



# Illinois Early Learning Standards

Illinois State Board of Education:  
Division of Early Childhood Education

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# Illinois Early Learning Standards

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# Introduction

The Illinois Early Learning Standards, developed by the Illinois State Board of Education with the assistance of hundreds of educators, were first introduced in draft form in June 2000. Among those playing a major role in formulating the draft standards were the Chicago Public Schools, DeKalb Community Unit School District, Indian Prairie School District, and Rockford Public School District.

*“Standards are an essential first step for designing effective preschool curricula since they represent an agreed upon agenda for teaching and learning. The Illinois Early Learning Standards are excellent because they recognize the interconnectedness of emotional, social, cognitive, and physical development and learning — the whole child. Like all good standards, they should be used as the base for reflective teachers as they create learning experiences that build on what children already know and capture their interest in learning.”*

**Barbara Bowman, Erikson Institute**

Since publication of the draft, hundreds of educators and parents, and a wide array of national, state and local experts, have commented on the standards. This final draft of the standards is a synthesis of their many views.

The standards are organized to parallel in content the Illinois Learning Standards for K-12 education. Included are benchmarks for learning in Language Arts, Mathematics, Science, Social Science, Physical Development and Health, Fine Arts, Foreign Language, and Social/Emotional Development.

The goal of the standards is to provide teachers and caregivers useful information that is directly needed as part of their daily classroom work. For those who are interested, the complete Illinois Learning Standards for K-12 may be found on the Illinois State Board of Education web site, [www.isbe.net](http://www.isbe.net).

ISBE acknowledges with great thanks the very thoughtful and knowledgeable comments that have helped shape these standards. A list of contributing school districts and early childhood programs appears at the end of this document. There is no doubt that without this assistance, the standards would not exist today.



# Guiding Principles

**Early learning and development are multidimensional. Developmental domains are highly interrelated.**

Development in one domain influences development in other domains. For example, a child's language skills affect his or her ability to engage in social interactions. Therefore, developmental domains cannot be considered in isolation from each other. The dynamic interaction of all areas of development must be considered. Standards and benchmarks listed for each domain could also be cited in different domains.

**Young children are capable and competent.**

All children are capable of positive developmental outcomes. There should be high expectations for all young children, regardless of their backgrounds and experience.

**Children are individuals who develop at different rates.**

Each child is unique. Each grows and develops skills and competencies at their own pace. Some children may have a developmental delay or disability that may require program staff members to adapt expectations or experiences so that individual children can successfully achieve a particular benchmark.

**Children will exhibit a range of skills and competencies in any domain of development.**

All children within an age group should not be expected to arrive at each benchmark at the same time or to show mastery to the same degree of proficiency.

**Knowledge of how children grow and develop, together with expectations that are consistent with growth patterns, are essential to develop, implement and maximize the benefits of educational experiences for children.**

Early care and education program staff members must agree on what they expect children to know and be able to do within the context of child growth and development. With this knowledge, early childhood staff members can make sound decisions about appropriate curriculum for the group and for individual children.

**Young children learn through active exploration of their environment in child-initiated and teacher-selected activities.**

Early childhood educators recognize that children's play is a highly supportive context for development and learning. The early childhood environment should provide opportunities for children to explore materials, engage in activities and interact with peers and adults to construct their own understanding of the world around them. There should, therefore, be a balance of child-initiated and teacher-initiated activities to maximize learning.

**Families are the primary caregivers and educators of young children.**

Families should be aware of programmatic goals, experiences that should be provided for children and expectations for their performance by the end of the preschool years. Program staff members and families should work collaboratively to ensure that children are provided optimal learning experiences.

*Adapted from Preschool Curriculum Framework and Benchmarks for Children in Preschool Programs*







# Learning Areas

*Use the tabs on the right to navigate.*

# Language Arts



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## STATE GOAL 1:

Read with understanding and fluency.

### Learning Standard A:

Apply word analysis and vocabulary skills to comprehend selections.

#### **BENCHMARKS**

- 1.A.ECa** Understand that pictures and symbols have meaning and that print carries a message.
- 1.A.ECb** Understand that reading progresses from left to right and top to bottom.
- 1.A.ECc** Identify labels and signs in the environment.
- 1.A.ECd** Identify some letters, including those in own name.
- 1.A.ECe** Make some letter-sound matches.

### Learning Standard B:

Apply reading strategies to improve understanding and fluency.

#### **BENCHMARKS**

- 1.B.ECa** Predict what will happen next using pictures and content for guides.
- 1.B.ECb** Begin to develop phonological awareness by participating in rhyming activities.
- 1.B.ECc** Recognize separable and repeating sounds in spoken language.

## Learning Standard C:

Comprehend a broad range of reading materials.

### **BENCHMARKS**

- 1.C.ECa** Retell information from a story.
- 1.C.ECb** Respond to simple questions about reading material.
- 1.C.ECc** Demonstrate understanding of literal meaning of stories by making comments.

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## STATE GOAL 2:

Read and understand literature representative of various societies, eras and ideas.

## Learning Standard A:

Understand how literary elements and techniques are used to convey meaning.

### **BENCHMARK**

- 2.A.EC** Understand that different text forms, such as magazines, notes, lists, letters, and story books, are used for different purposes.

## Learning Standard B:

Read and interpret a variety of literary works.

### **BENCHMARK**

- 2.B.EC** Show independent interest in reading-related activities.

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### STATE GOAL 3:

Write to communicate for a variety of purposes.

#### Learning Standard A:

Use correct grammar, spelling, punctuation, capitalization and structure.

##### **BENCHMARK**

**3.A.EC** Use scribbles, approximations of letters, or known letters to represent written language.

#### Learning Standard B:

Compose well-organized and coherent writing for specific purposes and audiences.

##### **BENCHMARK**

**3.B.EC** Dictate stories and experiences.

#### Learning Standard C:

Communicate ideas in writing to accomplish a variety of purposes.

##### **BENCHMARK**

**3.C.EC** Use drawing and writing skills to convey meaning and information.

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### STATE GOAL 4:

Listen and speak effectively in a variety of situations.

#### Learning Standard A:

Listen effectively in formal and informal situations.

**BENCHMARK**

- 4.A.EC** Listen with understanding and respond to directions and conversations.

**Learning Standard B:**

Speak effectively using language appropriate to the situation and audience.

**BENCHMARK**

- 4.B.EC** Communicate needs, ideas and thoughts.

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**STATE GOAL 5:**

Use the language arts to acquire, assess and communicate information.

**Learning Standard A:**

Locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas.

**BENCHMARK**

- 5.A.EC** Seek answers to questions through active exploration.

**Learning Standard B:**

Analyze and evaluate information acquired from various sources.

**BENCHMARK**

- 5.B.EC** Relate prior knowledge to new information.

**Learning Standard C:**

Apply acquired information, concepts and ideas to communicate in a variety of formats.

**BENCHMARK**

- 5.C.EC** Communicate information with others.

# Mathematics



## STATE GOAL 6:

Demonstrate and apply a knowledge and sense of numbers, including numeration and operations (addition, subtraction, multiplication, division), patterns, ratios and proportions.

## Learning Standard A:

Demonstrate knowledge and use of numbers and their representations in a broad range of theoretical and practical settings.

### **BENCHMARKS**

**6.A.ECa** Use concepts that include number recognition, counting and one-to-one correspondence.

**6.A.ECb** Count with understanding and recognize “how many” in sets of objects.

## Learning Standard B:

Investigate, represent, and solve problems using number facts, operations (addition, subtraction, multiplication, division) and their properties, algorithms and relationships.

### **BENCHMARK**

**6.B.EC** Solve simple mathematical problems.

## Learning Standard C:

Compute and estimate using mental mathematics, paper-and-pencil methods, calculators and computers.

### **BENCHMARKS**

**6.C.ECa** Explore quantity and number.

**6.C.ECb** Connect numbers to quantities they represent using physical models and representations.

## Learning Standard D:

Solve problems using comparison of quantities, ratios, proportions and percents.

### **BENCHMARK**

**6.D.EC** Make comparisons of quantities.

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## STATE GOAL 7:

Estimate, make and use measurements of objects, quantities and relationships and determine acceptable levels of accuracy.

## Learning Standard A:

Measure and compare quantities using appropriate units, instruments and methods.

### **BENCHMARKS**

**7.A.ECa** Demonstrate a beginning understanding of measurement using non-standard units and measurement words.

**7.A.ECb** Construct a sense of time through participation in daily activities.

## Learning Standard B:

Estimate measurements and determine acceptable levels of accuracy.

### **BENCHMARK**

**7.B.EC** Show understanding of and use comparative words.

### Learning Standard C:

Select and use appropriate technology, instruments and formulas to solve problems, interpret results and communicate findings.

#### **BENCHMARK**

**7.C.EC** Incorporate estimating and measuring activities into play.

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### STATE GOAL 8:

Use algebraic and analytical methods to identify and describe patterns and relationships in data, solve problems, and predict results.

### Learning Standard A:

Describe numerical relationships using variables and patterns.

#### **BENCHMARK**

**8.A.EC** Sort and classify objects by a variety of properties.

### Learning Standard B:

Interpret and describe numerical relationships using tables, graphs and symbols.

#### **BENCHMARKS**

**8.B.ECa** Recognize, duplicate and extend simple patterns, such as sequences of sounds, shapes and colors.

**8.B.ECb** Begin to order objects in series or rows.



### Learning Standard C:

Solve problems using systems of numbers and their properties.

#### **BENCHMARK**

**8.C.EC** Participate in situations that involve addition and subtraction using manipulatives.

### Learning Standard D:

Use algebraic concepts and procedures to represent and solve problems.

#### **BENCHMARK**

**8.D.EC** Describe qualitative change, such as measuring to see who is growing taller.

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## STATE GOAL 9:

Use geometric methods to analyze, categorize, and draw conclusions about points, lines, planes and space.

### Learning Standard A:

Demonstrate and apply geometric concepts involving points, lines, planes and space.

#### **BENCHMARK**

**9.A.EC** Recognize geometric shapes and structures in the environment.

### Learning Standard B:

Identify, describe, classify and compare relationships using points, lines, planes and solids.

#### **BENCHMARK**

**9.B.EC** Find and name locations with simple words, such as “near”.

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## STATE GOAL 10:

Collect, organize and analyze data using statistical methods; predict results; and interpret uncertainty using concepts of probability.

### Learning Standard A:

Organize, describe and make predictions from existing data.

#### **BENCHMARKS**

**10.A.ECa** Represent data using concrete objects, pictures, and graphs.

**10.A.ECb** Make predictions about what will happen next.

### Learning Standard B:

Formulate questions, design data collection methods, gather and analyze data and communicate findings.

#### **BENCHMARK**

**10.B.EC** Gather data about themselves and their surroundings.

# Science



## STATE GOAL 11:

Understand the processes of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems.

### Learning Standard A:

Know and apply the concepts, principals and processes of scientific inquiry.

#### **BENCHMARKS**

**11.A.ECa** Uses senses to explore and observe materials and natural phenomena.

**11.A.ECb** Collect, describe and record information.

### Learning Standard B:

Know and apply the concepts, principles and processes of technological design.

#### **BENCHMARKS**

**11.B.ECa** Use scientific tools such as thermometers, balance scales and magnifying glasses for investigation.

**11.B.ECb** Become familiar with the use of devices incorporating technology.

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## STATE GOAL 12:

Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.

### Learning Standard A:

Know and apply concepts that explain how living things function, adapt and change.

#### **BENCHMARKS**

**12.A.ECa** Investigate and categorize living things in the environment.

**12.A.ECb** Show an awareness of changes that occur in themselves and their environment.

### Learning Standard B:

Know and apply concepts that describe how living things interact with each other and with their environment.

#### **BENCHMARK**

**12.B.EC** Describe and compare basic needs of living things.

### Learning Standard C:

Know and apply concepts that describe properties of matter and energy and the interactions between them.

#### **BENCHMARK**

**12.C.EC** Make comparisons among objects that have been observed.

## Learning Standard D:

Know and apply concepts that describe force and motion and the principles that explain them.

### **BENCHMARK**

**12.D.EC** Describe the effects of forces in nature (e.g. wind, gravity and magnetism).

## Learning Standard E:

Know and apply the concepts that describe the features and processes of the Earth and its resources.

### **BENCHMARKS**

**12.E.ECa** Use common weather-related vocabulary (e.g. rainy, snowy, sunny, windy).

**12.E.ECb** Participate in recycling in their environment.

## Learning Standard F:

Know and apply concepts that explain the composition and structure of the universe and the Earth's place in it.

### **BENCHMARK**

**12.F.EC** Identify basic concepts associated with night/day and seasons.

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### STATE GOAL 13:

Understand the relationships among science, technology and society in historical and contemporary contexts.

#### Learning Standard A:

Know and apply the accepted practices of science.

##### **BENCHMARK**

**13.A.EC** Begin to understand basic safety practices.

#### Learning Standard B:

Know and apply concepts that describe the interaction between science, technology and society.

##### **BENCHMARKS**

**13.B.ECa** Express wonder and ask questions about their world.

**13.B.ECb** Begin to be aware of technology and how it affects their lives.

# Social Science



## STATE GOAL 14:

Understand political systems, with an emphasis on the United States.

### Learning Standard A:

Understand and explain basic principles of the United States government.

#### **BENCHMARK**

**14.A.EC** Recognize the reasons for rules.

### Learning Standard C:

Understand election processes and responsibilities of citizens.

#### **BENCHMARK**

**14.C.EC** Participate in voting as a way of making choices.

### Learning Standard D:

Understand the roles and influences of individuals and interest groups in the political systems of Illinois, the United States and other nations.

#### **BENCHMARK**

**14.D.EC** Develop an awareness of roles of leaders in their environment.

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**STATE GOAL 15:**

Understand economic systems, with an emphasis on the United States.

**Learning Standard A:**

Understand how different economic systems operate in the exchange, production, distribution and consumption of goods and services.

**BENCHMARK**

**15.A.EC** Identify community workers and the services they provide.

**Learning Standard D:**

Understand trade as an exchange of goods and services.

**BENCHMARK**

**15.D.EC** Begin to understand the use of trade to obtain goods and services.

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**STATE GOAL 16:**

Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.

**Learning Standard A:**

Apply the skills of historical analysis and interpretation.

**BENCHMARK**

**16.A.EC** Recall information about the immediate past.



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**STATE GOAL 17:**

Understand world geography and the effects of geography on society, with an emphasis on the United States.

**Learning Standard A:**

Locate, describe and explain places, regions and features on the Earth.

**BENCHMARKS**

**17.A.ECa** Locate objects and places in familiar environments.

**17.A.ECb** Express beginning geographic thinking.

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**STATE GOAL 18:**

Understand social systems, with an emphasis on the United States.

**Learning Standard A:**

Compare characteristics of culture as reflected in language, literature, the arts, traditions and institutions.

**BENCHMARK**

**18.A.EC** Recognize similarities and differences in people.

**Learning Standard B:**

Understand the roles and interactions of individuals and groups in society.

**BENCHMARK**

**18.B.EC** Understand that each of us belongs to a family and recognize that families vary.

# Physical Development and Health



## STATE GOAL 19:

Acquire movement skills and understand concepts needed to engage in health-enhancing physical activity.

### Learning Standard A:

Demonstrate physical competency in individual and team sports, creative movement and leisure and work-related activities.

#### **BENCHMARKS**

**19.A.ECa** Engage in active play using gross motor skills.

**19.A.ECb** Engage in active play using fine motor skills.

### Learning Standard B:

Analyze various movement concepts and applications.

#### **BENCHMARK**

**19.B.EC** Coordinate movements to perform complex tasks.

### Learning Standard C:

Demonstrate knowledge of rules, safety and strategies during physical activity.

#### **BENCHMARK**

**19.C.EC** Follow simple safety rules while participating in activities.

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**STATE GOAL 20:**

Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.

**Learning Standard A:**

Know and apply the principles and components of health-related fitness.

**BENCHMARK**

**20.A.EC** Participate in developmental activities related to physical fitness.

**Learning Standard B:**

Assess individual fitness levels.

**BENCHMARK**

**20.B.EC** Exhibit increased endurance.

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**STATE GOAL 21:**

Develop team-building skills by working with others through physical activity.

**Learning Standard A:**

Demonstrate individual responsibility during group physical activities.

**BENCHMARK**

**21.A.EC** Follow rules and procedures when participating in group physical activities.

### Learning Standard B:

Demonstrate cooperative skills during structured group physical activity.

#### **BENCHMARK**

**21.B.EC** Demonstrate ability to cooperate with others during group physical activities.

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### STATE GOAL 22:

Understand principles of health promotion and the prevention and treatment of illness and injury.

### Learning Standard A:

Explain the basic principles of health promotion, illness prevention and safety.

#### **BENCHMARK**

**22.A.EC** Participate in simple practices that promote healthy living and prevent illness.

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### STATE GOAL 23:

Understand human body systems and factors that influence growth and development.

### Learning Standard A:

Describe and explain the structure and functions of human body systems and how they interrelate.

#### **BENCHMARK**

**23.A.EC** Identify body parts and their functions.

## Learning Standard B:

Explain the effects of health-related actions on the body systems.

### **BENCHMARK**

**23.B.EC** Act independently in caring for personal hygiene needs.

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## STATE GOAL 24:

Promote and enhance health and well being through the use of effective communication and decision-making skills.

## Learning Standard A:

Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict.

### **BENCHMARKS**

**24.A.ECa** Use appropriate communication skills when expressing needs, wants and feelings.

**24.A.ECb** Use socially acceptable ways to resolve conflict.

## Learning Standard C:

Demonstrate skills essential to enhancing health and avoiding dangerous situations.

### **BENCHMARK**

**24.C.EC** Participate in activities to learn to avoid dangerous situations.

# Fine Arts



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## STATE GOAL 25:

Know the language of the arts.

### Learning Standard A:

Understand the sensory elements, organizational principles and expressive qualities of the arts.

#### **BENCHMARKS**

**25.A.ECa** Dance: Investigate the elements of dance.

**25.A.ECb** Drama: Investigate the elements of drama.

**25.A.ECc** Music: Investigate the elements of music.

**25.A.ECd** Visual Arts: Investigate the elements of visual arts.

### Learning Standard B:

Understand the similarities, distinctions and connections in and among the arts.

#### **BENCHMARK**

**25.B.EC** Describe or respond to their own creative work or the creative work of others.

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## STATE GOAL 26:

Through creating and performing, understand how works of art are produced.

### Learning Standard A:

Understand processes, traditional tools and modern technologies used in the arts.

#### **BENCHMARKS**

**26.A.ECa** Dance: Participate in dance activities.

**26.A.ECb** Drama: Participate in drama activities.

**26.A.ECc** Music: Participate in music activities.

**26.A.ECd** Visual Arts: Participate in the visual arts.

### Learning Standard B:

Apply skills and knowledge necessary to create and perform in one or more of the arts.

#### **BENCHMARK**

**26.B.EC** Use creative arts as an avenue for self-expression.

# Foreign Languages



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## STATE GOAL 28:

Use the target language to communicate within and beyond the classroom setting.

### **BENCHMARK**

**28.A.EC** Maintain the native language for use in a variety of purposes.

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## STATE GOAL 30:

Use the target language to make connections and reinforce knowledge and skills across academic, vocational and technical disciplines.

### **BENCHMARK**

**30.A.EC** Use and maintain the native language in order to build upon and develop transferable language and literacy skills.



# Social/Emotional Development



## STATE GOAL 31:

Develop an awareness of personal identity and positive self-concept.

## Learning Standard A:

Develop a positive self-concept.

### BENCHMARKS

- 31.A.ECa** Describe self by using several basic characteristics.
- 31.A.ECb** Exhibit eagerness and curiosity as a learner.
- 31.A.ECc** Exhibit persistence and creativity in seeking solutions to problems.
- 31.A.ECd** Show some initiative and independence in actions.
- 31.A.ECe** Use appropriate communication skills when expressing needs, wants and feelings.

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## STATE GOAL 32:

Demonstrate a respect and a responsibility for self and others.

### Learning Standard A:

Perform effectively as an individual.

#### **BENCHMARKS**

- 32.A.ECa** Begin to understand and follow rules.
- 32.A.ECb** Manage transitions and begin to adapt to change in routines.
- 32.A.ECc** Show empathy and caring for others.
- 32.A.ECd** Use the classroom environment purposefully and respectfully.

### Learning Standard B:

Perform effectively as a member of a group.

#### **BENCHMARKS**

- 32.B.ECa** Engage in cooperative group play.
- 32.B.ECb** Begin to share materials and experiences and take turns.
- 32.B.ECc** Respect the rights of self and others.
- 32.B.ECd** Develop relationships with children and adults.



# Resources

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Blue Ridge CUSD 18 <i>Farmer City, IL</i>	DeKalb CUSD 428 <i>DeKalb, IL</i>	Harvey SD 152 <i>Harvey, IL</i>
Bond County CUSD 2 <i>Greenville, IL</i>	Dolton SD 149 <i>Calumet City, IL</i>	Huntley SD 158 <i>Huntley, IL</i>
Bourbonnais SD 53 <i>Bourbonnais, IL</i>	Dwight Common SD 232 <i>Dwight, IL</i>	Hawthorn SD 73 <i>Vernon Hills, IL</i>
Canton CUSD 66 <i>Canton, IL</i>	East Alton SD 13 <i>East Alton, IL</i>	High Mount SD 116 <i>Swansea, IL</i>
Carbondale Elementary SD 95 <i>Carbondale, IL</i>	East Dubuque CUSD 119 <i>East Dubuque, IL</i>	Hillsboro CUSD 3 <i>Hillsboro, IL</i>
Carlinville CUSD 1 <i>Carlinville, IL</i>	East Richland CUSD 1 <i>Olney, IL</i>	Hoover-Schrum SD 157 <i>Calumet City, IL</i>
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Carmi-White CUSD 5 <i>Carmi, IL</i>	Egyptian CUSD 5 <i>Tamms, IL</i>	Indian Prairie SD 204 <i>Naperville, IL</i>
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Litchfield CUSD 12 <i>Litchfield, IL</i>	Palos Heights SD 128 <i>Palos Heights, IL</i>	Southern Region - Early Childhood <i>Carbondale, IL</i>
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Midstate Special Education <i>Taylorville, IL</i>	Peoria Heights CUSD 325 <i>Peoria Heights, IL</i>	STARNET Region IV <i>Belleville, IL</i>
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Morton SD 709 <i>Morton, IL</i>	Quincy SD 172 <i>Quincy, IL</i>	Trico CUSD 176 <i>Campbell Hill, IL</i>
Mundelein Elementary SD 75 <i>Mundelein, IL</i>	Robinson CUSD 2 <i>Robinson, IL</i>	Vienna Elementary SD 55 <i>Vienna, IL</i>
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Nashville CCSD 49 <i>Nashville, IL</i>	Rockton SD 140 <i>Rockton, IL</i>	VIT CUSD 2 <i>Table Grove, IL</i>
New Berlin CUSD 16 <i>New Berlin, IL</i>	ROE # 25 <i>Mt. Vernon, IL</i>	West Chicago SD 33 <i>West Chicago, IL</i>
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Oglesby Elementary SD 125 <i>Oglesby, IL</i>	Schuyler SD 1 <i>Rushville, IL</i>	
	Shiloh Village SD 85 <i>Shiloh, IL</i>	

# Benchmark Index

Language Arts	
Understand that pictures and symbols have meaning and that print carries a message.	8
Understand that reading progresses from left to right and top to bottom.	8
Identify labels and signs in the environment.	8
Identify some letters, including those in own name.	8
Make some letter-sound matches.	8
Predict what will happen next using pictures and content for guides.	8
Begin to develop phonological awareness by participating in rhyming activities.	8
Recognize separable and repeating sounds in spoken language.	8
Retell information from a story.	9
Respond to simple questions about reading material.	9
Demonstrate understanding of literal meaning of stories by making comments.	9
Understand that different text forms, such as magazines, notes, lists, letters, and story books, are used for different purposes.	9
Show independent interest in reading-related activities.	9
Use scribbles, approximations of letters, or known letters to represent written language.	10
Dictate stories and experiences.	10
Use drawing and writing skills to convey meaning and information.	10
Listen with understanding and respond to directions and conversations.	11

Communicate needs, ideas and thoughts.	11
Seek answers to questions through active exploration.	11
Relate prior knowledge to new information.	11
Communicate information with others.	11

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## Mathematics

Use concepts that include number recognition, counting and one-to-one correspondence.	12
Count with understanding and recognize “how many” in sets of objects.	12
Solve simple mathematical problems.	12
Explore quantity and number.	12
Connect numbers to quantities they represent using physical models and representations.	12
Make comparisons of quantities.	13
Demonstrate a beginning understanding of measurement using non-standard units and measurement words.	13
Construct a sense of time through participation in daily activities.	13
Show understanding of and use comparative words.	13
Incorporate estimating and measuring activities into play.	14
Sort and classify objects by a variety of properties.	14
Recognize, duplicate and extend simple patterns, such as sequences of sounds, shapes and colors.	14
Begin to order objects in series or rows.	14
Participate in situations that involve addition and subtraction using manipulatives.	15
Describe qualitative change, such as measuring to see who is growing taller.	15

Recognize geometric shapes and structures in the environment.	15
Find and name locations with simple words, such as “near”.	15
Represent data using concrete objects, pictures, and graphs.	16
Make predictions about what will happen next.	16
Gather data about themselves and their surroundings.	16

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## Science

Uses senses to explore and observe materials and natural phenomena.	17
Collect, describe and record information.	17
Use scientific tools such as thermometers, balance scales and magnifying glasses for investigation.	17
Become familiar with the use of devices incorporating technology.	17
Investigate and categorize living things in the environment.	18
Show an awareness of changes that occur in themselves and their environment.	18
Describe and compare basic needs of living things.	18
Make comparisons among objects that have been observed.	18
Describe the effects of forces in nature (e.g. wind, gravity and magnetism).	19
Use common weather-related vocabulary (e.g. rainy, snowy, sunny, windy).	19
Participate in recycling in their environment.	19

Identify basic concepts associated with night/day and seasons.	19
Begin to understand basic safety practices.	20
Express wonder and ask questions about their world.	20
Begin to be aware of technology and how it affects their lives.	20

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## Social Science

Recognize the reasons for rules.	21
Participate in voting as a way of making choices.	21
Develop an awareness of roles of leaders in their environment.	21
Identify community workers and the services they provide.	22
Begin to understand the use of trade to obtain goods and services.	22
Recall information about the immediate past.	22
Locate objects and places in familiar environments.	23
Express beginning geographic thinking.	23
Recognize similarities and differences in people.	23
Understand that each of us belongs to a family and recognize that families vary.	23

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## Physical Development and Health

Engage in active play using gross motor skills.	24
Engage in active play using fine motor skills.	24
Coordinate movements to perform complex tasks.	24
Follow simple safety rules while participating in activities.	24



Participate in developmental activities related to physical fitness.	25
Exhibit increased endurance.	25
Follow rules and procedures when participating in group physical activities.	25
Demonstrate ability to cooperate with others during group physical activities.	26
Participate in simple practices that promote healthy living and prevent illness.	26
Identify body parts and their functions.	26
Act independently in caring for personal hygiene needs.	27
Use appropriate communication skills when expressing needs, wants and feelings.	27
Use socially acceptable ways to resolve conflict.	27
Participate in activities to learn to avoid dangerous situations.	27

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## **Fine Arts**

Dance: Investigate the elements of dance.	28
Drama: Investigate the elements of drama.	28
Music: Investigate the elements of music.	28
Visual Arts: Investigate the elements of visual arts.	28
Describe or respond to their own creative work or the creative work of others.	28
Dance: Participate in dance activities.	29
Drama: Participate in drama activities.	29
Music: Participate in music activities.	29
Visual Arts: Participate in the visual arts.	29

Use creative arts as an avenue for self-expression. 29

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## Foreign Language

Maintain the native language for use in a variety of purposes. 30

Use and maintain the native language in order to build upon and develop transferable language and literacy skills. 30

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## Social/Emotional Development

Describe self by using several basic characteristics. 31

Exhibit eagerness and curiosity as a learner. 31

Exhibit persistence and creativity in seeking solutions to problems. 31

Show some initiative and independence in actions. 31

Use appropriate communication skills when expressing needs, wants and feelings. 31

Begin to understand and follow rules. 32

Manage transitions and begin to adapt to change in routines. 32

Show empathy and caring for others. 32

Use the classroom environment purposefully and respectfully. 32

Engage in cooperative group play. 32

Begin to share materials and experiences and take turns. 32

Respect the rights of self and others. 32

Develop relationships with children and adults. 32





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