

Nebraska Step Up To Quality Alignment with Learning Beyond Paper

May 2023

SOCIAL AND EMOTIONAL DEVELOPMENT: (social relationships, sense of self, self -regulation, self-concept for 3 -5, self-control for 3 - 5, cooperation for 3 - 5, knowledge of families and communities for 3 - 5)

Infants-(non mobile) Infants(mobile) Toddlers PS 3 Pre K 4

Social and Emotional Development				
Developing a Sense of Self				
Infant to 3-Years-Old: Develops self-awareness 4-Years-Old: Develops self-awareness				
Infant	12 to 24 Months	2-Years-Old	3-Years-Old	4-Years-Old
Responds to image of self	Shows knowledge of his/her own abilities, preferences, and objects	Uses pronouns such as I, me and mine	Recognizes self as a unique individual	Identifies self as a unique member of a specific group or demographic that fits into a larger world picture
Responds to his/her name	b. Begins to develop an understanding of personal characteristics	Communicates needs, opinions, ideas and preferences	Demonstrates knowledge of personal information	Identifies personal characteristics, preferences, thoughts, and feelings
Is aware of his/her own abilities/preferences		Identifies differences between self and others	Shows sense of satisfaction in his/her own abilities, preferences, and accomplishments	Shows confidence in range of abilities and the capacity to accomplish tasks and take on new tasks

Shows growing awareness of own physical characteristics (e.g., recognizes self in mirror and in photos; points to eyes, ears, or nose when asked)			Shows emerging sense of independence in his/her own choices	Shows independence in his/her own choices
Infant to 3-Year-Old: Engages in self-expression 4-Year-Old: Engages in self-expression and demonstrates strategies for reasoning and problem-solving				
Infant	12 to 24 Months	2-Years-Old	3-Years-Old	4-Years-Old
Makes sounds, facial expressions, or body movements to express needs and feelings of comfort or discomfort	Displays a range of emotions such as happiness, sadness, and fear in response to familiar or unfamiliar environments or objects	Identifies emotions in self	With adult guidance, uses verbal and non-verbal expressions to demonstrate a larger range of emotions, such as frustration, jealousy, and enthusiasm	With adult guidance, uses verbal and non-verbal expressions to describe and explain a full range of emotions
Uses sounds, facial expressions, or body movements to express simple emotions of contentment or discontentment			Shows emerging sense of independence in his/her own choices	Shows independence in own choices

Repeats sounds or actions to get attention		Expresses a range of emotions through facial expressions, sounds, gestures or words		With adult guidance, distinguishes between positive and negative emotions and the conditions that evoke each
Is shy or nervous with strangers				
Cries when mom or dad leaves				
Has favorite things and people				

Shows fear in some situations				
Express needs such as pointing to bottle when hungry				
Self-Regulation				
Demonstrates self-control				
Infant	12 to 24 Months	2-Years-Old	3-Years-Old	4-Years-Old
Depends on simple routines adult(s) provide	Self-soothes with minimal adult support	Uses adult support to cope with strong emotions	a. Uses adult support to cope with strong emotion	Regulates own emotions and behaviors and seeks out adult support when needed
Self-soothes when an adult holds, rocks, or talks to him/her	Demonstrates the beginnings of impulse control with adult guidance	Initiates and participates in the daily routines and classroom rituals	Manages transitions and adapts to changes in schedules and routines with adult support	Manages transitions and adapts to changes in schedules and routines independently

Responds to negative and positive reactions	Follows simple routines in a group setting with adult support, such as eating, napping, or playing			
Develops an awareness of transitions and schedule/routines with adult prompts				
Calmly adapts to small transitions during the day				

Developing a Sense of Self with Others

Develops relationships with adults

Infant	12 to 24 Months	2-Years-Old	3-Years-Old	4-Years-Old
Responds differently to familiar and unfamiliar adults	Shows beginning signs of affection with familiar adults	Asks familiar adults for help when encountering difficult tasks or situations	Seeks out adult for help	Seeks out adults for resources
Develops trust and attachment toward significant adults		Seeks adult support to solve peer conflicts	Seeks adult support to solve peer conflicts	Attempts to resolve peer conflicts using appropriate strategies and seeks adult help if the conflict is not resolved

Imitates examples of affection with familiar adults			Shows affection to familiar adults by using words and actions	Shows affection to familiar adults by using more complex words and actions
Is shy or nervous with strangers				
Cries when mom or dad leaves				
Develops relationships with peers				
Infant	12 to 24 Months	2-Years-Old	3-Years-Old	4-Years-Old
Demonstrates interest/excitement when other children enter the room	Shows awareness of feelings displayed by others	Shows empathy by expressing care and concern for others	Recognizes and names the feelings of others	Shows respect for peers' personal space and belongings
Demonstrates interest in peers who are nearby and may briefly interact	Engages in mostly solitary play with some parallel play	Seeks out other children for parallel play	Engages in mutual/cooperative play	Plays cooperatively with a few peers for sustained periods of time
Engages in solitary play around other children	Begins to relate to and show enjoyment in interactions with other children	Selects preferred peers for play	Initiates play with one or two other children	Develops and maintains friendships with other children

May occasionally play next to peers in parallel play				
Is more aware when peers enter the room by moving towards them and showing excitement			Shows emerging respect for peers' personal space and belongings	Shows respect for peers' personal space and belongings
May move towards a peer to play with the toy the peer is holding				
Shows awareness of possible conflicts by crying, turning away, or showing distress				
Observes peers who are experiencing a need or discomfort				

Cognitive Development Social Studies

Family and Culture				
Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity				
Infant	12 to 24 Months	2-Years-Old	3-Years-Old	4-Years-Old

Experiences his/her families celebrations, food, songs	Begins to gesture and ask simple questions regarding differences and/or similarities between self and others	Identifies his/her family members and family practices (traditions, celebrations, songs, food, language)	Identifies self in relationship to his/her family unit	Describes his/her family structure and family roles
Participates in his/her family celebrations, food, songs.		Identifies self as an individual with unique characteristics (hair color, age, first and last name)	Identifies similarities and differences between self and others	Identifies and describes similarities and differences between self and others (including peers)
		Identifies similarities and differences between self and peers	Asks simple questions about others' cultures	Explains diverse customs and cultural celebrations within the home, classroom, and community

People and Community				
Demonstrates an understanding of his/her community and an emerging awareness of other's culture and ethnicity				
Infant	12 to 24 Months	2-Years-Old	3-Years-Old	4-Years-Old
Not typically observed	Demonstrates understanding of simple rules	Recognizes and with adult support follows simple classroom, school and community rules		

		and routines		
Demonstrates an understanding of his/her community and an emerging awareness of other's culture and ethnicity				
Infant	12 to 24 Months	2-Years-Old	3-Years-Old	4-Years-Old
			Discuss examples of rules, fairness, and personal responsibilities in own experiences and stories read	Discusses examples of rules, fairness, and personal responsibilities in own experiences and stories read
			Complete jobs to contribute to his/her classroom community and communicate why it is important	Completes jobs to contribute to his/her classroom community and communicate why it is important
			Remembers and follows simple group rules and displays appropriate social behavior	

			Remembers rules of the classroom community and display appropriate social behavior	
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HEALTH AND PHYSICAL DEVELOPMENT: (fine/small motor skills, gross/large motor skills, health behaviors and practices for birth – 3, health status and practices for 3 – 5, nutrition, self-help skills)

Infants-(non mobile) Infants(mobile) Toddlers PS 3 Pre K 4

Physical Development				
Health and Well-Being				
Practices healthy and safe habits				
Infant	12 to 24 Months	2-Years-Old	3-Years-Old	4-Years-Old
Sleeps well and shows alertness during waking periods	Actively participates in physical activity for three to five minutes at a time	With adult support begins to initiate self care and personal hygiene routines	Independently show awareness of dangerous situations and respond with some knowledge of safety instructions	Consistently follows basic safety rules and anticipates consequences of not following safety rules
Initiates active play and engages in some physical activity	Identifies and tries to avoid dangers with assistance	Verbalizes simple safety rules	Communicate to peers and adults when dangerous situations are observed	Communicates the importance of safety rules
Respond to safety words such as “Stop!” or “Hot!”	Makes adult aware of health and self-care needs and seeks assistance	Cooperates with adults when in unsafe situations	Attends to personal health needs and self-care needs independently	Identifies the importance of and participate in activities related to health and self-care needs

Reacts to simple directions to support safety				
Shows beginning awareness of personal health and self-care needs				
Puts out arm or leg to help with dressing				
Starts to use objects correctly, such as drinking from a cup or brushing their hair				
Begins to remove clothing – pulls off socks and shoes				
Participates in activities related to nutrition				
Infant	12 to 24 Months	2-Years-Old	3-Years-Old	4-Years-Old
Explores food with fingers	Distinguishes between food and non-food items	Expresses preferences about food likes and dislikes	Helps prepare a nutritious snack	Helps prepare nutritious snacks and meals

Shows preference for food choices	Shows interest in and tries new foods	Recognizes healthy foods	Distinguishes healthy food choices from less healthy food choices	Sorts foods into food groups and communicate the benefits of healthy foods
Finger feeds self		Notifies an adult when hungry or thirsty		
Eats an increasing variety of food				
Begins to use an open cup				
Tries soft-cooked vegetables, soft fruits, and finger foods				
May try to start self feeding with utensils				
Use of Senses				
Demonstrates an awareness of the body in space and a child's relationship to objects in space				
Infant	12 to 24 Months	2-Years-Old	3-Years-Old	4-Years-Old

Moves body through space	Acts and moves with intention and purpose with some assistance	Utilizes sensory input and body awareness to understand how the body interacts with people and objects	Acts and moves with purpose and recognize differences in direction, distance, and location with some assistance	Acts and moves with purpose and independently recognize differences in direction, distance, and location
Exhibits body awareness and starts to move intentionally	Uses trial and error to discover how the body fits and moves through space	Shows purpose and coordination when interacting with people and objects	Demonstrates awareness of his/her own body in relation to others	Demonstrates spatial awareness through play activities
Begins some imitation of hand play such as waving bye-bye and clapping hands				
Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information				
Infant	12 to 24 Months	2-Years-Old	3-Years-Old	4-Years-Old
Responds to what he/she sees, hears, touches, tastes, and smells	Engages in sensory experiences with some assistance	Participates in a variety of sensory experiences	Uses senses to observe, classify and learn about objects	Takes things apart and invents new structures using the parts
Manipulates objects to see what will happen				
Enjoys a greater variety of smells and tastes				
Motor Skills				

Infant: Develops gross-motor skills				
12 to 24 Months to 4-Years-Old: Demonstrates gross-motor skills				
Infant	12 to 24 Months	2-Years-Old	3-Years-Old	4-Years-Old
Develops control of head and back, progressing to arms and legs	Gains control and coordination of body movements	Shows increased balance, coordination and endurance	Coordinates movements to perform a task	Coordinates movements to perform more complex tasks
Demonstrates beginning coordination and balance, often with support	Develops emerging coordination and balance	Maintains balance and posture when moving from one position to another during indoor and outdoor play	Demonstrates coordination and balance	Demonstrates coordination and balance in a variety of activities
Gets to a sitting position without help				Actively participates in a variety of both structured and unstructured indoor and outdoor activities for a sustained period of time that increase strength, endurance, and flexibility

Pulls up to stand				
Walks holding on to furniture				
May take a few steps without holding on				
May stand alone				
Infant: Develops fine-motor skills 12 to 24 Months to 4-Years-Old: Demonstrates fine-motor skills				
Infant	12 to 24 Months	2-Years-Old	3-Years-Old	4-Years-Old

<p>Begins to develop eye-hand coordination</p>	<p>Gains control of hands and fingers</p>	<p>Coordinates the use of hands and fingers</p>	<p>Coordinates the use of hands and fingers to manipulate smaller objects with increasing control</p>	<p>Coordinates the use of wrists, hands and fingers to manipulate small objects with ease</p>
<p>Grasps objects and toys and explores them with fingers, hands, and mouth to figure out what they can do</p>	<p>Demonstrates eye-hand coordination and participates in a variety of activities to enhance coordination</p>	<p>Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting at an easel, putting together a puzzle, folding paper, scribbling, turning the pages of a book</p>	<p>Adjusts arms, wrists, hands, and fingers to refine grasp and perform tasks that require small-muscle strength and control</p>	<p>Adjusts arms, wrists, hands, and fingers to refine grasp and perform tasks that require small-muscle strength and control</p>
<p>Develops grasp reflex</p>	<p>Uses tools and different actions on objects</p>			

Coordinates motions using eyes and hands			Coordinates the small muscles in the face (lips, cheeks, tongue) to carry out increasingly complex oral-motor skills	Coordinates the small muscles in the face (lips, cheeks, tongue) to carry out increasingly complex oral-motor skills
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LANGUAGE AND LITERACY DEVELOPMENT: (listening and understanding, speaking and communicating, phonological awareness for 3 – 5, book knowledge and appreciation, print awareness, early writing and alphabet knowledge for birth – 3)
 Infants-(non mobile) Infants(mobile) Toddlers PS 3 Pre K 4

Language and Emergent Literacy				
Receptive Language (Listening)				
Infant to 2-Year-Olds: Listens to conversation for a variety of purposes and demonstrates comprehension				
3-Year-Olds to 4-Year-Olds: Listens for purpose and comprehension				
Infant	12 to 24 Months	2-Years-Old	3-Years-Old	4-Years-Old
Reacts to environmental sounds and verbal communication by turning head towards the sound	With verbal prompting, responds to conversations with words/phrases, gestures or actions	Engages in multiple back-and-forth communicative interactions with adults and peers	Engages in purposeful communicative interactions with adults and peers	Engages in purposeful communicative interactions with adults and peers
Responds to simple directions	Responds to adults' questions with answers	Follows one-step directions	Follows two-step and three-step directions	

Responds to simple words and phrases	Listens to and follows simple directions	Follows multi-step directions with adult reminders	Follows multi-step directions with adult support	Follows multi-step directions
Follows simple directions like “pick up the toy”		Responds to simple questions	Responds to factual questions	Responds to interpretive and evaluative questions with adult support
Acquires vocabulary introduced in conversations, activities, stories, and/or books				
Infant	12 to 24 Months	2-Years-Old	3-Years-Old	4-Years-Old
Responds to names of familiar people and objects	Demonstrates understanding of simple words through his/her actions	Understands the meaning of common words like body parts and words used in books and songs	Demonstrates understanding of vocabulary through everyday conversations	Demonstrates understanding of more complex vocabulary through everyday conversations
Responds to talking, singing, and/or reading			Listens and understands new vocabulary from activities, stories, and books	Connects new vocabulary from activities, stories, and/or books with prior experiences and conversations
Responds to simple spoken requests				
Expressive Language				
Uses nonverbal communication for a variety of purposes				
Infant	12 to 24 Months	2-Years-Old	3-Years-Old	4-Years-Old

Communicates needs and wants through nonverbal gestures and facial expressions	Communicates needs and wants through nonverbal gestures and actions	Communicates needs and wants through nonverbal gestures and actions, in addition to verbal communication	Uses gestures, and actions to enhance verbal communication of needs and wants	Uses more complex gestures and actions to enhance verbal communication of needs and wants
Communicates feelings through facial expressions	Mimics others nonverbal gestures and actions to express feelings		Communicates feelings using non-verbal gestures and actions	Communicates feelings using non-verbal gestures and actions
Uses simple gestures, like shaking head "no" or waving "bye-bye"				
Makes sounds with changes in tone (sounds more like speech)				
Uses increasingly complex spoken language				
Infant	12 to 24 Months	2-Years-Old	3-Years-Old	4-Years-Old
Engages in back and forth vocal play with adults	Experiments with spontaneous vocal play	Uses words, signs and simple phrases to initiate or extend conversations	Speaks clearly enough to be understood	Demonstrates an understanding of conversational rules when initiating or extending conversations with adults or peers

Uses crying and other vocal signals to communicate	Uses one-to-two word sentences/phrases to communicate	Uses three to four words sentences to communicate wants and needs	Demonstrates use of expanded sentences and sentence structures	Demonstrates use of expanded sentences and sentence structures
Makes sounds with changes in tone (sounds more like speech)		Ask simple "Wh" questions like "Why?" or "What's that?"	Describes activities and experiences using details	Asks increasingly complex questions
Say "mama" and "dada" and exclamations like "uh-oh!"		Can be understood by familiar peers and adults most of the time	Uses expanded vocabulary in a variety of situations	Uses expanded vocabulary in a variety of situations
Tries to say words you say		Uses vocabulary words from books and songs		e. Uses vocabulary to describe activities and experiences, including conjunctions to add details or elaborate phrases
		Uses vocabulary to describe objects or actions, including pronouns and plurals		
Converses and builds understanding				
Infant	12 to 24 Months	2-Years-Old	3-Years-Old	4-Years-Old
			. Listens to orally presented text and responds on topic during follow-up conversation	Listens to orally presented text and responds on topic during the follow-up conversation

			Listens and responds to peer conversations and group discussions	Listens and responds to peer conversations and group discussions for extended periods of time
			Responds to more complex questions with appropriate answers	Responds to more complex questions with appropriate answers

Early Reading

Acquires meaning from a variety of materials read to him/her

Infant	12 to 24 Months	2-Years-Old	3-Years-Old	4-Years-Old
Shows interest in shared reading experiences and looking at books	Touches or identifies pictures when prompted	Uses pictures to talk about a book	Uses pictures to predict the main idea of a story before reading the story	Uses pictures to predict the main idea of a story prior to reading the story
Looks at the right picture or thing when it's named		Identifies preferred or favorite books	Retells a simple story using pictures and adult support	Retells familiar stories

Listens to stories for a short period of time			Answers questions about a story	Answers questions about a story
			Begins to make story connections (story to story, story to real-life events)	Makes story connections (story to story, story to real-life events, story to personal events)
<p>Infants to 12 to 24 Months: Develops early phonological awareness (awareness of units of sound)</p> <p>2-Years-Old to 3-Years-Old: Develops early phonological awareness (discriminates the sounds of language)</p> <p>4-Years-Old: Develops phonological awareness</p>				
Infant	12 to 24 Months	2-Years-Old	3-Years-Old	4-Years-Old
Listens to simple nursery rhymes, songs, and chants	Listens to and participates in familiar nursery rhymes, songs, and fingerplays with a group	Listens to and imitates sounds in familiar songs, chants and nursery rhymes	Differentiates sounds that are the same and different	Differentiates sounds that are the same and different
Begins to participate in stories, songs, and fingerplays	Participates in rhyming activities		Repeats rhymes, poems, and fingerplays	Repeats rhymes, poems, and fingerplays
Shows increasing awareness of and interest in the sounds of spoken language by focusing on the speaker			Plays with the sounds of language	Plays with the sounds of language

			Begins to identify words that rhyme	Begins to identify words that rhyme
Demonstrates awareness of print concepts				
Infant	12 to 24 Months	2-Years-Old	3-Years-Old	4-Years-Old
Shows interest in books by reaching for books and explores books through touch	Asks to have books read to him/her	Shows an interest in books and print	Shares an interest in books and print with others	Shares an interest in books and print with others
Imitates adults by pointing to pictures	Holds books upright and helps turn pages one at a time with adult support	Holds the book and turns the pages when pretending to read	Shows proficient book handling skills	Shows proficient book handling skills
Begins to reach for soft-covered books or board books	Recognizes some familiar logos in the environment (classroom, school, neighborhood, community) with adult support	Begins to recognize that print and symbols convey meaning (signs on buildings, logos, labels, own name)	Recognizes that print and symbols convey meaning (signs on buildings, logos, labels, own name)	Recognizes and reads environmental print
Looks at and touches the pictures in books				

Helps turn pages				
Demonstrates increasing knowledge of the alphabet				
Infant	12 to 24 Months	2-Years-Old	3-Years-Old	4-Years-Old
			Identifies some letters of the alphabet with adult support	. Recognizes and names some uppercase and lowercase letters of the alphabet with adult support
				Begins to associate letters with their letter sounds with adult support
Early Writing				
Uses writing for variety of purposes				
Infant	12 to 24 Months	2-Years-Old	3-Years-Old	4-Years-Old
Makes some random marks	Uses writing or drawing instruments to makes random marks and scribbles	Makes increasingly more controlled scribbles, marks and drawings to convey ideas, actions or objects	Makes letter-like symbols and drawings to convey ideas, actions or objects	Draws pictures and copy letters and/or numbers and/or use phonetically spelled (invented spelling) words to communicate

Holds simple writing tools with adult help and supervision			Shows proficient use of writing tools with adult support	b. Shows proficient use of writing tools
			Shows emerging awareness that writing can be used for a variety of purposes	Writes some letters of the alphabet and some numbers
				d. Begins to understand how punctuation and capitalization are used in written sentences

MATHEMATICS: (numbers and operations, spatial sense for birth – 3, geometry and spatial sense for 3 – 5, patterns and measurement)

Infants-(non-mobile) Infants(mobile) Toddlers

PS 3

Pre K4

Cognitive Development - Mathematics				
Number and Quantity				
Organizes, represents, and builds knowledge of quantity and number				
Infant	12 to 24 Months	2-Years-Old	3-Years-Old	4-Years-Old
Listens to simple songs or fingerplays that involve numbers led by teacher	Shows awareness of early concepts related to amount	Subitizes up to two objects	Subitizes up to 4 objects	a. Subitizes up to 5 objects
Observes simple songs or fingerplays that involve numbers and quantity		Counts in sequence up to five	Counts in a sequence up to 10	Counts in a sequence beyond 20
Is exposed to printed numerals on pictures, books, objects, etc.			Counts up to five objects using one-to-one correspondence with adult support	Counts ten or more objects using one-to-one correspondence with adult support
Uses words and/or gestures to request “more” in reference to food or play			Begins to match number symbols 0-5 to object sets with adult support	Begins to match number symbols 0-20 to object sets with adult support
Begins to understand words that describe quantities (more, bigger, enough)				

Manipulates, compares, and describes relationships using quantity and number				
Infant	12 to 24 Months	2-Years-Old	3-Years-Old	4-Years-Old
Listens and observes as adult leads counting songs, reads books or shows objects with numbers	Counts groups of one and two objects with adult guidance	Identifies more or less with a small set of objects (up to 3) and with adult support adds to or takes away from the group	Identifies more or less with a small set of objects (up to 5) and with adult support adds to or takes away from the group	Identifies objects sets or picture sets as equal, more/greater than, and less than
Participates in simple counting of objects when led by an adult	Applies number and counting to daily routine with adult guidance		Identifies object sets that are equal	
Observes books or objects with numbers				Adds to/combines and takes away from/separates object sets or picture sets)
Measurement and Comparison				
Explores and communicates about distance, weight, length, height, and time				
Infant	12 to 24 Months	2-Years-Old	3-Years-Old	4-Years-Old
Explores objects with different sizes and shapes using all senses	Explores and identifies objects that are big or small, heavy or light, and tall or short, with assistance	Develops vocabulary for length, weight and height	Labels objects using size words	Compares objects using size, weight or speed (time)

Plays with toys and objects with different sizes and shape	Uses size words appropriately		Uses a variety of standard and non-standard tools to measure objects with adult support	Uses a variety of standard and non-standard tools to measure and compare distances, weights, lengths, and heights
			Develops vocabulary for communicating about time	Uses a variety of instruments to measure time and communicate about the passage of time with adult support
Sorts, orders, classifies, and creates patterns				
Infant	12 to 24 Months	2-Years-Old	3-Years-Old	4-Years-Old
Explores objects with different characteristics such as size, shape, color, pattern, texture	Copies patterns using sounds or physical movements, with adult prompting and guidance	Identifies simple patterns in the environment	Identifies and duplicates simple patterns	Identifies, duplicates, and extends increasingly more complex patterns
				Creates own patterns
Begins to match simple sounds and movements	Orders several objects on the basis of one characteristic through trial and error	Sorts or compares objects by one attribute (color, or shape, or size)	Sorts or compares objects by multiple attributes with adult support	Sorts or compares objects by multiple attributes

			Seriates objects (up to 4) independently	Independently seriates objects (up to 6) and defines the criteria used to determine the order
			Collects data as a group with adult support	Collects and displays data with adult support
Geometry and Spatial Thinking				
Explores, recognizes, and describes spatial relationships between objects				
Infant	12 to 24 Months	2-Years-Old	3-Years-Old	4-Years-Old
Explores relationships between objects through play	Recognizes basic shapes and matches two identical shapes	With adult support begins to demonstrate understanding of directions through songs, finger plays and games	. With adult support begins to demonstrate understanding of directions through songs, finger plays and games	
Explores simple objects to make them fit	When modeled by an adult, attempts to move objects in different directions, such as up, down, around or under	Flips, slides and rotates objects to make them fit together	Demonstrates an understanding of directionality, order, and position of people and/or objects by following simple directions	Uses appropriate directional language to indicate where things are in their environment: position, distance, order
			c. Flips, slides and rotates objects to make them fit together	
Explores, recognizes, and describes shapes and shape concepts				

Infant	12 to 24 Months	2-Years-Old	3-Years-Old	4-Years-Old
Notices objects and uses all senses to explore different shapes	Begins to slide, rotate, and flip objects to make them fit with adult support	Matches basic shapes (circle, square)	Recognizes basic, two-dimensional shapes in the environment independently	Recognizes and names a variety of two-dimensional shapes that may vary in size and/or orientation
			Begins to explore three-dimensional shapes in the learning environment	Recognizes and names a variety of three-dimensional shapes in the learning environment
				Uses attributes of two-dimensional shapes and three-dimensional shapes to create new shapes

SCIENCE: (scientific skills and methods, scientific knowledge)

Infants-(non-mobile) Infants (mobile) Toddlers PS 3 Pre K4

Cognitive Development - Science				
Scientific Skills and Methods				
Infants to 12 to 24 Months: Demonstrates scientific inquiry skills 2-Year-Old to 4-Year-Old: Demonstrates scientific inquiry skills and communicates scientific ideas clearly				
Infant	12 to 24 Months	2-Years-Old	3-Years-Old	4-Years-Old

Observes and explores objects using all senses	Uses simple tools to explore and investigate the learning environment (indoors and outdoors)	Identifies sense organs (nose, mouth, eyes, ears, hands)	Uses senses to observe and experience objects and environment	Uses senses to observe, classify, and learn about objects and environment
Attempts to use objects as tools		Uses the senses to observe and explore the environment	Discusses observations about objects and events in the physical environment and with adult support, records observations through drawings and/or dictations	Discusses observations about objects and events in the physical environment and with adult support, records observations through drawings and/or dictations
Responds to what he/she sees, hears, tastes, and smells		With adult support, discusses observations about objects and events in the environment	Records observations through drawings or dictations with adult guidance	see above records observations through drawings and/or dictations
		Uses simple tools in play and when exploring the environment (magnifying glass, spoons, measuring cups)	Uses simple tools during experiments and observations (magnifying glass, spoons, measuring cups)	Correctly uses a variety of scientific tools during experiments and observations
		Demonstrates understanding of cause and effect in the physical	Participates in simple experiments and with adult	Engages in scientific practices while conducting

		and social environment	support discusses some scientific practices	experiments with adult support
Earth and Space				
Demonstrates knowledge related to the dynamic properties of the earth and sky				
Infant	12 to 24 Months	2-Years-Old	3-Years-Old	4-Years-Old
Touches water with adult support and supervision	Engages in structured play using water	Explores and investigates the properties of water	Explores and investigates the different states of water (water, ice, vapor)	Investigates and describes the different states of water (water, ice, vapor)
Touches sand and mud with adult support and supervision	Engages in structured play using sand, soil, and mud	Begins to explore and investigate the properties of mud, sand, and soil	Explores and investigates the properties of mud, sand, soil, and rocks	Investigates and describes the properties of mud, sand, soil, and rocks
Observes the sun, clouds, and transition from day to night with adult support	Identifies the objects in the sky and uses basic vocabulary to describe day and night	Notices objects in the sky during daytime and nighttime (sun, moon, stars, clouds)	c. Begins to compare daytime and nighttime cycles	Compares daytime and nighttime cycles and begins to make observations of the seasonal changes of the sun, moon, and stars
Observes different types of weather	Uses emerging vocabulary to describe basic weather	Observes and discusses the weather	Observes and discusses the weather and begins to associate different weather	Observes and discusses the weather and associates different weather patterns with the

			patterns with the seasons	seasons
Living Things				
Demonstrates knowledge related to living things and their environment				
Infant	12 to 24 Months	2-Years-Old	3-Years-Old	4-Years-Old
Shows curiosity about people, plants, and animals	Interacts with plants and animals	Investigates a number and variety of plants and animals	Explores and investigates a variety of plants and animals	Investigates, describes and compares a variety of plants and animals
Point to body parts while looking at books or pictures with adult prompt		Begins to understand how living things grow and change (puppy to dog, chick to hen)	Develops an understanding of the life cycles of living things	Describes the life cycles of a variety of living things
			Explores habitats for a variety of animals	Identifies and describes the habitats for a variety of animals and begins to categorize the elements of a habitat as living or nonliving

			Identifies and describes the functions of body parts	Identifies and describes the functions of many body parts
Physical Science				
Demonstrates knowledge related to physical science				
Infant	12 to 24 Months	2-Years-Old	3-Years-Old	4-Years-Old
Demonstrates ability to move objects	Plays with and explores different toys and objects	Uses basic words to describe motion and speed (fast, slow, spin, twirl)	a. Investigates different types of motion and speed	Investigates and describes different types of motion and speed
Touches objects to gain information about them	Demonstrates ability to push and pull objects	Explores motion and speed in play		
	Observes that objects move at different speeds			
		Begins to describe basic properties of matter (hard, soft, wet, dry, warm, cold)	Explores and identifies basic properties and states of matter	Identifies and describes basic properties and states of matter
	Shows interest and curiosity about objects in his/her immediate environment		Begins to describe the properties and characteristics of energy (light, heat, electricity)	Explores and describes the properties and characteristics of energy (light, heat, electricity) with adult support

	Explores solids and liquids			
			Begins to describe the properties and characteristics of sound (pitch, volume, tone)	Explores and describes the properties and characteristics of sound (pitch, volume, tone) with adult support

Interaction With the Environment

1. Demonstrates an awareness of, and the need to protect their environment (ecosystem, Earth, home) through the conservation and preservation of natural resources

Infant	12 to 24 Months	2-Years-Old	3-Years-Old	4-Years-Old
Notices familiar people and objects in his/her environment.	Identifies familiar people and living things in his/her environment			
Begins to identify familiar people and objects in his/her environment	Begins to demonstrate understanding of sustainability practices	Participates in activities that protect the environment (ecosystem, Earth, home) with adult support	Participates in activities that protect the environment (ecosystem, Earth, home) with adult support	Participates in activities that protect the environment (ecosystem, Earth, home)
With adult support, begins to develop an appreciation for nature through sensory experiences				

(sights, sounds, smells, textures)				
With adult support, observe sustainability practices (plant a garden/tree, utilize recyclables in play, collect rain water, etc.)		Demonstrates understanding of sustainability practices with adult support	Demonstrates understanding of sustainability practices with adult support	Demonstrates understanding of sustainability practices
Shows interest in shared reading experiences about the Earth				

CREATIVE ARTS: (music, art, movement, dramatic play)

Infants-(non-mobile) Infants (mobile) Toddlers PS 3 Pre K4

Cognitive Development - Creative Development				
Creative Movement and Dance				
Participates in dance to express creativity				
Infant	12 to 24 Months	2-Years-Old	3-Years-Old	4-Years-Old
Expresses self by moving to music	Moves body to music	Engages in a variety of individual and group music and movement activities	Engages in a variety of individual and group music and movement activities	Engages in music and movement activities to express individual creativity
Begins to show a preference for different dance movements				

Begins to show enjoyment for a variety of dance across genres	Shows interest and curiosity about different dance genres	Shows interest and curiosity about different dance genres	Demonstrates basic knowledge of dance genres	Demonstrates basic knowledge of dance genres
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Visual Arts

Creates, observes, and analyzes visual art forms to develop artistic expression

Infant	12 to 24 Months	2-Years-Old	3-Years-Old	4-Years-Old
Explores simple art materials	Expresses self creatively with simple art materials	Use imagination and creativity with a variety of open ended materials to express self	Uses imagination and creativity with a variety of open ended materials to express self	Use materials to create original work for self-expression and to express individual creativity
Attends to bright or contrasting colors	Communicates what he/she likes about a picture	Responds to own art and to the art of others and begins to show a preference for art forms	Responds to own art and to the art of others and justifies a preference for specific art forms	Observe and discuss visual art forms and compares their similarities and differences
Shows preference for particular visual stimuli				
Begins to use art media				

Music

Uses his/her voice, instruments, and objects to musically express creativity

Infant	12 to 24 Months	2-Years-Old	3-Years-Old	4-Years-Old
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Begins to show a preference for different musical rhythms or beats	Experiments with vocalizations and different sounds produced by instruments	Experiments with vocalizations and different sounds produced by instruments	Engages in individual and group activities that utilize musical instruments and singing to express creativity	Engages in activities that utilize musical instruments and/or singing to express individual creativity
Begins to show enjoyment for a variety of music across genres	Shows interest and curiosity about different music genres		Demonstrates basic knowledge of music genres	Demonstrates basic knowledge of music genres
With adult support, begins to use music to calm and self-regulate				
Experiments with vocalizations and sounds while listening to music or an adult singing				
Explores making noises with different objects or instruments by shaking them, banging them together				
Drama				
Uses dramatic play to express creativity				
Infant	12 to 24 Months	2-Years-Old	3-Years-Old	4-Years-Old

Shows interest in rhymes, fingerplays, and stories with props	Listens to rhymes, fingerplays, and stories with props	Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal	Engages and persists in dramatic play and takes on more complex characteristics of a character/role	Persists in dramatic play and takes on the complex characteristics of a character/role
Participates in fingerplay	Pretends to take on the characteristics of an animal or pretends to be a favorite book character, with adult support		Participates in drama presentations (plays, musicals, puppet shows, oral storytelling with props, etc.) with adult support	. Participates in drama presentations (plays, musicals, puppet shows, oral storytelling with props, etc.)
Responds to volume in tones and inflection				
Plays with dramatic play materials				
Mimics adults actions when playing with toys/objects during dramatic play				