Cooperate with others</p>

workers. (3.7)		<p>Unit 17 (V1, page 342): Understand the role of community helpers in society; Talk about the role of community helpers in keeping people safe</p> <p>Unit 19 (V2, page 392): Recognize the contributions of people around the world</p> <p>Unit 22 (V2, page 458): Recognize a job (scientist) and the work associated with it</p> <p>Unit 23 (V2, page 482): Understand that people can take care of the environment through activities and actions</p> <p>Unit 30 (V2, page 650): Work cooperatively with others to complete a project</p> <p>Unit 31 (V2, page 674): Work cooperatively in a group; Recognize and honor the choices made by others</p> <p>Unit 35 (V2, page 770): Follow simple rules, routines, and directions</p>
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COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE: CSS 6

SUBDOMAIN: SOCIAL STUDIES (CSS)		
Standard CSS 6: Demonstrate an awareness of basic economic concepts.		
Three-Year-Olds (36-48 months)	Four-Year-Olds (48-60 months)	Learn Every Day Preschool Curriculum
<p>CSS 6 Indicators:</p> <ul style="list-style-type: none"> • Demonstrate an awareness of uses of money. (3.1) • Demonstrate an understanding of the process of buying and selling during play by using props related to buying and selling the way they typically are used by adults. (3.2) • Express wants and needs. 	<p>CSS 6 Indicators:</p> <ul style="list-style-type: none"> • Demonstrate awareness of the purpose of money through play activities. (4.1) • Demonstrate the role of buyers and sellers in play activities. (4.2) • Participate in conversations about wants and needs. (4.3) 	<p>LED Foundations (page 22): <i>What the Brain Research Tells Us about How Children Learn</i></p> <p>Unit 18 (V1, page 365): <i>Learn Every Day about Social Studies</i></p> <p>Sample Objectives:</p> <p>Unit 8 (V1, page 144): Begin to understand the use of money in society</p> <p>Unit 15 (V1, page 296): Understand the importance of trusting community workers</p> <p>Unit 18 (V1, page 366):</p>

(3.3)		<p>Develop a better understanding of the world and how people depend on each other</p> <p>Unit 27 (V2, page 578): Increase understanding of how people in the world depend on fruits and vegetables for food; Understand the role of farmers and farming in society</p> <p>Unit 30 (V2, page 650): Recognize that people share the environment</p> <p>Unit 35 (V2, page 770): Begin to understand coins and their value; Understand the valuable role of farming and farmers in the world</p>
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Language and Literacy Development: LL 1

SUBDOMAIN: SPEAKING AND LISTENING		
Standard LL 1: Comprehend or understand and use language.		
Three-Year-Olds (36-48 months)	Four-Year-Olds (48-60 months)	Learn Every Day Preschool Curriculum
<p>LL 1 Indicators:</p> <ul style="list-style-type: none"> • Follow two-step directions. (3.1) • Demonstrate understanding of simple questions and requests. (3.2) • Answer some simple “who”, “what” and “where” questions. (3.3) • Listen and respond attentively to simple conversations. (3.4) • Use phrases and/or simple sentences and questions. (3.5) • Ask “why” questions. (3.6) • With prompting and support, act out familiar stories, rhymes and fingerplays. (3.7) 	<p>LL 1 Indicators:</p> <ul style="list-style-type: none"> • Listen and respond to questions about print read aloud or information presented orally or through other media, including music and videos. (4.1) • Listen and respond attentively to conversations. (4.2) • With guidance and support from adults, follow agreed upon rules for discussions (e.g. listening to others, and taking turns speaking about topics and print under discussion). (4.3) • Actively participate in role-playing, creative dramatics, fingerplays, nursery rhymes, and 	<p>LED Foundations (page 60): <i>Building Blocks of Literacy</i></p> <p>Sample Objectives:</p> <p>Unit 1 (V1, page 2): Follow two-step directions</p> <p>Unit 2 (V1, page 24): Communicate likes and/or dislikes; Answer simple questions requiring a one-word answer</p> <p>Unit 3 (V1, page 44): Use descriptive words when discussing an activity</p> <p>Unit 4 (V1, page 62): Develop listening skills; Listen with intent</p> <p>Unit 8 (V1, page 144): Use complex sentences to describe routines and activities</p> <p>Unit 9 (V1, page 164): Show growing creativity and imagination in using materials in dramatic play situations</p> <p>Unit 10 (V1, page 186): Retell</p>

<ul style="list-style-type: none"> • Use phrases and/or simple sentences that convey a complete thought, “Tommy ate the cookie,” that is easily understood by family and most people outside the home. (3.8) • Ask questions that may incorporate expanding vocabulary. (3.9). 	<p>choral speaking. (4.4)</p> <ul style="list-style-type: none"> • Speak audibly and use words, phrases, and/or sentences to express a complete thought that can be clearly understood by most people. (4.5) • Ask questions about a specific topic, activity, and/or text read aloud. (4.6) 	<p>favorite stories; Sing fingerplays and rhymes</p> <p>Unit 13 (V1, page 252): Use vocabulary related to sports and exercise</p> <p>Unit 14 (V1, page 274): Recite short stories and rhymes</p> <p>Unit 19 (V2, page 392): Ask complex questions to seek new information</p> <p>Unit 23 (V2, page 482): Express himself by participating in music, dance, and fingerplays</p> <p>Unit 25 (V2, page 526): Use comparative sentences to describe their experiences</p> <p>Unit 32 (V2, page 698): Communicate using age-appropriate grammar</p>
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Language and Literacy Development: LL 2

SUBDOMAIN: LANGUAGE		
Standard LL 2: Comprehend and use increasingly complex and varied vocabulary.		
Three-Year-Olds (36-48 months)	Four-Year-Olds (48-60 months)	Learn Every Day Preschool Curriculum
<p>LL 2 Indicators:</p> <ul style="list-style-type: none"> • With prompting and support, demonstrate understanding of simple concepts such as opposites and positions. (3.1) • Demonstrate an understanding of and begin using some new vocabulary introduced through conversations, activities, or listening to texts read aloud. (3.2) 	<p>LL 2 Indicators:</p> <ul style="list-style-type: none"> • Demonstrate understanding of a variety of concepts, such as opposites, positions, and comparisons. (4.1) • Use new vocabulary acquired through conversations, activities, or listening to texts read aloud. (4.2) 	<p>LED Foundations (page 60): <i>Building Blocks of Literacy</i></p> <p>Sample Objectives:</p> <p>Unit 1 (V1, page 2): Learn vocabulary associated with going to school</p> <p>Unit 4 (V1, page 62): Learn new vocabulary related to the senses, and identify the function of each sense</p> <p>Unit 9 (V1, page 164): Use vocabulary related to numbers, size, and so forth</p> <p>Unit 10 (V1, page 186): Learn vocabulary associated with music and musical instruments</p> <p>Unit 12 (V1, page 230): Use increasingly complex vocabulary</p> <p>Unit 13 (V1, page 252): Use vocabulary related to sports and exercise</p>

		<p>Unit 18 (V1, page 366): Use vocabulary related to maps and directions</p> <p>Unit 23 (V2, page 482): Use correct terms such as <i>recycle, reuse, and renew</i></p> <p>Unit 24 (V2, page 506): Use increasingly complex vocabulary</p> <p>Unit 35 (V2, page 770): Use vocabulary related to farm animals and describe them in detail</p> <p>Unit 36 (V2, page 796): Use rare words appropriately, such as <i>hibernation</i></p>
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Language and Literacy Development: LL 3

SUBDOMAIN: READING: LITERATURE AND INFORMATION IN PRINT		
Standard LL 3: Develop an interest in books and their characteristics.		
Three-Year-Olds (36-48 months)	Four-Year-Olds (48-60 months)	Learn Every Day Preschool Curriculum
<p>LL 3 Indicators:</p> <ul style="list-style-type: none"> • Find a specific book by looking at the cover. (3.1) • Identify the front cover of a book. (3.2) • Hold book properly and look at pages of a book from left to right, pretending to read. (3.3) • Imitate teacher reading a story. (3.4) • With prompting and support, demonstrate and understand that people write stories and draw pictures in books. (3.5) • Shows an interest in illustrations. (3.6) 	<p>LL 3 Indicators:</p> <ul style="list-style-type: none"> • Demonstrates how books are read, such as front-to-back and one page at a time. (4.1) • With prompting and support, describe the role of the author and illustrator of a text. (4.2) 	<p>LED Foundations (page 60): <i>Building Blocks of Literacy</i></p> <p>Sample Objectives:</p> <p>Unit 8 (V1, page 144): Understand that a book has a beginning, middle, and end; Hold a book upright facing the reader; Identify her name in print</p> <p>Unit 10 (V1, page 186): Retell favorite stories</p> <p>Unit 12 (V1, page 230): Participate in creative expression through acting out a familiar story</p> <p>Unit 20 (V2, page 414): Exhibit a variety of behaviors when interacting with books; Continue to recognize print-sound connection</p>

Language and Literacy Development: LL 4

SUBDOMAIN: READING: LITERATURE AND INFORMATION IN PRINT		
Standard LL 4: Comprehend stories and information from books and other print materials.		
Three-Year-Olds (36-48 months)	Four-Year-Olds (48-60 months)	Learn Every Day Preschool Curriculum
<p>LL 4 Indicators:</p> <ul style="list-style-type: none"> • Answer simple questions about print that has been read aloud several times. (3.1) • Retell a simple story with pictures or other props to use as prompts. (3.2) • With prompting and support, identify characters from a story and information from an informational text read aloud. (3.3) • With prompting and support, talk about unknown vocabulary words in a text or story read aloud. (3.4) • Distinguish between real objects and play objects (e.g. distinguish between a real apple and a toy apple). (3.5) • Use pictures and illustrations of a text to tell a story. (3.6) • With prompting and support, talk about or draw a character, setting, event, or idea in a text read aloud. (3.7) • Demonstrate understanding of what will happen next in familiar stories. (3.8) 	<p>LL 4 Indicators:</p> <ul style="list-style-type: none"> • With prompting and support, ask and answer questions about print that is read aloud. (4.1) • With prompting and support, retell parts of a favorite story in sequence (first, next, and last). (4.2) • With prompting and support, identify characters and some events from a story and several pieces of information from a text read aloud. (4.3) • With prompting and support, ask and answer questions about unknown words in a text read aloud. (4.4) • Listen to stories or text read aloud and use new vocabulary words in follow-up conversations and activities. (4.5) • Recognize that texts can be stories (make-believe) or real (give information). (4.6) • With prompting and support, describe what person, place, thing, or idea in the text an illustration depicts. (4.7) • With prompting and support, discuss basic similarities and differences in print read aloud, including characters, 	<p>LED Foundations (page 60): <i>Building Blocks of Literacy</i> Sample Objectives: Unit 2 (V1, page 24): Answer simple questions requiring a one-word answer Unit 5 (V1, page 82): Ask and answer questions requiring a complex answer Unit 7 (V1, page 124): Express ideas using age-appropriate language Unit 14 (V1, page 274): Recite short stories and rhymes Unit 12 (V1, page 230): Retell a favorite story; Differentiate between fiction and nonfiction books; Understand the difference between real and make-believe Unit 19 (V2, page 392): Continue to recognize meaning in visual symbols; build phonemic awareness Unit 20 (V2, page 414): Exhibit a variety of behaviors when interacting with books; Continue to recognize print-sound connection Unit 21 (V2, page 436): Recognize the difference between pretend and real situations Unit 26 (V2, page 550): Communicate about something using ordinal number words such as <i>first, second, next, last</i>, etc; Learn to identify fiction and nonfiction in a story or song Unit 28 (V2, page 602): Retell a simple story in correct sequence</p>

	settings, events, and ideas. (4.8) <ul style="list-style-type: none"> Based on the title and/or pictures/ illustrations, predict what might happen in a story before it is read. (4.9) 	Unit 33 (V2, page 720): Appreciate listening to stories from other places; Apply folktales to everyday situations
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Language and Literacy Development: LL 5

SUBDOMAIN: READING: FOUNDATIONAL SKILLS		
Standard LL 5: Demonstrate understanding of the organization and basic features of print.		
Three-Year-Olds (36-48 months)	Four-Year-Olds (48-60 months)	Learn Every Day Preschool Curriculum
LL 5 Indicators: <ul style="list-style-type: none"> With prompting and support, track across a page or along printed words from top to bottom and left to right. (3.1) Identify name on personal property. (3.2) With prompting and support, demonstrate an understanding that letters are combined to make words. (3.3) Name at least 10 of the 52 upper- and lower-case letters of the alphabet (any combination of upper- and lower-case letters). (3.4) Identify some letters in own name. (3.5) 	LL 5 Indicators: <ul style="list-style-type: none"> With prompting and support, demonstrate that print is read left to right and top to bottom. (4.1) With limited guidance, track across a page or along printed words from top to bottom and left to right. (4.2) With prompting and support, identify own first name in print among two to three other names; point to printed name when asked. (4.3) With prompting and support, identify various features in print (e.g., words, spaces, punctuation, and some upper- and lower-case letters). (4.4) Name at least 26 of the 52 upper-and/or lower-case letters of the alphabet. (4.5) 	LED Foundations (page 60): <i>Building Blocks of Literacy</i> Sample Objectives: Unit 1 (V1, page 2): Recognize the first letter in her name; Learn the rudiments of connecting words and ideas to form sentences Unit 2 (V1, page 24): Identify the first letter in his or her name Unit 3 (V1, page 44): Identify the letters in his name; Recognize her name in print Unit 7 (V1, page 124): Recognize environmental print Unit 9 (V1, page 164): Identify his name in print; Identify the letters in his name Unit 14 (V1, page 274): Recognize environmental print Unit 15 (V1, page 296): Connect phrases and sentences to build ideas Unit 19 (V2, page 392): Continue to recognize meaning in visual symbols Unit 21 (V2, page 436): Develop print awareness; Be introduced to the concept of writing a letter Unit 28 (V2, page 602):

		<p>Increase print awareness Unit 29 (V2, page 628): Build letter awareness Unit 30 (V2, page 650): Continue to develop letter knowledge and letter recognition Unit 32 (V2, page 698): Expand letter knowledge Unit 33 (V2, page 720): Increase letter recognition</p>
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Language and Literacy Development: LL 6

SUBDOMAIN: READING: FOUNDATIONAL SKILLS		
Standard LL 6: Demonstrate understanding of different units of sound in language (words, syllables, phonemes).		
Three-Year-Olds (36-48 months)	Four-Year-Olds (48-60 months)	Learn Every Day Preschool Curriculum
<p>LL 6 Indicators:</p> <ul style="list-style-type: none"> • With prompting and support, recognize matching sounds and rhymes in familiar words or words in songs. (3.1) • With prompting and support, segment a spoken sentence into the individual words using actions (e.g., clap or stomp for each word). (3.2) • With prompting and support, show an awareness of beginning sounds in words. (3.3) • With prompting and support, attend to activities or word play that emphasizes beginning sounds in words. (3.4) • Engage in word play activities in songs and rhymes. (3.5) 	<p>LL 6 Indicators:</p> <ul style="list-style-type: none"> • With prompting and support, recognize and produce rhyming words. (4.1) • With prompting and support, count, pronounce, blend, and segment syllables in spoken words using actions. (4.2) • With prompting and support, orally blend onset and rime in single syllable spoken words. (4.3) • Repeat alliteration during word play in order to recognize words with a common initial (first) sound. (4.4) 	<p>LED Foundations (page 60): <i>Building Blocks of Literacy</i> Sample Objectives: Unit 11 (V1, page 208): Continue to develop phonemic awareness Unit 13 (V1, page 252): Develop letter recognition and phonemic awareness Unit 19 (V2, page 392): Build phonemic awareness Unit 20 (V2, page 414): Continue to recognize print-sound connection Unit 23 (V2, page 482): Recognize words that rhyme in a song or poem Unit 27 (V2, page 578): Begin to understand onset rhyme; Build phonemic awareness Unit 29 (V2, page 628): Recognize rhyming words; Build phonemic and letter awareness Unit 31 (V2, page 674): Further develop phonemic awareness Unit 35 (V2, page 770): Identify rhyming words; Build phonemic awareness</p>

Language and Literacy Development: LL 7

SUBDOMAIN: WRITING		
Standard LL 7: Develop familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters.		
Three-Year-Olds (36-48 months)	Four-Year-Olds (48-60 months)	Learn Every Day Preschool Curriculum
<p>LL 7 Indicators:</p> <ul style="list-style-type: none"> • Experiment with a variety of writing tools, materials, and surfaces. (3.1) • Use early stages of writing to form shapes and letter-like symbols to convey ideas. (3.2) • Engage in tactile experiences creating letters and other forms. (3.3) • Imitate marks made by adult or older child (approximations). (3.4) • Describe picture and/or dictate story to caretaker. (3.5) • With guidance and support from adults, participate in acts that promote the development skills associated with the use of digital tools (e.g., learning games). (3.6) 	<p>LL 7 Indicators:</p> <ul style="list-style-type: none"> • Use a variety of writing tools in an appropriate manner showing increasing muscular control. (4.1) • Use a combination of drawing, dictating, and/or writing in response to a text read aloud, or to tell a story about a life experience or event. (4.2) • With guidance and support from adults, participate in acts that promote the development skills associated with the use of digital tools (e.g., learning games). (4.3) 	<p>LED Foundations (page 57): <i>Emergent Writing</i> Sample Objectives:</p> <p>Unit 1 (V1, page 2): Use more than one medium to create artwork</p> <p>Unit 2 (V1, page 24): Experiment with different writing tools</p> <p>Unit 12 (V1, page 230): Continue to develop fine motor skills through emergent writing</p> <p>Unit 16 (V1, page 320): Develop emergent writing skills</p> <p>Unit 21 (V2, page 436): Manipulate writing, art, and drawing tools; Write with increasing skill</p> <p>Unit 23 (V2, page 482): Demonstrate the behaviors of a beginning writer</p> <p>Unit 25 (V2, page 526): Use fine motor skills with increasing complexity</p> <p>Unit 28 (V2, page 602): Observe and record what she sees with increasing accuracy</p> <p>Unit 30 (V2, page 650): Continue to develop fine motor skills through writing</p> <p>Unit 31 (V2, page 674): Show increased skill in writing letters and words</p> <p>Unit 33 (V2, page 720): Increase fine motor skills through writing</p>

PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT: PM 1

SUBDOMAIN: MOTOR SKILLS AND PHYSICAL FITNESS		
Standard PM 1: Develop large muscle control and coordinate movements in their upper and/or lower body.		
Three-Year-Olds (36-48 months)	Four-Year-Olds (48-60 months)	Learn Every Day Preschool Curriculum
<p>PM 1 Indicators:</p> <ul style="list-style-type: none"> • Use arms and legs for balance and motor control when walking, jumping, throwing and climbing. (3.1) • Use arms and legs for balance and motor control using objects and equipment for a wide range of physical activities. (3.2) 	<p>PM 1 Indicators:</p> <ul style="list-style-type: none"> • Use the whole body for balance and motor control when walking, jumping, throwing and climbing. (4.1) • Use the whole body for balance and motor control using objects and equipment for a wide range of physical activities. (4.2) 	<p>Unit 13 (V1, page 251): <i>Learn Every Day about Active Me</i> Unit 13, Lesson 2 (page 258): <i>Kickball and Hopscotch</i> Unit 13, Lesson 3 (page 261): <i>Tunnel Ball and Jump Rope</i> Unit 13, Lesson 4 (page 265): <i>Marco Polo and Simon Says</i> Unit 13, Lesson 5 (page 269): <i>Hide-and-Seek, Tag, and Freeze Tag</i> <u>Sample Objectives:</u> Unit 2 (V1, page 24): Build gross motor skills by running, jumping, and hopping Unit 3 (V1, page 44): Develop gross motor skills with activities such as throwing a ball or climbing on outdoor equipment Unit 9 (V1, page 164): Continue to participate in active outdoor games involving running, skipping, hopping, and jumping Unit 13 (V1, page 252): Recognize that group and individual physical activities can be fun and can contribute to overall health and wellness Unit 19 (V2, page 392): Demonstrate competence in coordinated movements using large muscles Unit 20 (V2, page 414): Demonstrate spatial awareness (spatial orientation) Unit 32 (V2, page 698): Build gross motor functions by</p>

		participating in activities that include running, skipping, and hopping
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PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT: PM 2

SUBDOMAIN: MOTOR SKILLS AND PHYSICAL FITNESS		
Standard PM 2: Develop small muscle control and coordination.		
Three-Year-Olds (36-48 months)	Four-Year-Olds (48-60 months)	Learn Every Day Preschool Curriculum
<p>PM 2 Indicators:</p> <ul style="list-style-type: none"> • Use hands, fingers, and wrists for a wide variety of tasks and activities. (3.1) • Coordinate eye and hand movements to accomplish simple tasks (e.g., using utensils for eating, putting puzzles together, stringing large beads, using a crayon). (3.2) 	<p>PM 2 Indicators:</p> <ul style="list-style-type: none"> • Use hands, fingers, and wrists to manipulate large and small objects with strength and good control of small muscles. (4.1) • Coordinate eye and hand movements to perform complex tasks (dressing and undressing) or to use everyday tools (e.g., pitchers for pouring or scissors for cutting along a line). (4.2) 	<p>Sample Objectives:</p> <p>Unit 1 (V1, page 2): Perform simple self-help skills</p> <p>Unit 5 (V1, page 82): Build motor skills by cutting out patterns</p> <p>Unit 10 (V1, page 186): Develop fine motor skills by using musical instruments that require manipulation</p> <p>Unit 12 (V1, page 230): Continue to develop fine motor skills through emergent writing</p> <p>Unit 20 (V2, page 414): Demonstrate spatial awareness (spatial orientation) in both fine and gross motor activities</p> <p>Unit 21 (V2, page 436): Manipulate writing, art, and drawing tools; Write with increasing skill</p> <p>Unit 24 (V2, page 506): Participate in activities requiring complexity with fine motor skills</p> <p>Unit 25 (V2, page 526): Use fine motor skills with increasing complexity (stringing beads, for example)</p> <p>Unit 30 (V2, page 650): Continue to develop fine motor skills through writing</p> <p>Unit 33 (V2, page 720): Increase fine motor skills through writing</p>

PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT: PM 3

SUBDOMAIN: MOTOR SKILLS AND PHYSICAL FITNESS		
Standard PM 3: Participate in a variety of physical activities to enhance strength and stamina.		
Three-Year-Olds (36-48 months)	Four-Year-Olds (48-60 months)	Learn Every Day Preschool Curriculum
<p>PM 3 Indicators:</p> <ul style="list-style-type: none"> • Seek out a variety of physical activities such as games and indoor/outdoor play. (3.1) • Demonstrate strength and stamina that allow for participation in rigorous activities (e.g., running, climbing, kicking or throwing a ball). (3.2) 	<p>PM 3 Indicators:</p> <ul style="list-style-type: none"> • Initiate and engage in a variety of physical activities including games, exercises, and play that enhance physical fitness. (4.1) • Demonstrate strength and stamina that allow for participation in rigorous activities (e.g., running, climbing, kicking or throwing a ball). (4.2) 	<p>Unit 13 (V1, page 251): <i>Learn Every Day about Active Me</i> Unit 13, Lesson 1 (page 255): <i>Staying Fit and Healthy</i> Unit 13, Lesson 2 (page 258): <i>Kickball and Hopscotch</i> Unit 13, Lesson 3 (page 261): <i>Tunnel Ball and Jump Rope</i> Unit 13, Lesson 4 (page 265): <i>Marco Polo and Simon Says</i> Unit 13, Lesson 5 (page 269): <i>Hide-and-Seek, Tag, and Freeze Tag</i> Sample Objectives: Unit 2 (V1, page 24): Build gross motor skills by running, jumping, and hopping Unit 3 (V1, page 44): Develop gross motor skills with activities such as throwing a ball or climbing on outdoor equipment Unit 9 (V1, page 164): Continue to participate in active outdoor games involving running, skipping, hopping, and jumping Unit 13 (V1, page 252): Recognize that group and individual physical activities can be fun and can contribute to overall health and wellness Unit 19 (V2, page 392): Demonstrate competence in coordinated movements using large muscles Unit 20 (V2, page 414): Demonstrate spatial awareness (spatial orientation) Unit 32 (V2, page 698): Build gross motor functions by participating in activities</p>

		that include running, skipping, and hopping
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PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT: PM 4

SUBDOMAIN: HEALTH AND HYGIENE		
Standard PM 4: Develop appropriate health and hygiene skills.		
Three-Year-Olds (36-48 months)	Four-Year-Olds (48-60 months)	Learn Every Day Preschool Curriculum
<p>PM 4 Indicators:</p> <ul style="list-style-type: none"> Identify foods (real or pictures) that are healthy and less healthy for the body. (3.1) Select from a variety of healthy foods that are offered. (3.2) Carry out most personal care routines with minimal adult guidance and assistance. (3.3) Sleep or rest for a sufficient amount of time to support healthy development of their body. (3.4) 	<p>PM 4 Indicators:</p> <ul style="list-style-type: none"> Identify different foods and the corresponding food group according to "My Plate". (4.1) Give a simple explanation as to why a particular food is healthy or unhealthy. (4.2) Exhibit good hygiene habits and manage age-appropriate personal care routines on own. (4.3) Get sufficient sleep and rest to support healthy development of their body. (4.4) 	<p>Unit 2 (V1, page 23): <i>Learn Every Day about Me</i> Unit 2, Lesson 1 (page 27): <i>My Body</i> Unit 2, Lesson 3 (page 33): <i>I Can Grow, I Can Learn</i> Unit 28 (V2, page 601): <i>Learn Every Day about Nutrition</i> Unit 28, Lesson 1 (page 605): <i>Vegetables</i> Unit 28, Lesson 2 (page 609): <i>Fruits</i> Unit 28, Lesson 3 (page 613): <i>Grains</i> Unit 28, Lesson 4 (page 617): <i>Dairy Products</i> Unit 28, Lesson 5 (page 622): <i>Protein</i> <u>Sample Objectives:</u> Unit 1 (V1, page 2): Begin to learn about basic hygiene and ways to stay healthy in a school setting; Perform simple self-help skills Unit 4 (V1, page 62): Learn about personal hygiene and how germs may spread by sharing eating utensils Unit 8 (V1, page 144): Understand the importance of basic hygiene and cleanliness Unit 22 (V2, page 458): Understand the role of science in keeping us healthy Unit 23 (V2, page 482): Recognize the role of the environment in personal safety and good health</p>

		<p>Unit 27 (V2, page 578): Make healthy food choices; Understand fruits and vegetables are healthy choices</p> <p>Unit 28 (V2, page 602): Recognize the relationship between good nutrition and physical health</p>
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PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT: PM 5

SUBDOMAIN: SAFETY		
Standard PM 5: Demonstrate safe behaviors.		
Three-Year-Olds (36-48 months)	Four-Year-Olds (48-60 months)	Learn Every Day Preschool Curriculum
<p>PM 5 Indicators:</p> <ul style="list-style-type: none"> Identify and avoid potentially harmful objects, substances, or situations or behaviors with supervision. (3.1) State safety rules and follow them with guidance from adults. (3.2) 	<p>PM 5 Indicators:</p> <ul style="list-style-type: none"> Identify and alert others of potentially hazardous objects, substances, behaviors, and/or situations (that may appear in the child's environment) with supervision. (4.1) Demonstrate and communicate a basic understanding of health and safety rules and respond appropriately to harmful or unsafe situations (e.g., hold an adult's hand when crossing the street, don't touch a hot stove, etc.). (4.2) 	<p>Unit 17 (V1, page 341): <i>Learn Every Day about Safety</i></p> <p>Unit 17, Lesson 1 (page 345): <i>Traffic Safety</i></p> <p>Unit 17, Lesson 2 (page 349): <i>Water Safety</i></p> <p>Unit 17, Lesson 3 (page 352): <i>Safety at School and Home</i></p> <p>Unit 17, Lesson 4 (page 356): <i>First Aid</i></p> <p>Unit 17, Lesson 5 (page 360): <i>When I Need Help</i></p> <p><u>Sample Objectives:</u></p> <p>Unit 1 (V1, page 2): Begin to learn about basic hygiene and ways to stay healthy in a school setting</p> <p>Unit 4 (V1, page 62): Learn about personal hygiene and how germs may spread by sharing eating utensils</p> <p>Unit 7 (V1, page 124): Learn about safety when working with certain elements</p> <p>Unit 8 (V1, page 144): Understand the importance of basic hygiene and cleanliness</p> <p>Unit 16 (V1, page 320):</p>

		<p>Recognize the importance of traffic rules and laws</p> <p>Unit 17 (V1, page 342): Participate in role-play activities related to safety and health; Understand the value of personal safety; Articulate basic safety rules</p> <p>Unit 22 (V2, page 458): Understand the role of science in keeping us healthy</p> <p>Unit 23 (V2, page 482): Recognize the role of the environment in personal safety and good health</p> <p>Unit 35 (V2, page 770): Follow simple rules, routines, and directions</p>
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SOCIAL-EMOTIONAL DEVELOPMENT: SE1

SUBDOMAIN: SOCIAL RELATIONSHIPS		
Standard SE 1: Develop healthy relationships and interactions with peers and adults.		
Three-Year-Olds (36-48 months)	Four-Year-Olds (48-60 months)	Learn Every Day Preschool Curriculum
<p>SE 1 Indicators:</p> <ul style="list-style-type: none"> • Sometimes recognize the feelings others are expressing and acts appropriately when others are happy, sad, angry or afraid (e.g., comforts a friend who gets hurt). (3.1) • Develop a growing understanding of how his/her actions affect others and begin to accept consequences of their actions. (3.2) • Demonstrate emerging awareness and respect for differences between people (culture, ethnicity, abilities, and disabilities). (3.3) • Work or play cooperatively 	<p>SE 1 Indicators:</p> <ul style="list-style-type: none"> • Recognize and respect the feelings, needs, and rights of others (e.g., using polite language, sharing with others). (4.1) • Express empathy and sympathy for others. (4.2) • Demonstrate understanding of how one's words and actions affect others. (4.3) • Demonstrate awareness of and respect for differences among people (culture, ethnicity, abilities, and disabilities). (4.4) • Play cooperatively with small group of peers for a sustained time. (4.5) 	<p>LED Foundations (page 28): <i>Socially Strong, Emotionally Secure: Helping Build Social-Emotional Skills in Young Children</i></p> <p>Unit 1 (V1, page 1): <i>Learn Every Day about School</i></p> <p>Unit 5 (V1, page 81): <i>Learn Every Day about Each Other</i></p> <p>Unit 5, Lesson 1 (page 85): <i>Getting to Know Each Other</i></p> <p>Unit 5, Lesson 2 (page 88): <i>Everybody's the Same, Everybody's Different</i></p> <p>Unit 5, Lesson 3 (page 92): <i>Working Together and Getting Along</i></p> <p>Unit 5, Lesson 4 (page 95): <i>Becoming Friends</i></p> <p>Unit 5, Lesson 5 (page 98): <i>Trusting and Relying on Each Other</i></p>

<p>with other children with some direction from adults. (3.4)</p> <ul style="list-style-type: none"> • Resolve conflict with peers by following suggestions from an adult. (3.5) • Show affection for adults that care for him/her on a regular basis. (3.6) • Demonstrate interactions with a few adults who are less familiar. (3.7) • Occasionally play with the same one or two children for a short time. (3.8) • Describe one or two children as their friends. (3.9) • Join in with a small group of children. (3.10) 	<ul style="list-style-type: none"> • Demonstrate cooperation with peers by sharing, taking turns, etc. (4.6) • Resolve conflict with peers on their own sometimes. (4.7) • Seek help from adults when in conflict with peer, if needed. (4.8) • Demonstrate positive relationships by seeking out trusted adults for emotional support, physical assistance, social interaction, approval, and problem-solving. (4.9) • Develop and maintain positive relationships with peers. (4.10) 	<p>Sample Objectives:</p> <p>Unit 2 (V1, page 24): Understand family relationships and how families help each other</p> <p>Unit 4 (V1, page 62): Begin to recognize that people depend on each other</p> <p>Unit 7 (V1, page 124): Enjoy a collaborative group activity</p> <p>Unit 9 (V1, page 164): Work cooperatively in groups</p> <p>Unit 16 (V1, page 320): Work together to achieve a common goal</p> <p>Unit 24 (V2, page 506): Enjoy social interactions with peers</p> <p>Unit 25 (V2, page 526): Collaborate with others to complete an activity</p> <p>Unit 26 (V2, page 550): Engage with peers in a social situation</p> <p>Unit 29 (V2, page 628): Make decisions about preferences and friends; Work collaboratively with others</p> <p>Unit 30 (V2, page 650): Work cooperatively with others to complete a project</p> <p>Unit 31 (V2, page 674): Work cooperatively in a group; Recognize and honor the choices made by others</p>
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SOCIAL-EMOTIONAL DEVELOPMENT: SE2

SUBDOMAIN: SELF-CONCEPT AND SELF-EFFICACY		
Standard SE 2: Develop positive self-identify and sense of belonging.		
Three-Year-Olds (36-48 months)	Four-Year-Olds (48-60 months)	Learn Every Day Preschool Curriculum
<p>SE 2 Indicators:</p> <p>Recognize self in terms of basic preferences, characteristics, and skills. (3.1)</p>	<p>SE 2 Indicators:</p> <p>Describe self, referring to characteristics, preferences, thoughts, and feelings. (4.1)</p>	<p>LED Foundations (page 28): <i>Socially Strong, Emotionally Secure: Helping Build Social-Emotional Skills in Young Children</i></p>

		<p>Unit 2 (V1, page 23): <i>Learn Every Day about Me</i> Sample Objectives:</p> <p>Unit 2 (V1, page 24): Begin to identify emotions</p> <p>Unit 6 (V1, page 104): Feel positive about who she is and how she looks</p> <p>Unit 10 (V1, page 186): Develop self-esteem through making individual choices</p> <p>Unit 11 (V1, page 208): Demonstrate initiative in chosen learning activities</p> <p>Unit 20 (V2, page 414): Demonstrate confidence and positive self-image</p> <p>Unit 23 (V2, page 482): Build positive self-image</p> <p>Unit 32 (V2, page 698): Feel good about the choices she makes</p> <p>Unit 36 (V2, page 796): Show confidence in his abilities; Complete a task after it is started</p>
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SOCIAL-EMOTIONAL DEVELOPMENT: SE3

SUBDOMAIN: SELF-CONCEPT AND SELF-EFFICACY		
Standard SE 3: Express feelings and beliefs that he/she is capable of successfully making decisions, accomplishing tasks, and meeting goals.		
Three-Year-Olds (36-48 months)	Four-Year-Olds (48-60 months)	Learn Every Day Preschool Curriculum
<p>SE 3 Indicators:</p> <ul style="list-style-type: none"> • Demonstrate confidence in completing familiar tasks. (3.1) • Actively explore the environment and begin to try new experiences. (3.2) • Make choices between two or three options (e.g., chooses milk or juice). 	<p>SE 3 Indicators:</p> <ul style="list-style-type: none"> • Demonstrate confidence in range of abilities and express pride in accomplishments. (4.1) • Attempt new experiences with confidence. (4.2) • Make choices or decisions from a range of options. (4.3) 	<p>LED Foundations (page 28): <i>Socially Strong, Emotionally Secure: Helping Build Social-Emotional Skills in Young Children</i></p> <p>Unit 2 (V1, page 23): <i>Learn Every Day about Me</i></p> <p>Unit 2, Lesson 2 (page 30): <i>My Feelings</i></p> <p>Unit 2, Lesson 4 (page 36): <i>Things I can Change/Things I Can't Change</i></p>

(3.3)		<p>Unit 2, Lesson 5 (page 39): <i>My Favorite Things</i> Sample Objectives: Unit 2 (V1, page 24): Make choices based on previously learned skills Unit 10 (V1, page 186): Demonstrate imagination and inventiveness in approaching tasks and activities Unit 11 (V1, page 208): Demonstrate initiative in chosen learning activities Unit 16 (V1, page 320): Work together to achieve a common goal Unit 19 (V2, page 392): Show personal interest by choice of activities and materials Unit 30 (V2, page 650): Work cooperatively with others to complete a project Unit 32 (V2, page 698): Feel good about the choices she makes Unit 34 (V2, page 746): Feel positive about the choices he makes Unit 36 (V2, page 796): Show confidence in his abilities; Complete a task after it is started</p>
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SOCIAL-EMOTIONAL DEVELOPMENT: SE4

SUBDOMAIN: SELF-REGULATION		
Standard SE 4: Regulate own emotions and behavior.		
Three-Year-Olds (36-48 months)	Four-Year-Olds (48-60 months)	Learn Every Day Preschool Curriculum
<p>SE 4 Indicators:</p> <ul style="list-style-type: none"> • Recognize and name basic emotions (happy, mad, sad) in self. (3.1) • Express own ideas, interests, and feelings through words or actions. 	<p>SE 4 Indicators:</p> <ul style="list-style-type: none"> • Recognize and accurately label the feelings of self. (4.1) • Express basic feelings, needs, and wants in a manner that is age- 	<p>LED Foundations (page 28): <i>Socially Strong, Emotionally Secure: Helping Build Social-Emotional Skills in Young Children</i> Unit 2 (V1, page 23): <i>Learn Every Day about Me</i> Unit 2, Lesson 2 (page 30):</p>

(3.2)	appropriate to the situation. (4.2)	<p><i>My Feelings</i></p> <p>Unit 5 (V1, page 81): <i>Learn Every Day about Each Other</i></p> <p>Unit 5, Lesson 2 (page 88): <i>Everybody's the Same, Everybody's Different</i></p> <p>Unit 5, Lesson 3 (page 92): <i>Working Together and Getting Along</i></p> <p>Unit 5, Lesson 4 (page 95): <i>Becoming Friends</i></p> <p>Unit 5, Lesson 5 (page 98): <i>Trusting and Relying on Each Other</i></p> <p>Sample Objectives:</p> <p>Unit 1 (V1, page 2): Recognize that people differ and that we respect those differences; Learn that words can hurt and that unkind words and actions (bullying) are not tolerated at school</p> <p>Unit 2 (V1, page 24): Learn more about others and how all people differ</p> <p>Unit 8 (V1, page 144): Value individual differences</p> <p>Unit 14 (V1, page 274): Cooperate with others</p> <p>Unit 22 (V2, page 458): Demonstrate age-appropriate independence</p> <p>Unit 33 (V2, page 720): Learn about the importance of getting along with others</p>
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SOCIAL-EMOTIONAL DEVELOPMENT: SE5

SUBDOMAIN: SELF-REGULATION		
Standard SE 5: Regulate attention, impulses, and behavior.		
Three-Year-Olds (36-48 months)	Four-Year-Olds (48-60 months)	Learn Every Day Preschool Curriculum
<p>SE 5 Indicators:</p> <ul style="list-style-type: none"> With prompting and support, follow rules and routines. (3.1) 	<p>SE 5 Indicators:</p> <ul style="list-style-type: none"> Follow rules and routines and adapt to changes in rules and routines. (4.1) 	<p>LED Foundations (page 28): <i>Socially Strong, Emotionally Secure: Helping Build Social-Emotional Skills in Young</i></p>

<ul style="list-style-type: none"> • With prompting and support, respond appropriately during teacher-guided and child-initiated activities. (3.2) • Cooperate and begin to focus attention during teacher-guided and child-initiated activities. (3.3) With adult support and guidance, wait for short periods of time to get something he/she wants (e.g., waits turn to play with a toy, etc.). (3.4) 	<ul style="list-style-type: none"> • Demonstrate control over impulsive behaviors and focus attention in various settings but sometimes require adult support and guidance. (4.2) With adult support and guidance, wait for short periods of time to get something he/she wants (e.g., waits turn to play with a toy, etc.). (4.3) 	<p><i>Children</i></p> <p>Unit 2 (V1, page 23): <i>Learn Every Day about Me</i></p> <p>Unit 5 (V1, page 81): <i>Learn Every Day about Each Other</i></p> <p>Unit 5, Lesson 3 (page 92): <i>Working Together and Getting Along</i></p> <p>Unit 5, Lesson 4 (page 95): <i>Becoming Friends</i></p> <p>Unit 5, Lesson 5 (page 98): <i>Trusting and Relying on Each Other</i></p> <p>Sample Objectives:</p> <p>Unit 1 (V1, page 2): Recognize that people differ and that we respect those differences; Learn that words can hurt and that unkind words and actions (bullying) are not tolerated at school</p> <p>Unit 2 (V1, page 24): Learn more about others and how all people differ</p> <p>Unit 8 (V1, page 144): Value individual differences</p> <p>Unit 14 (V1, page 274): Cooperate with others</p> <p>Unit 22 (V2, page 458): Demonstrate age-appropriate independence</p> <p>Unit 33 (V2, page 720): Learn about the importance of getting along with others</p> <p>Unit 35 (V2, page 770): Follow simple rules, routines, and directions</p>
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