

Louisiana ELDS and Blueprint

Language and Literacy 1-Comprehend and Understand or Use Language			
Blueprint	Three- Year Old	Blueprint	Four- Year Old
-Derives meaning from non-verbal and verbal cues	Follow two-step directions. (3.1)	-Shows interest in listening to a variety of texts (both paper and digital) (Units 1-10) -Shows interest in words and word play (Units 2-10)	Listen and respond to questions about print read aloud or information presented orally or through other media, including music and videos. (4.1)
-Derives meaning from non-verbal and verbal cues	Demonstrate understanding of simple questions and requests. (3.2)	-Actively listens to others as they read or talk (Units 1-10) -Engages and responds appropriately in the turn-taking of conversation (Units 2-10)	Listen and respond attentively to conversations. (4.2)
- Engages and responds appropriately in the turn-taking of conversation (Units 2-10)	Answer some simple "who", "what" and "where" questions. (3.3)	-Engages and responds appropriately in the turn-taking of conversation (Units 2-10)	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 listens to others as they read or talk (Units 1-10)	Listen and respond attentively to simple conversations. (3.4)	-Engages in singing, dramatic play, finger-play, chanting and retelling, and inventing stories (Units 1-10)	Actively participate in role-playing, creative dramatics, fingerplays, nursery rhymes, and choral speaking. (4.4)
-Increasingly uses standardized English in conversation (Units 2-10)	Use phrases and/or simple sentences and questions. (3.5)	-Increasingly uses standardized English in conversation (Units 2-10)	Speak audibly and use words, phrases, and/or sentences to express a complete thought that can be clearly

		- Speaks in complete sentences (Units 1-10)	understood by most people. (4.5)
- Engages and responds appropriately in the turn-taking of conversation (Units 2-10)	Ask "why" questions. (3.6)	-Shows a steady increase in receptive and expressive vocabulary (Units 1-10)	Ask questions about a specific topic, activity, and/or text read aloud. (4.6)
-Engages in singing, dramatic play, finger-play, chanting and retelling, and inventing stories (Units 1-10)	With prompting and support, act out familiar stories, rhymes and fingerplays. (3.7)		
- Shows interest in words and word play (Units 2-10) - Shares simple personal narratives or memories with others (Units 3,4,5,6,7)	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)		
-Shows a steady increase in receptive and expressive vocabulary (Units 1-10)	Ask questions that may incorporate expanding vocabulary. (3.9).		

Language and Literacy 2-Comprehend and Use Increasingly Complex Text and Vocabulary			
Blueprint	Three- Year Old	Blueprint	Four- Year Old
<ul style="list-style-type: none"> - Understands and uses position words (e.g. up, down, above, below) (Units 2,3, 4, 8) 	<p>With prompting and support, demonstrate understanding of simple concepts such as opposites and positions. (3.1)</p>	<ul style="list-style-type: none"> -- Understands and uses position words (e.g. up, down, above, below) (Units 2,3, 4, 8) -Understands and uses temporal words (e.g. first, next, then, last) (Units 2,3, 4, 8) 	<p>Demonstrate understanding of a variety of concepts, such as opposites, positions, and comparisons. (4.1)</p>
<ul style="list-style-type: none"> - Shows a steady increase in receptive and expressive vocabulary (Units 1-10) - Shows understanding of content-specific vocabulary (Units 1-10) - Uses newly learned vocabulary on multiple occasions and in a variety of contexts (classroom, playground, etc.) (Units 1-10) 	<p>Demonstrate an understanding of and begin using some new vocabulary introduced through conversations, activities, or listening to texts read aloud. (3.2)</p>	<ul style="list-style-type: none"> - Shows a steady increase in receptive and expressive vocabulary (Units 1-10) - Shows understanding of content-specific vocabulary (Units 1-10) - Uses newly learned vocabulary on multiple occasions and in a variety of contexts (classroom, 	<p>Use new vocabulary acquired through conversations, activities, or listening to texts read aloud. (4.2)</p>

		<p>playground, etc.) (Units 1-10)</p> <p>Names and describes actual or pictured objects (Units 1, 2, 3)</p> <p>Shows interest in listening to a variety of texts (both paper and digital) (Units 1-10)</p>	
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Language and Literacy 3- Develop an interest in books and their characteristics.			
Blueprint	Three- Year Old	Blueprint	Four- Year Old
Points out basic features of a book (i.e., front and back covers, title and title page) (Units 1, 2, 3)	Find a specific book by looking at the cover. (3.1)	Demonstrates proper page turning skills (Units 1-10) Shows where reading begins on a page (Units 3, 4, 7, 8) Follows words left to right, top to bottom, and page to page (Units 3, 4, 8, 9, 10)	Demonstrates how books are read, such as front-to-back and one page at a time. (4.1)
Points out basic features of a book (i.e., front and back covers, title and title page) (Units 1, 2, 3)	Identify the front cover of a book. (3.2)	Identifies role of author and illustrator (Units 2, 4, 5)	With prompting and support, describe the role of the author and illustrator of a text. (4.2)
Demonstrates proper page turning skills (Units 1-10)	Hold book properly and look at pages of a book from left to right, pretending to read. (3.3)		
Engages in singing, dramatic play, finger-play, chanting and	Imitate teacher reading a story. (3.4)		

retelling, and inventing stories (Units 1-10)			
Identifies role of author and illustrator (Units 2, 4, 5)	With prompting and support, demonstrate and understand that people write stories and draw pictures in books. (3.5)		
Distinguishes between print and illustrations (Units 1, 2,3 7)	Shows an interest in illustrations. (3.6)		

Language and Literacy 4- Comprehend stories and information from books and other print materials			
Blueprint	Three- Year Old	Blueprint	Four- Year Old
Shows understanding of common story elements (e.g. characters, setting & plot) (Units 2,3,6,7)	With prompting and support, talk about or draw a character, setting, event, or idea in a text read aloud. (3.7)	Sees the similarities and differences within a text and across texts (compare and contrast) (Units 4, 5, 7, 9, 10)	Recognize that texts can be stories (make-believe) or real (give information). (4.6)
Makes and confirms predictions about what may happen in a story (Units 1-10)	Demonstrate understanding of what will happen next in familiar stories. (3.8)	Shows understanding of common story elements (e.g. characters, setting & plot) (Units 2,3,6,7)	With prompting and support, describe what person, place, thing, or idea in the text an illustration depicts. (4.7)
Follows words left to right, top to bottom,	Hold book properly and look at pages of a book	Sees the similarities and differences within a text and	With prompting and support, discuss basic similarities and

and page to page (Units 3,4, 8, 9, 10)	from left to right, pretending to read. (3.3)	across texts (compare and contrast) Sees the similarities and differences within a text and across texts (compare and contrast)(Units 4,5, 7,9, 10)	differences in print read aloud, including characters, settings, events, and ideas. (4.8)
Engages in singing, dramatic play, finger-play, chanting and retelling, and inventing stories (Units 1-10)	Imitate teacher reading a story. (3.4)	Makes and confirms predictions about what may happen in a story (Units 1-10)	Based on the title and/or pictures/ illustrations, predict what might happen in a story before it is read. (4.9)
Identifies role of author and illustrator (Units 2, 4, 5)	With prompting and support, demonstrate and understand that people write stories and draw pictures in books. (3.5)		
Distinguishes between print and illustrations (Units 1, 2,3 7)	Shows an interest in illustrations. (3.6)		

Language and Literacy 5- Demonstrate understanding of the organization and basic features of print.			
Blueprint	Three- Year Old	Blueprint	Four- Year Old
Follows words left to right, top to bottom, and page to page (Units 3,4 8, 9,10)	With prompting and support, track across a page or along printed words from top to bottom and left to right. (3.1)	Follows words left to right, top to bottom, and page to page (Units 3,4 8, 9,10)	With prompting and support, demonstrate that print is read left to right and top to bottom. (4.1)
Recognizes own name in print and can name the letters (Units 1-3)	Identify name on personal property. (3.2)	Follows words left to right, top to bottom, and page to page (Units 3,4 8, 9,10)	With limited guidance, track across a page or along printed words from top to bottom and left to right. (4.2)

Understands that letters form words (Units 2-10)	With prompting and support, demonstrate an understanding that letters are combined to make words. (3.3)	Recognizes own name in print and can name the letters (Units 1-3) Uses letter names and shapes to identify 10 or more letters (Units 2-10)	With prompting and support, identify own first name in print among two to three other names; point to printed name when asked. (4.3)
Uses letter names and shapes to identify 10 or more letters (Units 2-10)	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)	Uses letter names and shapes to identify 10 or more letters (Units 2-10) Understands that words are separated by spaces in print (Units 5-10)	With prompting and support, identify various features in print (e.g., words, spaces, punctuation, and some upper- and lower-case letters). (4.4)
Recognizes own name in print and can name the letters (Units 1-3)	Identify some letters in own name. (3.5)	Uses letter names and shapes to identify 10 or more letters (Units 2-10)	Name at least 26 of the 52 upper-and/or lower-case letters of the alphabet. (4.5)

Language and Literacy 6 Demonstrate understanding of different units of sound in language (words, syllables, phonemes)			
Blueprint	Three- Year Old	Blueprint	Four- Year Old
Recognizes and produces words with same beginning sound (alliteration) (Units 6-10)	With prompting and support, recognize matching sounds and rhymes in familiar words or words in songs. (3.1)	Recognizes words that rhyme (Units 2-10) Produces words that rhyme (Units 3-10)	With prompting and support, recognize and produce rhyming words. (4.1)

Becomes familiar with and recites nursery rhymes and rhyming songs (Units 1-10)			
Segments and blends syllables (by clapping, counting, etc.) (Units 4, 5,6)	With prompting and support, segment a spoken sentence into the individual words using actions (e.g., clap or stomp for each word). (3.2)	Segments and blends syllables (by clapping, counting, etc.) (Units 4,5,6)	With prompting and support, count, pronounce, blend, and segment syllables in spoken words using actions. (4.2)
Isolates the beginning sound of a word (Units 5-10)	With prompting and support, show an awareness of beginning sounds in words. (3.3)	Orally segments and blends onsets and rime (Units 7-10)	With prompting and support, orally blend onset and rime in single syllable spoken words. (4.3)
Isolates the beginning sound of a word (Units 5-10) Recognizes and produces words with same beginning sound (alliteration) (Units 6-10)	With prompting and support, attend to activities or word play that emphasizes beginning sounds in words. (3.4)	Recognizes and produces words with same beginning sound (alliteration) (Units 6-10)	Repeat alliteration during word play in order to recognize words with a common initial (first) sound. (4.4)
Becomes familiar with and recites nursery rhymes and rhyming songs (Units 1-10)	Engage in word play activities in songs and rhymes. (3.5)		

Language and Literacy 7 Develop familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters.			
Blueprint	Three- Year Old	Blueprint	Four- Year Old
Experiments daily with a variety of writing surfaces and materials (Units 1-10)	Experiment with a variety of writing tools, materials, and surfaces. (3.1)	Begins to develop proper pencil grip when writing and/or drawing (Units 2, 3)	Use a variety of writing tools in an appropriate manner showing increasing muscular control. (4.1)
Begins to apply concepts of print in their own writing (e.g. left to right, spacing) (Units 3-10)	Use early stages of writing to form shapes and letter-like symbols to convey ideas. (3.2)	Recognizes that writing is a way of communicating and serves different purposes (Units 1-10) Uses a combination of drawing, dictating and writing to compose narratives that describe real or imagined experiences or events (Units 1,2, 7, 10)	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)
Uses a combination of drawing, dictating and writing to compose narratives that describe real or imagined experiences or events (Units 1,2, 7, 10)	Engage in tactile experiences creating letters and other forms. (3.3)	Explores a variety of digital tools to produce and/or publish writing (Unit 10)	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)
Contributes to shared and interactive writing (Units 1-10)	Imitate marks made by adult or older child (approximations). (3.4)		
Uses a combination of drawing, dictating and writing to teach information (Units 3, 4, 8, 10)	Describe picture and/ or dictate story to caretaker. (3.5)		

<p>Uses a combination of drawing, dictating and writing to teach information (Units 3, 4,8, 10)</p>	<p>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>		
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Standard AL 1: Engage in play-based learning to explore, investigate, and acquire knowledge about themselves and their world.

Standard AL 2: Demonstrate attention, engagement, and persistence in learning

Standard AL 3: Recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions.

Standard AL 4: Demonstrate creative thinking when using materials, solving problems, and/or learning new information.

Blueprint	Three- Year Old	Blueprint	Four- Year Old
<p>Develop confidence in a variety of activities, tasks and routines (SE Units 1-10)</p> <p>Develop the ability to use compromise and discussion in working, playing and resolving conflicts with peers (SE Units 2-10)</p>	<p>Demonstrate eagerness to learn through play and exploring the environment. (3.1)</p>	<p>Develop confidence in a variety of activities, tasks and routines (SE Units 1-10)</p> <p>Develop the ability to use compromise and discussion in working, playing and resolving conflicts with peers SE (Units 2-10)</p> <p>Develop the ability to find more than one solution to a problem, task or question (SE Units 2-10)</p>	<p>Show curiosity, interest and a willingness to learn new things and try new experiences. (4.1)</p>
<p>Participate in classroom jobs and contribute to the</p>	<p>Complete a range of simple tasks on their own. (3.2)</p>	<p>Develop the ability to find more than one solution to a</p>	<p>Choose a multi-step task and complete it on their own. (4.2)</p>

classroom community (SE Units 1-10)		problem, task or question (SE Units 2-10) Develop the ability to use compromise and discussion in working, playing and resolving conflicts with peers (SE Units 1-10_	
Learn how to be a good audience member Learn how to be a good audience member (A Unit 6)	Maintain focus on objects and activities of interest while other activities are going on in the environment. (3.1)	Learn how to be a good audience member Learn how to be a good audience member (A Unit 6)	Stay engaged with others, objects, and activities despite interruptions or disruption. (4.1)
Learn how to be a good audience member Learn how to be a good audience member (A Unit 6) Develop comfort in talking with and accepting guidance from others (SE Units 1-10)	Maintain focus on a complex activity with adult support. (3.2)	Learn how to be a good audience member Learn how to be a good audience member (A Unit 6)	Maintain attention in child initiated and adult - directed activities despite distractions and interruptions. (4.2)
Develop the ability to use compromise and discussion in working, playing and resolving conflicts with peers (SE Units 2-10)	With prompting and support, develop a simple plan for and work towards completion of short tasks, and activities. (3.3)	Develop the ability to use compromise and discussion in working, playing and resolving conflicts with peers (SE Units 2-10)	Plan and complete tasks and activities. (4.3)
	Experiment to see if the same actions have similar effects on different objects. (3.1)	Learn to respond with empathy to other children who are upset or in need (SE Units 2-10)	Identify and understand cause and effect relationships. (4.1)
Develop confidence in a variety of activities,	Remember and apply previously learned information to a familiar	Develop the ability to use compromise and discussion in	Apply prior knowledge and experiences to learn

tasks and routines (SE Units 2-10)	object, task or situation. (3.2)	working, playing and resolving conflicts with peers (SE Units 2-10)	new skills during play. (4.2)
Develop confidence in a variety of activities, tasks and routines (SE Units 1-10) Seeks and generates alternative approaches to solving problems (L Units 1-10)	Use a variety of strategies to solve a problem when the first try is unsuccessful. (3.3)	Seeks and generates alternative approaches to solving problems (L Units 1-10)	Use a variety of strategies to investigate possible solutions, to accomplish a task, or to solve a problem. (4.3)
Seek help from peers and adults when needed (SE Units 1-10)	Ask adults for help on tasks, if needed. (3.4)	Seek help from peers and adults when needed (SE Units 1-10)	Make specific request for help from both peers and adults as needed. (4.4)
Engages and responds appropriately in the turn-taking of conversation (L Units 1-10)	Express unique ideas in both language and use of objects in a variety of situations. (3.1)	Learn to interact with peers by helping, sharing and discussing (SE Units 1-10) Engages and responds appropriately in the turn-taking of conversation (L Units 1-10)	Express unique ideas and approach tasks and experiences with flexibility, imagination and inventiveness. (4.1)
Learn to interact with peers by helping, sharing and discussing (SE Units 1-10)	Ask more complex questions for clarification and to seek meaningful information. (3.2)	Seeks and generates alternative approaches to solving problems (L Units 2-10)	Gather information and ask complex questions in order to understand a new or familiar concept. (4.2)

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.

Standard CC 2: Develop an appreciation for visual arts from different culture and create various forms of visual arts

Standard CC 3: Explore roles and experiences through dramatic art and play.

Blueprint	Three- Year Old	Blueprint	Four- Year Old
Respond to different forms of music (MM Units 1-10)	Listen and respond to different types of music (jazz, classical, country lullaby, etc.) through movement. (3.1) Observe and/or engage in a variety of dramatic performances (e.g., puppetry, story-telling, dance, plays, theater).	Express themselves through movement (MM Units 1-10)	Express thoughts and feelings through movement and musical activities. (4.1)
Engages in singing, dramatic play, finger-play, chanting and retelling, and	Participate in songs and finger plays. (3.2)	Engages in singing, dramatic play, finger-play, chanting and	Participate in different types of music activities, including songs, finger

inventing stories (L Units 1-10)		retelling, and inventing stories (L Units 1-10)	plays, and playing instruments. (4.2)
Respond to different forms of music (MM Units 1-10) Express themselves through movement (MM Units 1-10)	Use instruments, sounds/ words, and/or their bodies to imitate or produce their own beat and/or rhythm. (3.3)	Respond to different forms of music (MM Units 1-10)	Use instruments, other objects and/or their bodies to imitate and produce more complex beat and rhythm patterns. (4.3)
Respond to different forms of music (MM Units 1-10)	Identify changes in tempo when listening to music. (3.4)	Respond to different forms of music (MM Units 1-10)	Describe changes in tone, melody, rhythm, and tempo. (4.4)
Respond to different forms of music (MM Units 1-10)	Replicate changes in tempo. (3.5)	Respond to different forms of music (MM Units 1-10) Express themselves through movement (MM Units 1-10)	Use instruments, props, and body creatively to express self through music and movement. (4.5)
Respond to different forms of music (MM Units 1-10) Express themselves through movement (MM Units 1-10)	Use instruments, props, and body to respond creatively to music. (3.6)	Demonstrate the ability to represent experiences through visual art (A Units 1-10)	Observe and/or describe what they like and do not like about various forms of art and how it makes them feel. (4.1)
Demonstrate the ability to represent experiences through visual art (A Units 1-10)	With prompting and support, describe what they like and do not like about various forms of art. (3.1)	Develop the ability to use different art media and materials (A Units 1-10)	Describe specific elements of a piece of art (e.g., texture, use of colors, line, perspective, position of objects included). (4.2)
Develop the ability to use different art media and materials (A Units 1-10) Experiment with colors (A Units 1-10)	Describe general features (color, size, objects included) of a piece of art work. (3.2)	Develop the ability to use different art media and materials (A Units 1-10)	Create artistic works that reflect thoughts, feelings, experiences, or knowledge using different materials, tools and techniques. (4.3)

Develop the ability to use different art media and materials (A Units 1-10)	Create artistic works with different types of art materials, tools and techniques through individual and group art activities. (3.3)	Express themselves through movement (MM Units 1-10)	Experience, respond to, and engage in a variety of dramatic performances (e.g., puppetry, story-telling, dance, plays, pantomime, theater). (4.1)
Engages in singing, dramatic play, finger-play, chanting and retelling, and inventing stories (L Units 1-10)	Observe and/or engage in a variety of dramatic performances (e.g., puppetry, story-telling, dance, plays, theater). (3.1)	Engages in singing, dramatic play, finger-play, chanting and retelling, and inventing stories (L Units 1-10) Retells a familiar story in sequence with picture support or props (L Units 2,3, 6, 7)	Role play or use puppets to act out stories or play a character. (4.2)
Engages in singing, dramatic play, finger-play, chanting and retelling, and inventing stories (L Units 1-10)	With prompting and support, role play or use puppets to act out stories. (3.2)	Represent fantasy and real life experiences through pretend play (A Units 1-10)	Represent fantasy and real -life experiences through pretend play. (4.3)
Represent fantasy and real life experiences through pretend play (A Units 1-10)	Recreate real-life experiences (that may reflect their home culture or language) through pretend play. (3.3)	Develop the ability to use different art media and materials (A Units 1-3)	Use objects to represent other objects. (4.4)
Demonstrate the ability to represent experiences through visual art (A Units 1-10)	Use one object to represent another object. (3.4)		

Standard CM 1: Understand numbers, ways of representing numbers, and relationships between number and quantities.

Standard CM 2: Understand basic patterns, concepts, and operations.

Standard CM 3: Understand attributes and relative properties of objects as related to size, capacity, and area.

Standard CM 4: Understand shapes, their properties, and how objects are related to one another in space.

Blueprint

Three- Year Old

Blueprint

Four- Year Old

Count in sequence to 10 and beyond (M Units 1-10)	Verbally counts by ones to 10. (3.1)	Count in sequence to 10 and beyond (M Units 1-10)	Verbally count by ones to 20. (4.1)
Count down from 10-1 (M Units 8, 10)	With prompting and support, count up to 5 and then backwards from 5. (3.2)	Count down from 10-1 (M Units 8, 10)	Count forward from a given number between 1 and 10, and count backward from 5. (4.2)
Develop increased abilities to combine, separate and count "how many" objects (M Unit 10)	Tell "how many" after counting a set of five or fewer items (e.g., fingers, blocks, crayons). (3.3)	Use counting and numbers in a way that determines quantity (M Units 1-10) Demonstrate the ability to compare quantity (M Units 6-10)	Understand that the last number named tells the number of objects counted for a set of 10 or fewer objects. (4.3)
Make use of one-to-one correspondence (M Units 1-9)	Counts one to five objects (actual objects or pictures of objects) with one-to-one correspondence or when doing simple routines. (3.4)	Make use of one-to-one correspondence (M Units 1-9)	Count out a specified number of objects from a set of 10 or fewer objects when asked. (4.4)
Recognize numerals (M Units 2-10)	Identify some written numerals but not in sequence. (3.5)	Recognize numerals (M Units 2-10)	Identify written numerals 0-10 in the everyday environment. (4.5)
Make use of one-to-one correspondence (M Units 1-9) Match sets of like quantities (M Units 6-10)	With prompting and support, match four or five numerals with the correct number of objects. (3.6)	Make use of one-to-one correspondence (M Units 1-9) Match sets of like quantities (M Units 6-10)	With prompting and support, match a number of objects with the correct written numeral from 0 – 10. (4.6)
Match sets of like quantities (M Units 6-10)	Count two sets of objects and identify which set has more/less/fewer. (3.7)	Match sets of like quantities (M Units 6-10) Make comparisons among several objects based on a single attribute (M Units 2-10)	Compare sets of objects using same/different and more/less/ fewer. (4.7)
Use ordinal numbers to describe order (M Units 1-10)	Identify an object or person as first. (3.8)	Use ordinal numbers to describe order (M Units 1-10)	Identify an object's or person's position as first or last. (4.8)

Match sets of like quantities (M Units 6-10) Make comparisons among several objects based on a single attribute (M Units 2-10)	Count two sets of objects and identify which set has more/less/fewer. (3.7)	Recognize, duplicate and extend simple patterns (M Units 1-10)	Recognize, copy, and extend patterns. (4.1)
Use ordinal numbers to describe order (M Units 1-10)	Identify an object or person as first. (3.8)	Make comparisons among several objects based on a single attribute (M Units 2-10)	Sort objects by more than one attribute (e.g., red circles or blue triangles) and explain the criteria used to sort objects. (4.2)
Recognize, duplicate and extend simple patterns (M Units 1-10)	Copy a simple repeating pattern (e.g., stringing beads, placing blocks in a row, clapping a rhythm). (3.1)	Explore the concepts of more and less (M Units 6-10)	Use concrete objects to demonstrate simple addition and subtraction problems that total 6 or fewer. (4.3)
Make comparisons among several objects based on a single attribute (M Units 2-10)	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 language to indicate where things are in space: position, direction, distance and order (M Units 2-10)	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)
Explore the concepts of more and less (M Units 6-10) Demonstrate the ability to compare quantity (M Units 6-10)	Use objects to demonstrate adding and subtracting of one or two objects to a group of objects that total 3 or fewer. (3.3)	Measure the length, volume and weight of objects using standard and nonstandard measurement (M Units 8,9,10)	Describe measurable attributes (length and weight) of objects and materials, using comparative words. (4.1)
Use language to indicate where things are in space: position, direction, distance and order (M Units 2-10)	Participate in songs, finger plays and stories that illustrate combining and taking away objects/ items	Measure the length, volume and weight of objects using standard and nonstandard	Put up to six objects in order by length (seriate). (4.2)

	(e.g., Five Little Pumpkins, Anno's Magic Seeds, One More Bunny). (3.4)	measurement (M Units 8,9,10)	
Use language to indicate where things are in space: position, direction, distance and order (M Units 2-10)	Act out story problems, physically or with objects, to solve whole number problems with sums less than or equal to 3. (3.5)	Use standard and nonstandard measures in everyday situations (M Units 8,9,10)	Identify/name simple measurement tools and describe what they are used for (e.g., ruler measures length, scale measures weight). (4.3)
Measure the length, volume and weight of objects using standard and nonstandard measurement (M Units 8,9,10)	Describe some measurable attributes (length and weight) of objects and materials (e.g. big/little, long/short, heavy/ not heavy). (3.1)	Measure the length, volume and weight of objects using standard and nonstandard measurement (M Units 8,9,10)	Participate in measurement activities using standard measurement tools to measure the length and weight of objects and materials (ruler, scale, measuring cup). (4.4)
Measure the length, volume and weight of objects using standard and nonstandard measurement (M Units 8,9,10)	Compare the size or weight of more than two objects and describe which one is longer/taller/shorter/heavier/lighter. (3.2)	Recognize and describe basic geometric shapes (M Units 1-10)	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)
Use standard and nonstandard measures in everyday situations (M Units 8,9,10)	Identify/name simple measurement tools (e.g., ruler, measuring cup, and scale). (3.3)	Recognize and describe basic geometric shapes (M Units 1-10)	Describe and name attributes of four basic shapes (e.g., a square has four equal sides, a circle is round). (4.2)
Use standard and nonstandard measures in everyday situations (M Units 8,9,10)	Participate in measurement activities using standard measurement tools (e.g., measure the length of their body, weigh an apple, or measure one cup of	Recognize and describe basic geometric shapes (M Units 1-10) Recognize shapes in the environment (Units 1-10)	Copy or replicate one or two dimensional shapes using a variety of materials. (4.3)

	flour during a cooking activity). (3.4)		
Recognize shapes in the environment (Units 1-10)	Recognize basic shapes in the environment in two- and three-dimension forms. (3.1)	Recognize shapes in the environment (Units 1-10)	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)
Recognize and describe basic geometric shapes (M Units 1-10) Recognize shapes in the environment (Units 1-10)	With prompting and support, name the attributes of two shapes. (3.2)	Gives directions using time and position words (e.g. first, second, under) (Units 2,3,6,7,8)	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)
Recognize and describe basic geometric shapes (M Units 1-10) Recognize shapes in the environment (Units 1-10)	Create, simple shapes using objects or other materials. (3.3)		
Use shapes to create original art (M A 3,7)	Create representations of everyday objects by combining basic shapes (e.g., pictures, tangrams, or block structures to represent a house). (3.4)		
Recognize and describe basic geometric shapes (M Units 1-10) Recognize shapes in the environment (Units 1-10)	With prompting and support, combine (compose) or take apart (decompose) shapes to make other shape(s) (e.g., put two triangles together to		

	<p>make a square, take two halves of a rectangle apart and recognize that pieces are two other shapes). (3.5)</p>		
<p>Gives directions using time and position words (e.g. first, second, under) (Units 2,3,6,7,8)</p>	<p>Identify positions of objects, self and other people in space (e.g., in/on, over/under, up/down, and inside/outside. (3.6)</p>		

Standard CS 1: Develop the ability to carry out the scientific inquiry process (ask questions, predict, make observations, explain observations, and draw conclusions).

Standard CS 2: Acquire scientific knowledge related to physical science (properties of objects and materials)

Standard CS 3: Acquire scientific knowledge related to life science (properties of living things).

Blueprint	Three- Year Old	Blueprint	Four- Year Old
Identify basic body parts and functions, including the five senses (SE Units 1,3,5,9)	Use all five senses to observe living things, objects, materials, changes that take place, and relationships. (3.1)	Identify basic body parts and functions, including the five senses (SE Units 1,3,5,9) (S Units 2-10)	Use all five senses to observe, collect information, describe observations, classify based on observations, and form conclusions about what is observed. (4.1)
Identify basic body parts and functions, including the five senses (SE Units 1,3,5,9)	Describe what they see, hear, and are able to touch in the environment and group materials/objects according to observed features. (3.2)	Participate in scientific investigations/experiments (S Units 2,6,7,9,10)	Use equipment and tools to gather information and extend sensory observations of living things, objects, materials, changes that take place and relationships. (4.2)

Understand that tools perform specific functions (S Units 8,9)	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)	Notice similarities and differences between people and other animals S Unit 4)	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)
Notice similarities and differences between people and other animals S Unit 4)	Show an understanding of cause and effect relationships that are observed immediately. (3.4)	Make and verify predictions (S Units 2,6,7,9,10) Recognize the difference between living and nonliving things (S Units 4, 7, 9,10)	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)
Discuss, explore and describe a wide variety of animals and plants Discuss, explore and describe a wide variety of animals and plants (S Units 2-10)	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)	Develop the ability to collect, describe and record information (S Units 4-10) Contribute data for simple graphs (S Units 1-10)	Conduct simple scientific experiments. (4.5)
Recognize the difference between living and nonliving things (S Units 4,7,9,10)	Ask why and how questions and offer ideas about living creatures, objects, materials and changes they see, hear and/or feel. (3.6)	Develop the ability to collect, describe and record information (S Units 4-10) Contribute data for simple graphs (S Units 1-10)	Collect, interpret, and communicate data and findings from observations and experiments verbally and/or in written formats. (4.6)
Develop the ability to collect, describe and record information (S Units 4-10) Contribute data for simple graphs (S Units 1-10)	Participate in simple scientific investigations. (3.7)	Develop the ability to collect, describe and record information (Units 4-10)	With prompting and support, use scientific vocabulary words to describe steps in the scientific process (e.g., "observation," "experiment,"

			“hypothesis,” “conclusion”). (4.7)
Develop the ability to collect, describe and record information (Units 4-10)	With prompting and support, talk about observations and results of simple experiments verbally and/or through drawings or graphs. (3.8)	Investigate the properties of air and water (S Units 3,4) Develop ideas and language related to time and temperature (Units 1,4)	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)
Develop the ability to collect, describe and record information (Units 4-10)	With prompting and support, talk about observations and results of simple experiments verbally and/or through drawings or graphs. (3.8)	Understand that tools perform specific functions (S Unit 8)	Explore and use simple tools and machines (e.g., hammers, levers, pulleys, ramps). (4.2)
Develop the ability to collect, describe and record information (S Units 4-10)	With prompting and support, talk about the meaning of words that are related to the scientific process (e.g., “observation,” “experiment”). (3.9)	Explore the natural world (S Units 1-10)	Explore and describe sources of energy such as lights, bells and other sources of sound. (4.3)
Investigate the properties of air and water (S Units 3,4) Develop ideas and language related to time and temperature (Units 1,4)	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)	Understand that tools perform specific functions (S Unit 8) Explore the concepts of fast and slow (S Unit 6)	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)
Understand that tools perform specific functions (S Unit 8)	Explore and use simple tools and machines (e.g.,	Discuss, explore and describe a wide variety of	Explore, observe, and describe a variety of

	hammers, levers, pulleys, ramps, etc.) (3.2)	animals and plants (S Units 2-10)	living creatures and plants. (4.1)
Explore the natural world (S Units 1-10)	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)	Discuss, explore and describe a wide variety of animals and plants (S Units 2-10) Recognize the similarities and differences between categories of plants and animals (S Units 9,10)	Classify living creatures and plants into categories according to at least one characteristic. (4.2)
Understand that tools perform specific functions (S Unit 8) Explore the concepts of fast and slow (S Unit 6)	Watch how balls, toys and other objects move and use different strategies to change their speed of motion. (3.4)	Recognize that there are basic requirements for all common life forms (S nits 3,4,5,6,9,10)	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)
Discuss, explore and describe a wide variety of animals and plants (S Units 2-10)	With prompting and support, explore, observe, and describe a variety of living creatures and plants. (3.1)	Discuss, explore and describe a wide variety of animals and plants (S Units 2-10) Recognize the similarities and differences between categories of plants and animals (S Units 9,10) Recognize that there are basic requirements for all common life forms (S nits 3,4,5,6,9,10)	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)
Recognize the similarities and differences between categories of plants and animals (S Units 9-10)	Sort living creatures and plants according to at least one characteristic (e.g., size, four-legged animals, hard/soft, etc.). (3.2)	Understand that plants and animals have life cycles (S unit 9,10)	Describe plants' and living creatures' life cycles. (4.5)
Recognize that there are basic	Care for living creatures and/or	Discuss, explore and describe a wide variety of	Use basic vocabulary to name and describe

requirements for all common life forms (S units 3,4,5,6,9,10)	plants with some direction from adults (e.g., feed the fish or hamster, water plants in the classroom). (3.3)	animals and plants (S Units 2-10)	plants and living creatures. (4.6)
Discuss, explore and describe a wide variety of animals and plants (S Units 2-10)	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)	Discuss, explore and describe a wide variety of animals and plants (S Units 2-10)	Use basic vocabulary to describe similarities and differences between living creatures and plants. (4.7)
Understand that plants and animals have life cycles (S unit 9,10)	Observe very young plants or living creatures over an extended period of time and describe how the plant/living creature changes. (3.5)	Develop ideas and language related to time and temperature (S Units 1,4)	Compare, and contrast seasonal changes where they live. (4.1) Describe major features of the earth and sky, and how they change from night to day. (4.4)
Notice similarities and differences between people and other animals (S Unit 4)	Use basic vocabulary for plants, animals, and humans (e.g. some names of parts, characteristics). (3.6)	Discover through observation that the weather changes from day to day (S Units 3,4) Explore seasonal change and how to prepare for seasonal change (S Units 4)	Describe the types of clothing needed for different seasons. (4.2)
Discover through observation that the weather changes from day to day (S Units 3,4) Explore seasonal change and how to prepare for seasonal change (S Units 4)	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)	Discover through observation that the weather changes from day to day (S Units 3,4) Explore seasonal change and how to prepare for seasonal change (S Units 4)	Describe the current weather and how weather conditions can change from day to day. (4.3)
Discover through observation that the	Name the types of clothing needed for		

<p>weather changes from day to day (S Units 3,4) Explore seasonal change and how to prepare for seasonal change (S Units 4)</p>	<p>different seasons. (3.2)</p>		
<p>Discover through observation that the weather changes from day to day (S Units 3,4) Explore seasonal change and how to prepare for seasonal change (S Units 4)</p>	<p>Identify the characteristics of current weather conditions. (3.3)</p>		
<p>Develop ideas and language related to time and temperature (S Units 1,4)</p>	<p>Describe objects found in the day or night time sky. (3.4)</p>		
<p>Develop ideas and language related to time and temperature (S Units 1,4)</p>	<p>Talk about how the sky changes from night to day. (3.5)</p>		

Standard CSS 1: Develop the understanding that events happened in the past and how these events relate to one's self, family, and community.

Standard CSS 2: Describe people, events, and symbols of the past and present.

Standard CSS 3: Develop an awareness of geographic locations, maps, and landforms.

Standard CSS 4: Demonstrate awareness of culture and other characteristics of groups of people.

Standard CSS 5: Develop an awareness of the importance of rules and responsibilities within their community and the actions/behaviors necessary for effective citizenship.

Standard CSS 6: Demonstrate an awareness of basic economic concepts.

Blueprint	Three- Year Old	Blueprint	Four- Year Old
Gives directions using time and position words (e.g. first, second, under) (LS Units 2,3,6,7,8)	Use words to describe events or activities that happened at an earlier time (e.g., "after we had snack" or "last night"). (3.1)	Be able to identify similarities and differences among people and culture (SS Units 6,7)	Describe events, activities, and people from the past using appropriate vocabulary. (4.1)
Identify personal characteristics, including family composition and preferences (SS Units 1-3)	Remember familiar people even though they may not have seen them for a while. (3.2)	Be able to describe the characteristics of places they live and visit (SS Units 3,5,6)	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)
Create simple representations of home, school and community (SS Units 4)	Describe the sequence of daily routines. (3.3)	Be able to identify similarities and differences among people and culture (SS Units 5,6)	Identify similarities/ differences between students, their families, and classroom members with those of the past. (4.1)
Create simple representations of home, school and community (SS Units 3,7)	Participate in conversations about familiar people and/or events from the recent past (e.g., what the class	Develop an understanding of maps as representations of actual places (SS Units 1,3,6,8)	Identify and name some local, state, and national symbols. (4.2)

	did earlier in the day or week). (3.4)		
Gives directions using time and position words (e.g. first, second, under) (LS Units 2,3,6,7,8) Identify personal characteristics, including family composition and preferences (SS Units 1-3)	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)	Create simple representations of home, school and community (SS Units 4)	Describe familiar elements of the local community and culture. (4.3)
Create simple representations of home, school and community (SS Units 4)	With prompting and support, identify symbolic objects and pictures of local, state, and/or national symbols such as the American flag or bald eagle. (3.2)	Create simple representations of home, school and community (SS Units 4) Be able to identify similarities and differences among people and culture (SS Units 5,6)	Describe local, state, and national cultural events, celebrations, and holidays. (4.4)
Be able to identify similarities and differences among people and culture (SS Units 5,6)	Recognize familiar aspects of community/cultural symbols in books (e.g., Grandma's Gumbo) and songs (e.g., Alligator). (3.3)	Develop an understanding of maps as representations of actual places (SS Units 1,3,6,8)	Demonstrate geographic knowledge of the geographic features of the classroom and community. (4.1)
Be able to identify similarities and differences among people and culture (SS Units 5,6)	Participate in and talk about local cultural events, holidays and/or celebrations. (3.4)	Be able to describe the characteristics of places they live and visit (SS Units 3,5,6)	Create representations of places, landforms, and roads he/she has seen through drawings and play activities. (4.2)
Be able to describe the characteristics of places they live and visit (SS Units 3,5,6)	Participate in walks and field trips to different places in the community. (3.1)	Be able to describe the characteristics of places they live and visit (SS Units 3,5,6)	Recognize a globe/map as a representation of the earth. (4.3)
Create simple representations of	Describe familiar places such as the home,	Be able to describe the characteristics	Use a simple map to find specific locations within a

home, school and community (SS Units 3,7)	center/ family day home, etc. (3.2)	of places they live and visit (SS Units 3,5,6)	familiar environment (e.g., areas within the classroom). (4.4)
Create simple representations of home, school and community (SS Units 3,7)	Describe the location of items/areas in the classroom and places in home and community. (3.3)	Create simple representations of home, school and community (SS Units 3,7)	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)
Create simple representations of home, school and community (S Units 3,7)	Draw or use blocks or other materials to represent places or things he/she has seen. (3.4)	Show a beginning knowledge of how human activities can change the environment (S Unit 10)	Demonstrate care of the environment through activities (e.g., throwing away trash, recycling, planting trees, and putting out bird feeders). (4.6)
Develop an understanding of maps as representations of actual places (S Units 1,3,6,8)	Recognize and name a map and a globe. (3.5)	Understand the importance of recycling (S Unit 10)	Participate in daily clean-up activities. (4.7)
Develop an understanding of maps as representations of actual places (S Units 1,3,6,8)	Look at a simple map and find various features/parts of the map with support and guidance. (3.6)	Be able to identify similarities and differences among people and culture (S Units 5,6)	Explore music, dance, dress, foods, and traditions of own family and other cultures. (4.1)
Show a beginning knowledge of how human activities can change the environment (S Unit 10) Understand the importance of recycling (S Unit 10)	Participate in conversations about how people can take care of the natural environment through activities (e.g., throwing away trash, recycling, planting trees, and putting out bird feeders). (3.7)	Be able to identify similarities and differences among people and culture (S Units 5,6)	Discuss shelters/homes in various geographic regions. (4.2)
Understand the importance of recycling (S Unit 10)	Identify and use appropriate trash receptacles independently. (3.8)	Create simple representations of home, school and	Recognize their responsibility as a member of a family and classroom. (4.1)

		community (SS Units 3,7)	
Understand the importance of recycling (S Unit 10)	Participate in daily clean-up activities. (3.9)	Show a beginning knowledge of how human activities can change the environment (S Unit 10) Understand the importance of recycling (S Unit 10)	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)
Be able to identify similarities and differences among people and culture (SS Units 5,6)	Participate in music, dance, and other traditions from various cultures. (3.1)	Understand family structures and roles (SS Unit 2)	Follow rules that have been established. (4.3)
Learn about other cultures (SS Units 1,6) Be able to identify similarities and differences among people and culture (SS Units 5,6)	Show and talk about objects, food, and customs from own family or culture. (3.2)	Be able to identify similarities and differences among people and culture (SS Units 5,6) Understand family structures and roles (SS Unit 2)	Participate in conversations about the importance of rules/ consequences, rights of self, and rights of others. (4.4)
Understand family structures and roles (SS Unit 2)	Identify homes that are similar to and/or different from own home. (3.3)	Demonstrate a knowledge about community workers and the jobs they perform (SS Units 3,5,8)	Identify workers and their roles as citizens within the community. (4.5)
Learn about other cultures (SS Units 1,6) Be able to identify similarities and differences among people and culture (SS Units 5,6)	With prompting and support, describe pictures of shelters/homes in other geographic regions. (3.4)	Demonstrate an awareness of the uses of money (SS Units 5,6)	Demonstrate awareness of the purpose of money through play activities. (4.1)
Understand family structures and roles (SS Unit 2)	Identify the characteristics of one's own home. (3.5)	Develop an understanding of how goods and services are produced and	Demonstrate the role of buyers and sellers in play activities. (4.2)

		distributed (SS Units 5,6)	
Follow rules and routines (SE Units 1-10) Develop self-help skills (SE Unit 10)	Describe classroom and/or home responsibilities (e.g., "I pick up toys" or "I set the table."). (3.1)	Develop an understanding of how goods and services are produced and distributed (SS Units 5,6)	Participate in conversations about wants and needs. (4.3)
Understand family structures and roles (SS Unit 2)	Identify the characteristics of one's own home. (3.5)		
Understand family structures and roles (SS Unit 2)	Identify the characteristics of one's own home. (3.5)		
Follow rules and routines (SE Units 1-10)	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 rules and routines (SE Units 1-10)	Follow many rules with little support. (3.3)		
Follow rules and routines (SE Units 1-10) Develop confidence in a variety of activities, tasks and routines (SE Units 1-10)	Identify rules that are used at home or in the classroom. (3.4)		
Follow rules and routines (SE Units 1-10)	Tell why rules are important. (3.5)		
Demonstrate a knowledge about community workers and the jobs they perform (SS Units 3,5,8)	Describe the roles of various familiar community helpers/workers. (3.6)		
Demonstrate a knowledge about community workers and the jobs they	Imitate the roles of familiar community workers. (3.7)		

perform (SS Units 3,5,8)			
Demonstrate an awareness of the uses of money (SS Units 5,6)	Demonstrate an awareness of uses of money. (3.1)		
Develop an understanding of how goods and services are produced and distributed (SS Units 5,6)	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)		
Develop an understanding of how goods and services are produced and distributed (SS Units 5,6)	Express wants and needs. (3.3)		

<p>Standard PM 1: Develop large muscle control and coordinate movements in their upper and/or lower body.</p> <p>Standard PM 2: Develop small muscle control and coordination.</p> <p>Standard PM 3: Participate in a variety of physical activities to enhance strength and stamina.</p> <p>Standard PM 4: Develop appropriate health and hygiene skills.</p> <p>Standard PM 5: Demonstrate safe behaviors</p>			
Blueprint	Three- Year Old	Blueprint	Four- Year Old
Develop control of large body movements (MM Units 1-10)	Use arms and legs for balance and motor control when walking,	Develop control of large body	Use the whole body for balance and motor control when walking,

	jumping, throwing and climbing. (3.1)	movements (MM Units 1-10)	jumping, throwing and climbing. (4.1)
Develop control of large body movements (MM Units 1-10)	Use arms and legs for balance and motor control using objects and equipment for a wide range of physical activities. (3.2)	Develop control of large body movements (MM Units 1-10)	Use the whole body for balance and motor control using objects and equipment for a wide range of physical activities. (4.2)
Develop fine motor skills (MM Units 1-10)	Use hands, fingers, and wrists for a wide variety of tasks and activities. (3.1)	Develop fine motor skills (MM Units 1-10)	Use hands, fingers, and wrists to manipulate large and small objects with strength and good control of small muscles. (4.1)
Develop fine motor skills (MM Units 1-10)	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)	Develop fine motor skills (MM Units 1-10) Follow directions while doing a physical task (MM Units 1-10)	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)
Develop control of large body movements (MM Units 1-10)	Seek out a variety of physical activities such as games and indoor/outdoor play. (3.1)	Develop control of large body movements (MM Units 1-10)	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). (3.2)		Demonstrate strength and stamina that allow for participation in rigorous activities (e.g., running, climbing, kicking or throwing a ball). (4.2)
Exhibit knowledge about food and nutrition (S Unit 5)	Identify foods (real or pictures) that are healthy and less healthy for the body. (3.1)	Exhibit knowledge about food and nutrition (S Unit 5)	Identify different foods and the corresponding food group according to "My Plate". (4.1)
Exhibit knowledge about food and nutrition (S Unit 5)	Select from a variety of healthy foods that are offered. (3.2)	Exhibit knowledge about food and nutrition (S Unit 5)	Give a simple explanation as to why a particular food is healthy or unhealthy. (4.2)

Develop basic hygiene (SE Units 1-10)	Carry out most personal care routines with minimal adult guidance and assistance. (3.3)	Develop basic hygiene (SE Units 1-10)	Exhibit good hygiene habits and manage age appropriate personal care routines on own. (4.3)
Follow rules and routines (SE Units 1-10)	Sleep or rest for a sufficient amount of time to support healthy development of their body. (3.4)	Follow rules and routines (SE Units 1-10)	Get sufficient sleep and rest to support healthy development of their body. (4.4)
Follow rules and routines (SE Units 1-10) Develop comfort in talking with and accepting guidance from others (SE Units 1-10)	Identify and avoid potentially harmful objects, substances, or situations or behaviors with supervision. (3.1)	Follow rules and routines (SE Units 1-10) Develop comfort in talking with and accepting guidance from others (SE Units 1-10)	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)
Develop comfort in talking with and accepting guidance from others (SE Units 1-10)	State safety rules and follow them with guidance from adults. (3.2)	Follow rules and routines (SE Units 1-10) Develop comfort in talking with and accepting guidance from others (SE Units 1-10)	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)