



## Alabama's Standards *for* Early Learning and Development

# CROSSWALKS



ALABAMA DEPARTMENT OF  
Early Childhood  
Education

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# CROSSWALK

Alabama Standards for Early Learning and Development (ASELD) and  
Head Start Early Learning Outcomes Framework, Ages Birth to Five



HEAD START Approaches to Learning	ALABAMA STANDARDS FOR EARLY LEARNING AND DEVELOPMENT Approaches to Play and Learning (APL): Developing Skills and Attitudes for Success
Goal P-ATL 1. Child manages emotions with increasing independence	SED2a: Children will identify, manage, and express their feelings.
Goal P-ATL 2. Child follows classroom rules and routines with increasing independence.	SST1b: Children will develop a sense of belonging to a group and follow its rules.
Goal P-ATL 3. Child appropriately handles and takes care of classroom materials	SST1b: Children will develop a sense of belonging to a group and follow its rules.
Goal P-ATL 4. Child manages actions, words, and behavior with increasing independence.	SED1b: Children will develop confidence in their own abilities with support of others.
Goal P-ATL 5. Child demonstrates an increasing ability to control impulses.	SED2b: Children will begin to self-regulate.
Goal P-ATL 6. Child maintains focus and sustains attention with minimal adult support.	APL2a: Children will develop the ability to focus their attention and concentrate to complete tasks.
Goal P-ATL 7. Child persists in tasks.	APL2a: Children will develop the ability to focus their attention and concentrate to complete tasks.
Goal P-ATL 9. Child demonstrates flexibility in thinking and behavior.	APL3b: Children will demonstrate a willingness to take risks and try new things.
Goal P-ATL 10. Child demonstrates initiative and independence.	APL3a: Children will show eagerness, imagination, and creativity as they try new tasks.
Goal P-ATL 11. Child shows interest in and curiosity about the world around them.	APL3a: Children will show eagerness, imagination, and creativity as they try new tasks.
Goal P-ATL 12. Child expresses creativity in thinking and communication.	APL3a: Children will show eagerness, imagination, and creativity as they try new tasks.  CRA1: Children will demonstrate an increasing understanding and enjoyment of the use of visual arts as a form of self-expression.  CRA2: Children will demonstrate an increasing understanding and appreciation of music as a form of self-expression.  CRA3: Children will demonstrate growing interest and control in using rhythmic movements for self-expression.  CRA4: Children will demonstrate an increasing appreciation for the use of drama for self-expression.
Goal P-ATL 13. Child uses imagination in play and interactions with others.	APL1a: Children will use their imaginations to learn about the world around them.





HEAD START Social and Emotional Development	ALABAMA STANDARDS FOR EARLY LEARNING AND DEVELOPMENT Social Emotional Development (SED): Myself, My Feelings, and My Relationships
<b>Goal P-SE 1.</b> Child engages in and maintains positive relationships and interactions with adults.	<b>SED3a:</b> Children form relationships and interact positively with adults who consistently respond to their needs.
<b>Goal P-SE 2.</b> Child engages in prosocial and cooperative behavior with adults.	<b>SED3a:</b> Children form relationships and interact positively with adults who consistently respond to their needs.
<b>Goal P-SE 3.</b> Child engages in and maintains positive interactions and relationships with other children.	<b>SED3b:</b> Children develop ways to interact and build relationships with peers.
<b>Goal P-SE 4.</b> Child engages in cooperative play with other children.	<b>APL1b:</b> Children will learn to work and play together to achieve a common goal.
<b>Goal P-SE 5.</b> Child uses basic problem-solving skills to resolve conflicts with other children.	<b>SED2b:</b> Children will begin to self regulate.
<b>Goal P-SE 6.</b> Child expresses a broad range of emotions and recognizes these emotions in self and others.	<b>SED2a:</b> Children identify, manage, and express their feelings.
<b>Goal P-SE 7.</b> Child expresses care and concern toward others.	<b>SED2a:</b> Children identify, manage, and express their feelings.
<b>Goal P-SE 8.</b> Child manages emotions with increasing independence.	<b>SED2a:</b> Children will identify, manage express their feelings.
<b>Goal P-SE 9.</b> Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests.	<b>SED1a:</b> Children will demonstrate an emerging personal identity through awareness of own personal characteristics and abilities.
<b>Goal P-SE 10.</b> Child expresses confidence in own skills and positive feelings about self.	<b>SED1b:</b> Children develop confidence in their own abilities.
<b>Goal P-SE 11.</b> Child has sense of belonging to family, community, and other groups.	<b>SST1a:</b> Children will develop a sense of belonging to a family group, articulate family members' roles, and identify how families are alike and different.  <b>SST1b:</b> Children build a sense of belonging to a group and follow its rules.



<b>HEAD START</b> <b>Language and Communication; Literacy</b>	<b>ALABAMA STANDARDS FOR EARLY LEARNING AND DEVELOPMENT</b> <b>Language and Literacy (LLT): Understanding and expressing by listening, speaking, reading and writing</b>
<b>Goal P-LC 1.</b> Child attends to communication and language from others.	<b>LLT1a:</b> Children will gain information by understanding the meaning of words and gestures.
<b>Goal P-LC 2.</b> Child understands and responds to increasingly complex communication and language from others.	<b>LLT1a:</b> Children will gain information by understanding the meaning of words and gestures.
<b>Goal P-LC 3.</b> Child varies the amount of information provided to meet the demands of the situation.	<b>LLT1c:</b> Children will use, adapt and follow the rules of language.
<b>Goal P-LC 4.</b> Child understands, follows, and uses appropriate social and conversational rules.	<b>LLT1c:</b> Children will use, adapt and follow the rules of language.
<b>Goal P-LC 5.</b> Child expresses self in increasingly long, detailed, and sophisticated ways.	<b>LLT1b:</b> Children will use words and gestures to express their thoughts, feelings and needs to others.
<b>Goal P-LC 6.</b> Child understands and uses a wide variety of words for a variety of purposes.	<b>LLT1b:</b> Children will use words and gestures to express their thoughts, feelings and needs to others.
<b>Goal P-LC 7.</b> Child shows understanding of word categories and relationships among words.	<b>LLT1b:</b> Children will use words and gestures to express their thoughts, feelings and needs to others.
<b>Goal P-LIT 1.</b> Child demonstrates awareness that spoken language is composed of smaller segments of sound.	<b>LLT2b:</b> Children will begin to recognize and word with sounds in spoken language.
<b>Goal P-LIT 2.</b> Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print).	<b>LLT2d:</b> Children will construct meaning and appreciation of print.
<b>Goal P-LIT 3.</b> Child identifies letters of the alphabet and produces correct sounds associated with letters.	<b>LLT2c:</b> Children begin to recognize that letters and letter sounds represent the sounds of spoken language.
<b>Goal P-LIT 4.</b> Child demonstrates an understanding of narrative structure through storytelling/ re-telling.	<b>LLT2a:</b> Children will demonstrate understanding of both the written and spoken word.
<b>Goal P-LIT 5.</b> Child asks and answers questions about a book that was read aloud.	<b>LLT2a:</b> Children will demonstrate understanding of both the written and spoken word.
<b>Goal P-LIT 6.</b> Child writes for a variety of purposes using increasingly sophisticated marks.	<b>LLT3:</b> Children demonstrate beginning understanding of writing as a way to communicate and that their marks on paper convey a message.



HEAD START Mathematics Development	ALABAMA STANDARDS FOR EARLY LEARNING AND DEVELOPMENT Mathematical Thinking (MAT): Exploring, Processing and Logical Reasoning
Goal P-MATH 1. Child knows number names and the count sequence.	MAT1b: Children will connect number names to quantities.
Goal P-MATH 2. Child recognizes the number of objects in a small set.	MAT1a: Children will understand the concept of numbers, and the relationships between numbers and quantities.
Goal P-MATH 3. Child understands the relationship between numbers and quantities.	MAT1a: Children will understand the concept of numbers, and the relationships between numbers and quantities.
Goal P-MATH 4. Child compares numbers.	MAT1a: Children will understand the concept of numbers, and the relationships between numbers and quantities.
Goal P-MATH 5. Child associates a quantity with written numerals up to 5 and begins to write numbers.	MAT1a: Children will understand the concept of numbers, and the relationships between numbers and quantities.
Goal P-MATH 6. Child understands addition as adding to and understands subtraction as taking away.	MAT2a: Children will develop understanding of putting together or adding to and taking apart and taking from.
Goal P-MATH 7. Child understands simple patterns.	MAT2c: Children will recognize simple patterns in daily life and play experiences.
Goal P-MATH 8. Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attributes to make comparisons.	MAT4: Children will explore and communicate about distance, weight, length, height, and time.  MAT2b: Children will classify and organize objects according to their properties and attributes.
Goal P-MATH 9. Child identifies, describes, compares, and composes shapes.	MAT3b: Children will explore, visualize, and analyze shapes and shape attributes.
Goal P-MATH 10. Child explores the positions of objects in space.	MAT3a: Children will explore and describe the spatial relationships between objects, the environment and themselves.



HEAD START Scientific Reasoning	ALABAMA STANDARDS FOR EARLY LEARNING AND DEVELOPMENT Science Exploration and Knowledge (SCI): Exploring the World Around Me
<b>Goal P-SCI 1.</b> Child observes and describes observable phenomena (objects, materials, organisms, and events).	<p><b>SEK1a:</b> Children will differentiate between living and non-living things and their characteristics.</p> <p><b>SEK1b:</b> Children will demonstrate emerging understanding of matter and energy.</p> <p><b>SEK1c:</b> Children will demonstrate emerging understanding of the earth and atmosphere.</p>
<b>Goal P-SCI 2.</b> Child engages in scientific talk.	<b>SEK1e:</b> Children will gain knowledge through exploration and discovery.
<b>Goal P-SCI 3.</b> Child compares and categorizes observable phenomena.	<b>SEK1d:</b> Children will gain knowledge through exploration and discovery.
<b>Goal P-SCI 4.</b> Child asks a question, gathers information, and makes predictions.	<b>SEK1d:</b> Children will gain knowledge through exploration and discovery.
<b>Goal P-SCI 5.</b> Child plans and conducts investigations and experiments.	<b>SEK1d:</b> Children will gain knowledge through exploration and discovery.
<b>Goal P-SCI 6.</b> Child analyzes results, draws conclusions, and communicates results.	<p><b>SEK3:</b> Children will use logical thinking and reasoning to solve meaningful problems and inform decisions.</p> <p><b>MAT4b:</b> Child uses logical thinking and reasoning to solve meaningful problems and inform.</p>





HEAD START Perceptual, Motor, and Physical Development	ALABAMA STANDARDS FOR EARLY LEARNING AND DEVELOPMENT (PDH): Growing Strong, Healthy and Resilient
<b>Goal P-PMP 1.</b> Child demonstrates control, strength, and coordination of large muscles.	<b>PDH1a:</b> Children will demonstrate increasing body awareness and control, strength and coordination of large muscles.
<b>Goal P-PMP 2.</b> Child uses perceptual information to guide motions and interactions with objects and other people.	<b>PDH1a:</b> Children will demonstrate increasing body awareness and control, strength and coordination of large muscles.
<b>Goal P-PMP 3.</b> Child demonstrates increasing control, strength, and coordination of small muscles.	<b>PDH b:</b> Children will demonstrate increasing control and coordination of small muscles.
<b>Goal P-PMP 4.</b> Child demonstrates personal hygiene and self-care skills.	<b>PDH2a:</b> Children will demonstrate increasing independence in performing in self-care tasks.
<b>Goal P-PMP 5.</b> Child develops knowledge and skills that help promote nutritious food choices and eating habits.	<b>PDH2a:</b> Children will demonstrate increasing independence in performing in self-care tasks.
<b>Goal P-PMP 6.</b> Child demonstrates knowledge of personal safety practices and routines.	<b>PDH2b:</b> Children will demonstrate increasing awareness of safe habits, safety rules and personal safety.





# CROSSWALK

Alabama Early Learning Guidelines:  
Department of Human Resources Early Learning Guidelines Crosswalk



**SOCIAL EMOTIONAL DEVELOPMENT (SED) Me, Myself, and My Relationships**

**SED1a Self-Awareness:**  
Children will demonstrate an emerging personal identity through awareness of own personal characteristics, skills and abilities.

SC/EM Birth-6 Months 8: develop an awareness of self as a separate individual from others  
SC/EM 6-12 Months 9: respond to her/his own image in a mirror  
SC/EM 12-18 Months 5: try to achieve a sense of self-identity  
SC/EM 4 Years 3: often seem selfish and unable to understand taking turns  
SD Birth-6 Months 12: respond to her/his name and caregiver's actions  
SD Birth-6 Months 13: respond to self in mirror  
SD 12-18 Months 2: imitate the actions and activities of others  
SD 12-18 Months 5: begin to achieve a sense of self-identity  
SD 3 Years 5: become defensive of toys and other possessions  
SD 5 Years 8: argue about many things and have a strong sense of "fairness"  
SD 5 Years 9: be independent, yet still want and need help  
CD 18-24 Months 2: refer to self by name, and name other familiar objects  
CD 2 Years 1: be able to say what gender she or he is

**SED1b Self-Esteem:**  
Children will demonstrate emerging confidence in their own abilities.

SC/EM 12-18 Months 6: become more independent  
SC/EM 18-24 Months 1: start to help when washing her/his hands  
SC/EM 3 Years 7: want to do for herself/himself  
SC/EM 4 Years 2: show pride in accomplishments  
SC/EM 4 Years 4: demand doing many things for self  
SD 5 Years 7: boast about accomplishments

**SED2a Manage Feelings:**  
Children will identify, manage, and express their feelings

SC/EM Birth-6 Months 3: express her/his needs and emotions with different cries and vocal sounds  
SC/EM Birth-6 Months 4: smile in response to a friendly face or voice  
SC/EM Birth-6 Months 10: imitate sounds, facial expressions, and actions of others  
SC/EM 6-12 Months 1: cry when she/he needs help  
SC/EM 6-12 Months 8: indicate her/his wants through movements and sounds  
SC/EM 12-18 Months 2: ask for what she/he wants through sounds and motions  
SC/EM 12-18 Months 7: start to show different social emotions, such as affection, jealousy, anger, and sympathy  
SC/EM 18-24 Months 4: choose toys to play with and help pick up toys  
SC/EM 18-24 Months 5: let you know when she/he needs to use the toilet  
SC/EM 18-24 Months 8: show different emotions and moods  
SC/EM 18-24 Months 9: become aware of her/his own feelings  
SC/EM 3 Years 1: be friendly, laugh often, and be eager to please  
SC/EM 3 Years 2: have occasional nightmares and fear of the dark  
SC/EM 4 Years 5: show very different emotions within a short period of time  
SC/EM 5 Years 1: show many different feelings  
SC/EM 5 Years 3: often be able to express feelings in words  
SC/EM 5 Years 6: have better self-control of emotions  
SD 6-12 Months 5: show affection  
SD 12-18 Months 3: show affectionate responses and begin social interactions  
SD 4 Years 1: be outgoing, friendly, and overly enthusiastic at times  
SD 4 Years 6: rely more on verbal expressions than physical aggression  
SD 4 Years 7: engage in name-calling and teasing  
CD Birth-6 Months 2: smile and respond to faces or objects  
CD Birth-6 Months 11: make same type of gesture as one that was modeled  
LLD Birth-6 Months 10: laugh out loud  
LLD 6-12 Months 8: show emotions by making different sounds and expressions  
LLD 12-18 Months 10: greet people with a smile or concern  
LLD 2 Years 10: begin to communicate feelings when having conflicts with others

**KEY** SC/EM: Self-Concept / Emotional Development

SD: Social Development  
LLD: Language and Literacy Development

CD: Cognitive Development  
PD: Physical Development

*Alabama Standards  
for Early Learning and  
Development*

*Alabama Early Learning Guidelines: DHR Crosswalk*

SED2b Self-Regulation:  
Children will begin to self-regulate.

SC/EM Birth-6 Months 7: entertain self by playing with fingers, hands, and toes  
SC/EM Birth-6 Months 11: spend less time crying, and will laugh out loud  
SC/EM 12-18 Months 4: be able to sit still for a short while  
SC/EM 12-18 Months 8: better control her/his own behaviors  
SC/EM 2 Years 5: change mind and moods quickly  
SC/EM 2 Years 6: sometimes be able to make choices  
SC/EM 2 Years 7: sometimes want to hold onto the “old”, rather than try the “new”  
SC/EM 2 Years 11: display aggressive behaviors, such as hitting, biting and shoving  
SC/EM 3 Years 5: sometimes have a special security blanket, stuffed animal or toy for comfort  
SC/EM 3 Years 6: need affection, support and comfort when she/he is afraid, hurt or sad  
SC/EM 4 Years 1: sometimes become physical/aggressive when angry  
SD birth 6 Months 6: become upset if toys or other objects are taken away  
SD 12-18 Months 8: begin to briefly wait for responses to her/his requests

SED3a Relationships with  
Adults: Children will form  
relationships and interact  
positively with adults who  
consistently respond to  
their needs.

SC/EM Birth-6 Months 2: begin to establish emotional attachments or “bonding” relationships with parents/family and caregivers  
SC/EM Birth-6 Months 6: stop crying when parents, family members, and/or caregivers come near  
SC/EM Birth-6 Months 9: seek attention of parent or caregiver by using body movements and/or vocal sounds  
SC/EM 6-12 Months 6: have emotional attachments to particular people  
SC/EM 18-24 Months 6: recognize when people are feeling happy, sad, angry, or scared  
SC/EM 18-24 Months 7: show affection for you and others that she/he knows  
SC/EM 3 Years 8: possibly have difficulty adjusting to being away from parents  
SC/EM 4 Years 6: show jealousy of others who seem to be taking an adult’s attention away from her/him  
SC/EM 4 Years 7: desire to please adults  
SC/EM 5 Years 2: start to understand the feelings of others  
SD Birth-6 Months 4: reach out to familiar people  
SD Birth-6 Months 5: become more outgoing and social  
SD Birth-6 Months 7: smile in response to a friendly face or voice  
SD Birth-6 Months 8: usually stop crying when picked up and held  
SD Birth-6 Months 9: begin to develop a sense of security and trust with parents and caregivers  
SD Birth-6 Months 10: imitate, maintain, or avoid interactions  
SD Birth-6 Months 11: show individual responses to different people and situations  
SD 6-12 Months 1: recognize and bond with primary caregivers  
SD 6-12 Months 2: recognize familiar people and may be shy of strangers  
SD 6-12 Months 3: begin to respond to more than one familiar person at a time  
SD 6-12 Months 4: begin to be sociable by initiating interactions with other children and adults  
SD 6-12 Months 6: grab caregiver’s hand or leg when frightened, or look at caregiver for reassurance  
SD 18-24 Months 3: learn to seek help from caregivers, if needed  
SD 18-24 Months 5: alternate between clinging to parents and caregivers or resisting them  
SD 2 Years 5: develop trusting relationships with caregivers  
SD 3 Years 10: enjoy adult attention  
CD Birth-6 Months 2: prefer to listen to mother’s and primary caregiver’s voices  
CD Birth-6 Months 3: often move body to speech of a parent or caregiver

SED3b Relationships with Children: Children will develop ways to interact and build relationships with peers.	<p>SC/EM 2 Years 10: enjoy social interaction</p> <p>SC/EM 3 Years 4: show affection toward children who are younger or get hurt</p> <p>SC/EM 5 Years 5: be caring and affectionate, especially toward injured children, younger children, and animals</p> <p>SD 12-18 Months 1: be sociable but able to play alone for a short time</p> <p>SD 18-24 Months 1: mostly play next to, but not with, other children</p> <p>SD 18-24 Months 6: offer toys to other children, but usually be possessive of playthings</p> <p>SD 2 Years 2: enjoy being with other children, but may use unacceptable social behavior</p> <p>SD 2 Years 4: enjoy small group activities</p> <p>SD 2 Years 6: show interest in children of the same age</p> <p>SD 2 Years 7: begin to cooperate with less physical aggressiveness</p> <p>SD 3 Years 1: sometimes take turns, but will not always be willing to do so</p> <p>SD 3 Years 3: observe other children playing and may join in for a short time</p> <p>SD 3 Years 9: begin making friends</p> <p>SD 3 Years 11: enjoy sitting with arms around friends, or holding hands</p> <p>SD 4 Years 8: develop close friendships with playmates</p> <p>SD 5 Years 4: enjoy friendships and often have one or two special playmates</p> <p>SD 5 Years 1: enjoy telling jokes and making people laugh</p>
<b>SOCIAL STUDIES (SST) Learning about Myself, My Family, and My Community</b>	
SST1a Family Structure: Children will develop a sense of belonging to a family group and can articulate the roles of its members and how families are the same and different.	<p>SD 6-12 Months 7: identify family members, friends, and pets</p> <p>LLD 18-24 Months 8: enjoy stories about self and family</p> <p>LLD 3 Years 5: talk about known objects and people not present</p> <p>LLD 4 Years 9: give first and last name, family members' names, gender (girl or boy), and telephone number</p> <p>LLD 5 Years 5: state the name of city/ town where child lives, birthday, and family members' names</p> <p>CD 3 Years 13: notice how people are alike and different</p>
SST1b Community Belonging Children will build a sense of belonging to a group and follow its rules.	<p>SC/EM 2 Years 2: choose toys and begin to put them away when asked to do so</p> <p>SD 12-18 Months 6: follow simple directions</p> <p>SD 5 Years 5: often follow directions and carry out responsibilities</p> <p>CD 6-12 Months 5: recognize and anticipate activities</p>
SST1c Diversity and Culture Children will show understanding of how people are customs are alike and different.	
SST2a Economics Children will understand about supply and demand, why people work, money, and community helpers.	
SST2b Geography Children will identify basic concepts of location and features in the community.	
SST2c History Children will demonstrate understanding of events and people from the past	



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### APPROACHES TO PLAY AND LEARNING (APL) Developing Skills and Attitudes for Success

APL1a Imaginative Play Children will use their imaginations to learn about the world around them.	<p>SC/EM 6-12 Months 5: play</p> <p>SC/EM 2 Years 9: enjoy playing</p> <p>SC/EM 3 Years 3: often talk to self</p> <p>SD 18-24 Months 2: engage in make-believe or dramatic play</p> <p>SD 2 Years 1: use more imagination</p> <p>SD 2 Years 3: imitate adults' activities</p> <p>SD 3 Years 4: use objects in pretend play</p> <p>SD 3 Years 8: engage in make-believe play</p> <p>SD 4 Years 2: sometimes have imaginary playmates or companions</p> <p>SD 4 Years 3: boast, exaggerate, and make up stories</p> <p>SD 5 Years 10: enjoy pretend-play</p> <p>LLD 5 Years 17: show interest in social and workplace roles</p> <p>CD 6-12 Months 11: imitate simple movements</p> <p>CD 3 Years 6: act out real life situations</p> <p>CD 4 Years 3: have an interest in acting out stories</p> <p>CD 4 Years 9: have an interest in playing school</p> <p>CD 4 Years 11: have a vivid imagination</p>
APL1b Collaborative Play Children will learn to work and play together to achieve a common goal.	<p>PD 6-12 Months 18: play simple games</p> <p>SD 3 Years 2: join in simple games and group activities</p> <p>SD 4 Years 4: cooperate with others and participate in group activities</p> <p>SD 5 Years 2: often play cooperatively</p> <p>SD 5 Years 3: participate in group play and shared activities</p>
APL2a Persistence, Engagement, and Attention Children will develop the ability to focus their attention and concentrate to complete tasks.	<p>SC/EM Birth-6 Months 2: be awake and active for longer times</p> <p>SC/EM 5 Years 7: dress self completely, learn to tie shoes, and sometimes notice when clothing is on the wrong side</p> <p>SC/EM 5 Years 8: enjoy responsibility and have a strong need to feel accepted and powerful</p> <p>SC/EM 5 Years 9: plan and carry out activities and projects independently</p> <p>SD 12-18 Months 7: begin to be eager and want to do more in her/his surroundings</p> <p>LLD Birth-6 Months 3: turn head in response to sound from either side</p>
APL2b Task Analysis Children will identify the steps needed to achieve a goal.	
APL2c Reasoning and Problem Solving Children will identify and develop strategies for solving simple problems.	<p>PD 6-12 Months 12: use different actions with different objects</p> <p>CD 12-18 Months 9: have an interest in the ability to make changes</p>

<p>APL3a Curiosity, Invention and Initiative Children will show eagerness, imagination, and creativity as they try new tasks.</p>	<p>SC/EM 4 Years 8: enjoy being silly/playful SD 18-24 Months 4: show tremendous curiosity about people and things in their surroundings SD 5 Years 6: continue to ask many questions PD 6-12 Months 8: learn about things by handling them PD 6-12 Months 9: look all around at things near and far PD 6-12 Months 13: hold onto objects, look at them, and put them in mouth CD 6-12 Months 6: reject an object or toy after playing with it many times CD 6-12 Months 7: watch a fast-moving object as it goes up, down, or sideways CD 6-12 Months 8: usually not turn objects over to see the other side CD 6-12 Months 10: spend time looking at own hand CD 12-18 Months 7: have an interest when others point out objects in her/his surroundings CD 12-18 Months 8: give you several common objects when asked for by name CD 12-18 Months 9: have an interest in exchanging objects with others CD 12-18 Months 10: have an interest in pointing to objects</p>
<p><b>SCIENCE EXPLORATION AND KNOWLEDGE (SEK) Exploring the World Around Me</b></p>	
<p>SEK1a Scientific Inquiry Children will gain knowledge and through exploration and discovery.</p>	<p>LLD 5 Years 14: ask “why?” questions PD 6-12 Months 15: like to play with many objects, dropping one and picking up another, one by one CD Birth – 6 Months 4: look about, even in a darkened area CD Birth – 6 Months 5: follow a slowly moving object through a complete arc of 180 degrees CD Birth – 6 Months 6: continue to gaze in direction of moving objects that seem to disappear CD Birth – 6 Months 7: distinguish between objects CD Birth – 6 Months 9: watch hand movements CD Birth – 6 Months 10: focus on and reach for object, and distinguish between textures, solids, and liquids CD Birth – 6 Months 15: experience different environments CD 6-12 Months 3: recognize that objects can change CD 6-12 Months 4: follow a moving object with eyes, and will briefly look for an object that has disappeared CD 6-12 Months 9: be able to line up an object in one hand with another object in other hand CD 6-12 Months 10: be able to grab an object which moves after she/he begins to reach for it CD 12-18 Months 2: find an object by looking in the right place when it is hidden in first one place, then another, and then a third place CD 12-18 Months 6: notice features of sameness and differences CD 12-18 Months 11: have an interest in the ability to make changes</p>
<p>SEK1b Biological Science Children will differentiate between living and non-living things and their characteristics</p>	<p>LLD 12-18 Months 6: begin to point to and name body parts and learn about self CD 12-18 Months 4: point to three body parts when asked CD 2 Years 2: point to smaller body parts when asked CD 4 Years 7: enjoy learning about how things grow and operate</p>
<p>SEK1c Physical Science Children will demonstrate emerging understanding of matter and energy.</p>	<p>CD Birth-6 Months 10: focus on and reach for object, and distinguish between textures, solids, and liquids CD Birth – 6 Months 14: become aware of starting and stopping CD 6-12 Months 7: watch a fast-moving object as it goes up, down, or sideways CD 3 Years 10: have an interest in changing things in her/his environment</p>

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*Alabama Early Learning Guidelines: DHR Crosswalk*

SEK1d Earth and Space Science Children will demonstrate emerging understanding of the earth and atmosphere.	<b>CD Birth – 6 Months 10:</b> focus on and reach for object, and distinguish between textures, solids, and liquids <b>CD 4 Years 12:</b> have an interest in day and night, before and after, and coming and going
SEK1e Environment and Ecology Children will demonstrate understanding of their impact on taking care of the world.	<b>SC/EM 6-12 Months:</b> explore her/his environment <b>CD 18-24 Months 7:</b> develop a sense of ownership <b>CD 3 Years 10:</b> have an interest in changing things in her/his environment
SEK2a Use of Tools Children will use simple and more complex tools to accomplish a task.	<b>PD 4 Years 12:</b> become more accurate at hitting nails and pegs with a hammer <b>CD 12-18 Months 13:</b> have an interest in using objects as tools <b>CD 12-18 Months 13:</b> have an interest in using objects as tools <b>CD 18-24 Months 5:</b> continue to use objects as tools
SEK2b Media Literacy Children will demonstrate understanding of the types of information they are receiving through media.	<b>CD 3 Years 9:</b> enjoy stories that give real information <b>CD 4 Years 13:</b> have an interest in things real and not real
SEK2c Digital Citizenship Children will demonstrate safe use of technology.	
SEK2d Computational Thinking Children will use technological skills, concepts, and behaviors to solve problems or complete projects.	
SEK3 Engineering Processes Children will use beginning design processes for problem solving.	<b>PD 12-18 Months 2:</b> try to stack blocks on top of each other <b>PD 4 Years 7:</b> build a tower with ten or more blocks, using dominant hand <b>CD 18-24 Months 10:</b> begin to understand that parts of an object can make a whole



**Mathematical Thinking (MATv): Exploring, Processing and Logical Reasoning**

MAT1a: Number Relationships: Children will understand the concept of numbers, and the relationships between numbers and quantities.

CD 18-24 Months 4: understand amount words, such as more, less, and another  
CD 18-24 Months 10: begin to understand that parts of an object can make a whole  
CD 2 Years 8: become more interested in the concept of some and all  
CD 3 Years 11: be interested in who has more or less  
CD 5 Years 13: understand the concept of "less than"

MAT1b: Counting and Number Sense: Children will connect number names to quantities.

CD 2 Years 4: become interested in how many objects she/he has  
CD 3 Years 12: continue to have an interest in counting  
CD 4 Years 20: understand the concept of size and amount  
CD 5 Years 10: count to 20 and above  
CD 5 Years 11: recognize numbers from one to ten

MAT2a: Children will develop understanding of putting together or adding to and taking apart and taking from.

CD 12-18 Months 12: notice same/different and some/all

MAT2b: Sets: Children classify and organize objects according to properties and attributes.

LLD 2 Years 4: begin to name and match colors, sizes, and shapes  
PD 6-12 Months 11: enjoy playing with all kinds of objects  
CD 18-24 Months 6: point to matching or similar objects  
CD 18-24 Months 8: understand that words can label sameness and differences  
CD 18-24 Months 9: understand that some have more, and some have less  
CD 3 Years 2: sort objects based on shape or color  
CD 3 Years 4: name and match primary colors  
CD 5 Years 3: sort objects on the basis of both color and shape  
CD 5 Years 4: sort a variety of objects in a group that have one thing in common

MAT2c: Patterns: Children will recognize simple patterns in daily life and play experiences.

SD Birth-6 Months 3: enjoy familiar routines  
LLD 6-12 Months 10: be aware of daily routines and activities  
LLD 2 Years 8: respond to verbal and nonverbal signals for routines and changes  
CD Birth-6 Months 14: become aware of starting and stopping  
CD 4 Years 8: understand the sequence of daily events  
CD 5 Years 12: identify objects in a series (first, second, last)

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MAT3a: Spatial Reasoning: Children will explore and describe the spatial relationships between objects, their environment, and themselves.	<p>LLD 3 Years 8: begin to learn “directional” words</p> <p>CD 5 Years 1: build with small and large blocks</p> <p>CD 5 Years 14: understand the concept of “one-half”</p>
MAT3b: Shapes: Children will explore, visualize and analyze shapes and shape attributes.	<p>CD 2 Years 3: recognize and sort familiar objects with the same color, shape, or size</p> <p>CD 3 Years 8: understand and point to a triangle, a circle, and a square</p> <p>CD 5 Years 2: understand the concept of same shape and size</p>
MAT4: Measurement and Time: Children will explore and communicate about distance, weight, length, height, and time.	<p>CD 4 Years 1: have an interest in the order of things</p> <p>CD 5 Years 5: understand the concept of smallest and shortest</p> <p>CD 5 Years 7: begin to understand time concepts</p> <p>CD 5 Years 8: begin to relate clock time to the daily schedule</p> <p>CD 5 Years 9: probably be able to tell time on the hour</p> <p>CD 5 Years 15: know the purpose of a calendar</p> <p>CD 5 Years 16: recognize and identify a penny, a nickel, and a dime</p>
MAT4b: Logical Thinking, Reasoning, and Data Analysis: Children use logical thinking and reasoning to solve meaningful problems and inform decisions.	<p>LLD 4 Years 8: answer appropriately when asked what to do if tired, cold, or hungry</p>

**LANGUAGE AND LITERACY (LLT) Understanding and Expressing by Speaking, Listening, Reading, and Writing**

LLT1a Receptive  
Language Children  
will gain information  
by understanding the  
meaning of words and  
gestures.

SC/EM 2 Years 8: sometimes respond to what you ask her/him to do and sometimes do the opposite  
SD Birth- 6 Months 2: look for person who is talking  
LLD Birth-6 Months 1: distinguish between different sounds and voices  
LLD Birth-6 Months 1: communicate by blinking, moving a body part, stopping a movement, shifting eyes about or making a startle response  
LLD Birth-6 Months 2: show a preference for certain sounds, especially for human speech  
LLD Birth-6 Months 4: hear and make different sounds  
LLD Birth –6 Months 5: make sounds other than crying  
LLD Birth –6 Months 6: communicate by crying in different ways when hungry, hurt, scared, or uncomfortable  
LLD Birth –6 Months 7: react to sounds and make sounds by cooing and blowing bubbles  
LLD Birth- 6 Months 8: make sounds (coo) and move body when engaging in a face-to-face exchange with parents and others  
LLD Birth- 6 Months 9: search for source of sounds in immediate surroundings  
LLD 6-12 Months 1: imitate some non-speech sounds  
LLD 6-12 Months 2: begin babble (baby talk) to communicate  
LLD 6-12 Months 3: turn head when called by name or when familiar objects or persons are named  
LLD 6-12 Months 7: listen to conversations and understand what is being said  
LLD 12-18 Months 3: be able to recognize, name, and/or pick out common objects  
LLD 12-18 Months 7: begin to understand when asked to do something  
CD Birth-6 Months 8/12: correctly find the source of a sound  
CD 6-12 Months 1: continue to look toward the source of sounds  
CD 18-24 Months 1: follow simple directions in the order given  
CD 12-18 Months 3: understand and follow simple requests  
CD 18-24 Months 3: be able to understand longer sentences  
CD 3 Years 3: enjoy interaction, stories, and activities with riddles, guessing, and suspense  
CD 3 Years 4: follow a two-step direction



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LLT1b Expressive Language Children will use words and gestures to express their thoughts, feelings and needs to others.

**SC/EM Birth-6 Months 5:** coo, gurgle, and squeal when awake  
**SD Birth-6 Months 1:** make babbling sounds  
**LLD 6-12 Months 4:** begin to repeat sounds or words of more than one syllable that have meaning to her/him  
**LLD 6-12 Months 5:** begin to say recognizable words  
**LLD 6-12 Months 6:** begin to communicate and name many things  
**LLD 12-18 Months 1:** babble words and try using words to describe actions  
**LLD 12-18 Months 2:** begin to name familiar objects and their owners  
**LLD 12-18 Months 9:** use one word questions to ask for or name something  
**LLD 18-24 Months 1:** begin to actually understand how to use language to communicate  
**LLD 18-24 Months 2:** begin to make phrases or short sentences of two or three words  
**LLD 18-24 Months 5:** begin to express her/his needs using simple sentences and/or actions  
**LLD 18-24 Months 6:** ask many questions  
**LLD 18-24 Months 7:** speak 50 to 300 different words  
**LLD 2 Years 5:** use sentences to say “no”  
**LLD 2 Years 6:** continue to ask many questions  
**LLD 2 Years 7:** begin to communicate the difference between one and many  
**LLD 3 Years 1:** answer simple questions appropriately  
**LLD 3 Years 2:** engage in conversation by taking turns talking and listening  
**LLD 3 Years 4:** ask/gesture for desired objects or assistance  
**LLD 3 Years 9:** talk about the actions of others  
**LLD 3 Years 10:** continue to ask many questions  
**LLD 4 Years 6:** use detailed sentence structure to describe events and activities  
**LLD 5 Years 1:** have a vocabulary of 1500 words or more  
**LLD 5 Years 4:** use sentences with 7 words or more  
**LLD 5 Years 7:** have speech that is nearly 100% understandable  
**LLD 5 Years 9:** use past tense of verbs  
**LLD 5 Years 10:** understand singular and plural nouns  
**LLD 5 Years 11:** define simple words by their use  
**LLD 5 Years 13:** use “would” and “could” appropriately  
**LLD 5 Years 16:** speak home language

LLT1c Social Rules of Language Children will use, adapt and follow the rules of language.

**LLD 12-18 Months 5:** show increased interest in conversational turn-taking  
**LLD 18-24 Months 4:** begin to use appropriate manners in speech and/or action  
**LLD 2 Years 1:** understand longer sentences and use we, she, he, I  
**LLD 2 Years 2:** talk more and use phrases and clauses to create more adult-like sentences  
**LLD 2 Years 3:** sing and/or say nursery rhymes, songs, and fingerplays  
**LLD 2 Years 9:** talk with other children while playing together  
**LLD 3 Years 11:** join in social interactions  
**LLD 4 Years 2:** refer to activities and events in the past tense  
**LLD 4 Years 3:** match listener’s level of understanding by changing tone of voice and sentence structure  
**LLD 5 Years 12:** answer telephone appropriately and call person to the telephone or take a message  
**CD 12-18 Months 5:** point to and tell you a specific object she/he wants  
**CD 2 Years 7:** frequently ask the names of various objects and activities

<p>LLT 2a Comprehension Children will demonstrate understanding of both the written and spoken word.</p>	<p>SD 3 Years 6: sit and listen to stories for up to ten minutes at a time SD 3 Years 7: not both others and dislike being bothered by others while listening to stories LLD 12-18 Months 8: respond to simple questions with “yes” or “no” and/or appropriate head movements LLD 4 Years 1: answer “who?”, “what?”, “when?” “where”, “how?”, and “why?” questions during conversation LLD 5 Years 6: want to read and act out stories CD 3 Years 1: listen attentively to age-appropriate stories CD 3 Years 3: enjoy interaction, stories, and activities with riddles, guessing, and suspense CD 4 Years 2: have an interest in how stories, finger plays, and songs look in writing CD 4 Years 3: have an interest in acting out stories CD 4 Years 5: enjoy using words and creating silly language CD 4 Years 6: be interested in books CD 4 Years 15: begin to picture read very simple picture books with a few words CD 4 Years 16: recognize several printed words</p>
<p>LLT 2b Phonological Awareness Children will begin to recognize and word with sounds in spoken language.</p>	<p>LLD 2 Years 3: say nursery rhymes and sing songs LLD 4 Years 7: recite rhymes and sing simple songs CD 4 Years 17: tell if paired words are the same or different in sound CD 2 Years 5: join in singing nursery rhymes and songs</p>
<p>LLT 2c Alphabet Knowledge Children will demonstrate an emerging understanding that letters and letter sounds represent the sounds of spoken language.</p>	<p>CD 3 Years 7: draw a circle, a square, and some letters CD 4 Years 4: name about 10 letters, especially those in their name CD 4 Years 10: have a growing interest in letters and numbers CD 4 Years 18: write a few capital letters CD 4 Years 19: possibly print own name CD 5 Years 6: recognize many letters and some sounds</p>
<p>LLT 2d Print Awareness and Book Handling Children will construct meaning and appreciation of print.</p>	<p>LLD 6-12 Months 9: notice pictures LLD 12-18 Months 3: begin to name and point out familiar pictures in a book LLD 3 Years 6: show interest in books LLD 3 Years 7: show interest in written words LLD 4 Years 5: begin to make the connection between spoken and written words CD 12-18 Months 1: look at and point to pictures in a book CD 3 Years 5: pretend to read to others CD 3 Years 9: enjoy stories that give real information CD 4 Years 2: have an interest in how stories, finger plays, and songs look in writing CD 4 Years 6: be interested in books CD 4 Years 15: begin to picture read very simple picture books with a few words</p>
<p>LLT 3 Emergent Writing Children will demonstrate beginning understanding of the idea that marks on paper convey a message.</p>	<p>LLD 3 Years 12: show interest in seeing her/his name LLD 4 Years 4: want to write her/his name LLD 5 Years 8: practice writing skills LLD 5 Years 15: write her/his name CD 4 Years 16: recognize several printed words</p>

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### CREATIVE ARTS (CRA) Expressing Feelings and Ideas through Art, Music, Movement and Drama

CRA 1 Visual Arts  
Children will demonstrate an increasing understanding and enjoyment of the visual arts through exploration.

CRA 2 Music Children will demonstrate an increasing understanding and appreciation of music as a form of self-expression.

CRA 3 Movement and Dance Children will demonstrate growing interest and control in rhythmic movements.

CRA 4 Drama & Acting Children will demonstrate an increasing understanding of drama through the exploration of actions and language.

LLD 12-18 Months 4: show increased interest in music and rhythm

LLD 18-24 Months 9: sing along with familiar tunes

CD Birth-6 Months 13: connect sound and rhythms with movements

SC/EM 6-12 Months 7: become familiar with different types of sounds, tones of voices, and types of music

SD 12-18 Months 4: enjoy listening to and making music, dancing, and singing

LLD 5 Years 2: tell familiar stories using pictures

PHYSICAL DEVELOPMENT AND HEALTH Growing Strong, Healthy and Resilient

PDH1a Gross Motor Development Children will demonstrate increasing body awareness and control, strength and coordination of large muscles.

- PD Birth-6 Months 1: engage in motor activities that are primarily uncontrollable
  - PD Birth-6 Months 3: turn head from side to side when placed in a face down position
  - PD Birth-6 Months 6: develop muscle tone
  - PD Birth-6 Months 7: improve in muscle strength and control
  - PD Birth-6 Months 8: raise head and upper body on arms when in a face down position
  - PD Birth-6 Months 9: turn head to either side when on back
  - PD Birth-6 Months 10: clasp hands above face, wave arms about, and reach for objects
  - PD Birth-6 Months 12: surprisingly roll onto side and then from front to back to side at will
  - PD Birth-6 Months 13: progress from sitting with full support to sitting with little support
  - PD 6-12 Months 1: crawl to get from one place to another
  - PD 6-12 Months 2: pull himself upright, and stand firmly while holding on
  - PD 6-12 Months 3: crawl up and down steps
  - PD 6-12 Months 4: gradually gain control of back muscles
  - PD 6-12 Months 5: bring hands in front of body and hold them together
  - PD 6-12 Months 6: turn body and grab an object with both hands
  - PD 6-12 Months 16: throw objects
  - PD 12-18 Months 5: develop overhand throwing
  - PD 12-18 Months 6: like to run around and sit still for a short period of time to play
  - PD 12-18 Months 7: walk well unsupported
  - PD 12-18 Months 8: move from sitting or stooping to standing without help
  - PD 12-18 Months 9: hit/pound objects
  - PD 12-18 Months 10: travel and carry objects from one place to another
  - PD 18-24 Months 6: walk directly to places she/he knows and remembers
  - PD 18-24 Months 7: kick or throw a ball forward
  - PD 18-24 Months 8: walk up and down stairs alone, both feet on one step at a time and holding onto railing
- 
- PD 2 Years 1: stand on either foot and balance, jump, and stand on tiptoes
  - PD 2 Years 2: walk between two straight lines about 8 inches apart
  - PD 2 Years 3: be very active and more coordinated
  - PD 3 Years 1: walk, jump, hop, and run on two feet
  - PD 3 Years 2: throw and catch a large ball with some success
  - PD 3 Years 6: walk up and down stairs independently, using alternating feet
  - PD 3 Years 7: balance momentarily on one foot
  - PD 3 Years 8: hop on one foot, kick a large ball, and jump in place
  - PD 4 Years 1: walk forward on a straight line, hop on one foot, and cross legs when sitting on the floor
  - PD 4 Years 2: pedal and steer a wheeled toy with confidence and skill
  - PD 4 Years 3: climb ladders, steps, trees, and playground equipment
  - PD 4 Years 4: throw a ball overhand
  - PD 4 Years 5: jump over or from objects five or six inches high and land with both feet together
  - PD 4 Years 6: run, stop, start, and move around objects with ease
  - PD 5 Years 1: walk, run, hop on one foot, jump, slide from side to side and begin to skip
  - PD 5 Years 2: throw and catch a large ball easily
  - PD 5 Years 5: walk backwards, heel to toe, balance on either foot with good control for ten seconds and walk a balance beam
  - PD 5 Years 6: probably learn to do a forward roll
  - PD 5 Years 7: bend to touch toes without flexing knees
  - PD 5 Years 8: ride a tricycle or wheeled toy with speed and skillful steering, and probably learn to ride a bicycle
  - SC/EM 12-18 Months 1: start to move freely



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PDH1b Fine Motor Development Children will demonstrate increasing strength, control and coordination of their small muscles.	<p>PD Birth-6 Months 2: hold hand(s) in a fist</p> <p>PD Birth-6 Months 4: grasp objects with entire hand</p> <p>PD Birth-6 Months 5: hold hands in an open or semi-open position</p> <p>PD Birth-6 Months 11: improve in eye coordination</p> <p>PD Birth-6 Months 17: begin to use thumb and forefinger to grip</p> <p>PD 6-12 Months 7: be able to hold a toy in each hand at the same time</p> <p>PD 12-18 Months 3: scribble on paper while holding crayon in fist</p> <p>PD 12-18 Months 4: begin to turn pages in books</p> <p>PD 18-24 Months 1: turn pages of book one by one</p> <p>PD 18-24 Months 2: string beads together</p> <p>PD 18-24 Months 3: roll, pound, and squeeze clay</p> <p>PD 18-24 Months 4: correctly place shapes in a form board/puzzle</p> <p>PD 18-24 Months 5: imitate a vertical stroke on paper</p> <p>PD 18-24 Months 9: look at magazines and tear paper</p> <p>PD 2 Years 4: imitate you folding paper or clothing</p> <p>PD 2 Years 5: fit things into one another and take things apart and put them back together</p> <p>PD 2 Years 6: draw a circle</p> <p>PD 3 Years 3: hold crayon or marker between first two fingers and thumb</p> <p>PD 3 Years 4: begin to cut with scissors</p> <p>PD 4 Years 8: form shapes and objects out of clay/play dough</p> <p>PD 4 Years 9: paint, draw, and describe the picture</p> <p>PD 4 Years 10: make shapes and letters</p> <p>PD 4 Years 11: hold a crayon or marker, using the first two fingers and thumb</p> <p>PD 4 Years 13: thread small beads on a string</p> <p>PD 4 Years 14: pick up puzzle pieces and manipulate the pieces into place</p> <p>PD 5 Years 3: hold crayons, pencils and paint brushes in more adultlike grasp</p> <p>PD 5 Years 4: use thumb and individual fingers to pick up small objects</p> <p>PD 5 Years 9: build three-dimensional structures with small cubes by copying from a model</p> <p>SC/EM 6-12 Months 2: begin to hold her/his own bottle</p> <p>SC/EM 6-12 Months 3: begin to try to feed herself/himself</p> <p>SC/EM 6-12 Months 4: want to hold and try to use her/his drinking cup</p> <p>SC/EM 18-24 Months 2: be able to eat and drink with only a little spilling</p> <p>SC/EM 18-24 Months 3: be able to dress self in simple clothing</p>
PDH2a Healthy Habits Children will show increasing independence in performing self care tasks.	<p>SC/EM 12-18 Months 3: begin to express that diaper needs changing</p> <p>SC/EM 2 Years 1: be able to eat and drink with limited spilling</p> <p>SC/EM 2 Years 3: be able to get own water</p> <p>SC/EM 2 Years 4: have "accidents" when toilet-trained</p> <p>PD 6-12 Months 14: hold cup with both hands and drink from it</p> <p>PD 12-18 Months 1: hold cup with both hands and drink from it</p> <p>PD 18-24 Months 10: remove hat and mittens, snap large snaps, and unzip a large zipper</p> <p>PD 3 Years 5: feed self without assistance</p> <p>PD 5 Years 4: take full responsibility for using the toilet</p>
PDH2b Safety Children will demonstrate increasing awareness of safe habits, safety rules and personal safety	





# CROSSWALK

Crosswalk to National and State Standards  
Family and Community Engagement: Connections to Help Me Succeed



## Family and Community Engagement: Connections to Help Me Succeed

*Alabama Standards for Early Learning and Development:*

### **FCE1a: Child Development and Parenting: Child development and Parenting:**

Early learning programs support families' understanding of child development and parenting techniques.

<b>Head Start Performance Standards</b>	<p>1302: 50 (b)(1) Recognize parents as their children's primary teachers and nurturers and implement intentional strategies to engage parents in their children's learning and development and support parent-child relationships, including specific strategies for father engagement</p> <p>1302.51: Parent activities to promote child learning and development</p>
<b>Head Start Parent, Family and Community Framework</b>	<p><b>Family Outcomes: Families as lifelong learners</b> Parents and families learn about their child's personality, development, and learning style. They also advance their own learning interests through education, training, and other experiences that support their parenting, careers, and life goal</p> <p><b>Family Outcomes: Positive parent-child relationships</b> Beginning with the transition to parenthood, parents and families develop warm relationships that nurture their child's health, development, and learning</p>
<b>National Standards for Family-School Partnerships- National PTA</b>	<p><b>Standard 3: Supporting school success</b> Families and school staff continuously collaborate to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.</p>
<b>First Class Alabama</b>	<p><b>CF 2 Parent/Family Engagement Expectations</b> Family participation in the First Class Pre-K program is expected. Families are responsible for completing 12 participation hours each school year. Examples of ways to participate are attending the family orientation, completion of the ASQ-3 screener, attending field trips, volunteering in the classroom, attending parent conferences, attending enrichment meetings, participating in IEP meetings and completing take-home activities.</p> <p><b>CF 2.1 Parental Programming</b> 4. Parent education and parent engagement activities</p>
<b>Alabama Child Care</b>	<p><b>Licensing</b> D 5. Staff-Parent Communication: a. The staff and parent(s)/guardian(s) shall discuss discipline or behavior problems to determine appropriate action consistent with disciplinary practices above.</p> <p>The center shall provide parents with information about the influenza disease and influenza vaccine. (Code of Alabama 1975, Section 38-7-14.1.)</p> <p><b>Alabama Quality Stars</b> Level 1: Shares information on child development and children's health with families annually Level 2 Shares information with families regarding the importance of having a primary healthcare provider for children Level 4: Has a parent resource area that addresses the need and interests of the families serve</p>





## Family and Community Engagement: Connections to Help Me Succeed

*Alabama Standards for Early Learning and Development:*

### **FCE1b: Communication:**

Early learning programs promote respectful and reciprocal communication strategies with families.

<b>Head Start Performance Standards</b>	<p>1302.50 (b)(2): Develop relationships with parents and structure services to encourage trust and respectful, ongoing two-way communication between staff and parents to create welcoming program environments that incorporate the unique cultural, ethnic, and linguistic backgrounds of families in the program and community</p> <p>1302 (b)(5)(5) Conduct family engagement services in the family's preferred language, or through an interpreter, to the extent possible, and ensure families have the opportunity to share personal information in an environment in which they feel safe; and</p>
<b>Head Start Parent, Family and Community Framework</b>	<p><b>Program Impact Area: Family Partnerships</b> program staff and families build ongoing, reciprocal, and respectful relationships. Program staff value families' unique expertise about their children. Staff engage in regular communication with families to understand their goals for their children and themselves and work toward those goals together</p>
<b>National Standards for Family-School Partnerships-National PTA</b>	<p><b>Standard 2: Communicating effectively</b> Families and school staff engage in regular, two-way, meaningful communication about student learning.</p>
<b>First Class Alabama</b>	<p><b>CF 2 Parent/Family Engagement Expectations</b> Family participation in the First Class Pre-K program is expected. Families are responsible for completing 12 participation hours each school year. Examples of ways to participate are attending the family orientation, completion of the ASQ-3 screener, attending field trips, volunteering in the classroom, attending parent conferences, attending enrichment meetings, participating in IEP meetings and completing take-home activities.</p> <p><b>CF 2.1 Parental Programming</b> 2. Formal and informal parent/teacher conferences</p>
<b>Alabama Child Care</b>	<p>Licensing <b>D 5. Staff-Parent Communication:</b> Staff shall be available for communication and conferences with the parent(s)/guardian(s) at a mutually convenient time.</p> <p><b>Alabama Quality Stars</b> Level 3: Holds at least two parent teacher conferences annually Level 3: Holds a parent orientation to include program philosophy, goals, objectives, and expectations Level 4: Conducts an annual written parent survey that is available to all families</p>



## Family and Community Engagement: Connections to Help Me Succeed

*Alabama Standards for Early Learning and Development:*

**FCE1c:**

Early learning programs connect in-home and out-of-home experiences to optimize children's learning.

<b>Head Start Performance Standards</b>	1302:51(a) A program must promote shared responsibility with parents for children's early learning and development, and implement family engagement strategies that are designed to foster parental confidence and skills in promoting children's learning and development
<b>Head Start Parent, Family and Community Framework</b>	<p><b>Program Impact Area: Teaching and Learning</b> Through teaching and learning, families and staff work together to promote children's learning, development, and school readiness. As children's first and most important teachers, families are engaged as partners in their children's learning and development.</p> <p><b>Families share their knowledge about their child. Teachers and home visitors share information about the child's progress. Head Start and Early Head Start programs build connections with community partners to offer children and families access to other learning opportunities</b></p> <p><b>Family Outcomes: Parents as lifelong educators</b> Parents and families observe, guide, promote, and participate in the everyday learning of their children at home, school, and in their communities.</p> <p><b>Family Outcomes: Family Engagement in Transitions</b> Parents and families encourage and advocate for their child's learning and development as they transition to new learning environments within and between Early Head Start, Head Start, early childhood services, early elementary grades, and beyond</p>
<b>National Standards for Family-School Partnerships-National PTA</b>	<p><b>Standard 3: Supporting school success</b> Families and school staff continuously collaborate to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.</p>
<b>First Class Alabama</b>	<p><b>CF 2 Parent/Family Engagement Expectations</b> Family participation in the First Class Pre-K program is expected. Families are responsible for completing 12 participation hours each school year. Examples of ways to participate are attending the family orientation, completion of the ASQ-3 screener, attending field trips, volunteering in the classroom, attending parent conferences, attending enrichment meetings, participating in IEP meetings and completing take-home activities.</p> <p><b>CF 2.1 Parental Programming</b> 1. Home visits, including home visitation models such as HIPPY, Parents as Teachers</p>
<b>Alabama Child Care</b>	<p><b>Licensing</b> D 5. Staff-Parent Communication:</p> <p><b>Alabama Quality Stars</b> Level 5: Completes a developmentally appropriate child assessment on each child three times annually and aggregates data into a written report that documents child outcomes and shares information with families</p>



## Family and Community Engagement: Connections to Help Me Succeed

*Alabama Standards for Early Learning and Development:*

### **FCE1d: Family Participation:**

Early learning programs promote families' participation in their children's program experiences.

<b>Head Start Performance Standards</b>	<p>1302.34 (b)(5): Parent and family engagement in education and child development services</p> <p>1302.50 (b)(4): Family Engagement Provide parents with opportunities to participate in the program as employees or volunteers</p>
<b>Head Start Parent, Family and Community Framework</b>	<p><b>Program Impact Area: Teaching and Learning</b> Through teaching and learning, families and staff work together to promote children's learning, development, and school readiness. As children's first and most important teachers, families are engaged as partners in their children's learning and development.</p> <p>Families share their knowledge about their child. Teachers and home visitors share information about the child's progress. Head Start and Early Head Start programs build connections with community partners to offer children and families access to other learning opportunities.</p>
<b>National Standards for Family-School Partnerships-National PTA</b>	<p><b>Standard 1: Welcoming all families into the school community</b></p> <p>Families are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class.</p>
<b>First Class Alabama</b>	<p><b>CF 2 Parent/Family Engagement Expectations</b> Family participation in the First Class Pre-K program is expected. Families are responsible for completing 12 participation hours each school year. Examples of ways to participate are attending the family orientation, completion of the ASQ-3 screener, attending field trips, volunteering in the classroom, attending parent conferences, attending enrichment meetings, participating in IEP meetings and completing take-home activities.</p> <p><b>CF 2.1 Parental Programming</b> 3. Classroom visits and options for parents and families to participate in classroom activities 6. Opportunities to engage families outside of the regular service day</p>
<b>Alabama Child Care</b>	<p><b>Licensing</b> D 5. Staff-Parent Communication:</p> <p><b>Alabama Quality Stars</b></p>



## Family and Community Engagement: Connections to Help Me Succeed

*Alabama Standards for Early Learning and Development:*

### **FC1e: Decision-Making and Leadership:**

Early learning programs provide families with opportunities to contribute to their children's program operation.

<b>Head Start Performance Standards</b>	<p>1301.4 (a) Establishing parent committees. A program must establish a parent committee comprised exclusively of parents of currently enrolled children as early in the program year as possible....</p> <p>1301.4 (b): Within the parent committee structure, a program may determine the best methods to engage families using strategies that are most effective in their community, as long as the program ensures the parent committee carries out the following minimum responsibilities</p>
<b>Head Start Parent, Family and Community Framework</b>	<p><b>Family Outcomes: Families as advocates and leaders</b></p> <p>Parents and families advocate for their children and take on leadership roles in Head Start and Early Head Start. They participate in decision-making, policy development, and organizing activities in communities and states to improve children's safety, health, development, and learning experiences.</p>
<b>National Standards for Family-School Partnerships- National PTA</b>	<p><b>Standard 4: Speaking up for every child</b></p> <p>Families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success</p> <p><b>Standard 5: Sharing power</b></p> <p>Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs</p>
<b>First Class Alabama</b>	<p><b>CF 2 Parent/Family Engagement Expectations</b></p> <p>Family participation in the First Class Pre-K program is expected. Families are responsible for completing 12 participation hours each school year. Examples of ways to participate are attending the family orientation, completion of the ASQ-3 screener, attending field trips, volunteering in the classroom, attending parent conferences, attending enrichment meetings, participating in IEP meetings and completing take-home activities.</p> <p><b>CF 2.1 Parental Programming</b></p> <p>5. Family involvement in decision making about their own child and about their child's early childhood program</p>
<b>Alabama Child Care</b>	<p><b>Licensing</b></p> <p>D 5. Staff-Parent Communication: The center shall notify parent(s)/guardian(s) of procedures for making a complaint, including name(s) of person(s) to contact.</p> <p><b>Alabama Quality Stars</b></p> <p>Level 5: Utilizes results from annual parent survey to improve programmatic outcomes</p>



**Family and Community Engagement: Connections to Help Me Succeed***Alabama Standards for Early Learning and Development:***FCE2: Program Climate and Environment:**

Early learning programs are welcoming to all children and families.

<b>Head Start Performance Standards</b>	1302.50 (b)(2): Develop relationships with parents and structure services to encourage trust and respectful, ongoing two-way communication between staff and parents to create welcoming program environments that incorporate the unique cultural, ethnic, and linguistic backgrounds of families in the program and community
<b>Head Start Parent, Family and Community Framework</b>	<b>Program Impact Area: Program Environment</b> ...refers to the features and physical setting of the program, which affect the interactions and relationships families and staff experience. High-quality program environments help protect the health and safety of children, families, and staff. They make families feel welcomed, valued, and respected. They also promote children's well-being, learning, and development. High-quality environments facilitate cultural and linguistic responsiveness, promote open and regular communication, and provide a sense of support to families. These environments create opportunities for families to build relationships with other Head Start parents and community organizations
<b>National Standards for Family-School Partnerships- National PTA</b>	<b>Standard 1: Welcoming all families into the school community</b> Families are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class.
<b>First Class Alabama</b>	<b>CF 2 Parent/Family Engagement Expectations</b> Family participation in the First Class Pre-K program is expected. Families are responsible for completing 12 participation hours each school year. Examples of ways to participate are attending the family orientation, completion of the ASQ-3 screener, attending field trips, volunteering in the classroom, attending parent conferences, attending enrichment meetings, participating in IEP meetings and completing take-home activities.
<b>Alabama Child Care</b>	<b>Licensing</b> D 5. Staff-Parent Communication: The center shall be open to visits from parent(s)/guardian(s) at any time during the center's operating hours. Parent(s)/guardian(s) shall be informed of their right to visit and observe their child during hours of care.  <b>Alabama Quality Stars</b> Level 5: Has a written parent engagement plan



## Family and Community Engagement: Connections to Help Me Succeed

*Alabama Standards for Early Learning and Development:*

### **FCE3: Community Partnerships:**

Early learning programs collaborate with community agencies to support children and families.

<b>Head Start Performance Standards</b>	1302.53: Community partnerships and coordination with other early childhood and education programs
<b>Head Start Parent, Family and Community Framework</b>	<p><b>Program Impact Area:Community Partnerships</b> Through community partnerships, Head Start, Early Head Start, and child care programs build collaborative relationships with community organizations that support positive child and family outcomes. These organizations may include libraries, health centers, schools and school districts, sources of economic support, the workforce, higher education, human services agencies, faith-based organizations, businesses, and others</p> <p><b>Program Outcomes: Family Connections to Peers and Community</b> Parents and families form connections with peers, mentors, and other community members in formal and informal social networks. These networks are supportive and educational. They honor and are inclusive of families' home languages and cultures. They also enhance families' social well-being and community life</p>
<b>National Standards for Family-School Partnerships- National PTA</b>	<p><b>Standard 6: Collaborating with community</b> Families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation.</p>
<b>First Class Alabama</b>	<p><b>CF 2 Parent/Family Engagement Expectations</b> Family participation in the First Class Pre-K program is expected. Families are responsible for completing 12 participation hours each school year. Examples of ways to participate are attending the family orientation, completion of the ASQ-3 screener, attending field trips, volunteering in the classroom, attending parent conferences, attending enrichment meetings, participating in IEP meetings and completing take-home activities.</p>
<b>Alabama Child Care</b>	



# CROSSWALK

Alabama's Courses of Study



ASELD	KINDERGARTEN	FIRST GRADE	SECOND GRADE
<b>SED1a: Self-Awareness:</b> Children will demonstrate an emerging personal identity through awareness of one's own personal characteristics, skills and abilities.	<b>Physical Education</b> <b>K-4.1 Personal responsibility</b> Follow directions, adhere to class procedures, use equipment properly, and accept responsibility for behavior, when prompted, to create a safe environment.	<b>Physical Education</b> <b>1-4.1 Personal responsibility</b> Acknowledge personal responsibility by using equipment and space safely and appropriately while following the rules and boundaries of the learning environment	<b>Physical Education</b> <b>2-4.1 Personal responsibility</b> Practice skills with minimal teacher prompting and accept responsibility for behavior and performance actions to ensure a safe environment.
<b>SED1b: Self-Esteem:</b> Children will demonstrate emerging confidence in their own abilities.	<b>ALSDE Character Education Standards specify the following standards:</b>		
	1) courage	10) self-control	19) school pride
	2) patriotism	11) courtesy	20) respect for the environment
	3) citizenship	12) compassion	21) patience
	4) honesty	13) tolerance	22) creativity
	5) fairness	14) diligence	23) sportsmanship
<b>SED2a: Manage Feelings:</b> Children will identify, and express their feelings	6) respect for others	15) generosity	24) loyalty
	7) kindness	16) punctuality	25) perseverance
	8) cooperation	17) cleanliness	
	9) self-respect	18) cheerfulness	
<b>SED2b: Self-Regulation:</b> Children begin to gain control of their emotions and responses	<b>Physical Education</b> <b>K-4.4: Conflict Resolution</b> Demonstrate willingness to seek help for solving problems and making decisions.	<b>Physical Education</b> <b>1-4.4: Conflict Resolution</b> Identify alternative solutions to a given problem.	<b>Physical Education</b> <b>2-4.4: Conflict Resolution</b> Develop effective coping skills for dealing with problems
<b>SED3a: Relationships with Adults:</b> Children form relationships and interact positively with adults.	<b>Physical Education</b> <b>K.4.2 Accepting and giving feedback</b> Appropriately respond to general feedback from teacher.	<b>Physical Education</b> <b>1.4.2 Accepting and giving feedback</b> Appropriately respond to specific feedback from the teacher.	<b>Physical Education</b> <b>2.4.2 Accepting and giving feedback</b> Appropriately respond to and implement specific feedback from the teacher.
<b>SED3b: Relationships with Peers:</b> Children develop ways to interact and build relationships with peers.	<b>Physical Education</b> <b>K-4.3: Working with Others</b> Share equipment and space with peers.	<b>1-4.3 Physical Education: Working with Others</b> Work in a variety of class environments with moderate supervision. Examples: partner, small group, large group, whole class	<b>2-4.3 Physical Education: Working with Others</b> Work in a variety of class environments with minimum supervision. Examples: partner, small group, large group, whole class





ASELD	KINDERGARTEN	FIRST GRADE	SECOND GRADE
<b>SST1a: Family Structure:</b> Children will develop a sense of belonging to a family group, articulate family members' roles, and identify how families are alike and different.	<b>K.2:</b> Identify rights and responsibilities of citizens within the family, classroom, school, and community.	<b>1-12:</b> Compare common and unique characteristics in societal groups, including age, religious beliefs, ethnicity, persons with disabilities, and equality between genders.	<b>2.1:</b> Relate principles of American democracy to the founding of the nation.
<b>SST1b: Community Belonging:</b> Children build a sense of belonging to a group and follow its rules.	<b>K.2:</b> Identify rights and responsibilities of citizens within the family, classroom, school, and community.  <b>K.3:</b> Describe how rules provide order, security, and safety in the home, school, and community.	<b>1.2:</b> Identify rights and responsibilities of citizens within the local community and state.	<b>2.2:</b> Identify national historical figures and celebrations that exemplify fundamental democratic values, including equality, justice, and responsibility for the common good.
<b>SST1c: Diversity and Culture:</b> Children show understanding of how people and customs are alike and different	<b>K.6:</b> Compare cultural similarities and differences in individuals, families, and communities.	<b>1.11:</b> Identify traditions and contributions of various cultures in the local community and state. (Alabama).	<b>2.9:</b> Describe how and why people from various cultures immigrate to the United States.
<b>SST2a: Economics:</b> Children will understand about supply and demand, why people work, money, and community helpers.	<b>K.5:</b> Differentiate between goods and services.  <b>K.7:</b> Describe roles of helpers and leaders, including school principal, school custodian, volunteers, police officers, and fire and rescue workers.	<b>1.3:</b> Recognize leaders and their roles in the local community and state. (Alabama).  <b>1.10:</b> Describe the role of money in everyday life.	<b>2.7:</b> Explain production and distribution processes.  <b>2.8:</b> Describe how scarcity affects supply and demand of natural resources and human-made products.
<b>SST2b: Geography:</b> Children will identify basic concepts of location and features in the landscape.	<b>K.8:</b> Recognize maps, globes, and satellite images.  <b>K.9:</b> Differentiate between land forms and bodies of water on maps and globes.  <b>K.10:</b> Apply vocabulary related to giving and following directions.	<b>1.8:</b> Identify land masses, bodies of water, and other physical features on maps and globes.	<b>2.5:</b> Differentiate between a physical map and a political map.  <b>2.6:</b> Identify states, continents, oceans, and the equator using maps, globes, and technology..



## Social Studies: Learning about Myself, My Family, and My Community

ASEL D	KINDERGARTEN	FIRST GRADE	SECOND GRADE
<b>SST2c: History:</b> Children will demonstrate understanding of events and people from the past and present.	<b>K.11:</b> Identify symbols, customs, famous individual, and celebrations representative of our state and nation (Alabama).  <b>K.12:</b> Describe families and communities of the past, including jobs, education, transportation, communication, and recreation.	<b>1.3:</b> Recognize leaders and their roles in the local community and state. (Alabama).  <b>1.5:</b> Identify historical events and celebrations within the local community and throughout Alabama. (Alabama).  <b>1.6:</b> Compare ways individuals and groups in the local community and state lived in the past to how they live today. (Alabama).	<b>2.1:</b> Relate principles of American democracy to the founding of the nation.  <b>2.2:</b> Identify national historical figures and celebrations that exemplify fundamental democratic values, including equality, justice, and responsibility for the common good.  <b>2.3:</b> Use various primary sources, including calendars and timelines, for reconstructing the past.  <b>2.11:</b> Interpret legends, stories, and songs that contributed to the development of the cultural history of the United States.



ASELD	KINDERGARTEN	FIRST GRADE	SECOND GRADE
<b>APL1a: Imaginative Play:</b> Children will use their imaginations to learn about the world around them.	<b>KAET-1:</b> Transition between imagination and reality and use words and gestures to invent and inhabit an imaginary "elsewhere" in dramatic play or guided drama experience		
<b>APL1b: Collaborative Play:</b> Children will learn to work and play together to achieve a common goal.	<b>KAET-3:</b> Participate in dramatic play or a guided drama experience alone and with peers  <b>KAET-13:</b> Actively engage and make choices independently and with others in drama play or a guided drama experience		
<b>APL2a: Persistence, Engagement, and Attention:</b> Children will develop the ability to focus their attention and concentrate to complete tasks.	<b>A:A2.2:</b> Demonstrate how effort and persistence positively affect learning	<b>A:A2.2:</b> Demonstrate how effort and persistence positively affect learning	<b>A:A2.2:</b> Demonstrate how effort and persistence positively affect learning
<b>APL2b: Task Analysis:</b> Children will identify the steps needed to achieve a goal.	<b>A:A2.1:</b> Apply time-management and task-management skills  <b>C:A2.9:</b> Utilize time- and task-management skills	<b>A:A2.1:</b> Apply time-management and task-management skills  <b>C:A2.9:</b> Utilize time- and task-management skills	<b>A:A2.1:</b> Apply time-management and task-management skills  <b>C:A2.9:</b> Utilize time- and task-management skills
<b>APL2c: Reasoning and Problem Solving:</b> Children will identify and develop strategies for solving simple problems.	<b>A:B2.5:</b> Use problem-solving and decision-making skills to assess progress toward educational goals  <b>PS:B1.5:</b> Demonstrate when, where and how to seek help for solving problems and making decisions		
<b>APL3a: Curiosity, Invention, and Initiative:</b> Children will show eagerness, imagination, and creativity as they try new tasks.			
<b>APL3b: Risk taking and flexibility:</b> Children will demonstrate a willingness to take risks and try new things			



ASELD	KINDERGARTEN	FIRST GRADE	SECOND GRADE
<p><b>SEK1a: Scientific Inquiry:</b> Children will gain knowledge through exploration and discovery.</p>	<p><b>Scientific and Engineering Practices:</b></p> <ol style="list-style-type: none"> <li>1) Planning and Carrying out Investigations</li> <li>2) Asking Questions and Defining Problems</li> <li>3) Analyzing and Interpreting Data</li> <li>4) Constructing Explanations and Designing Solutions</li> <li>5) Obtaining, Evaluating, and Communicating Information</li> <li>6) Developing and Using Models</li> <li>7) Engaging in Argument from Evidence</li> </ol>		
<p><b>SEK1b: Biological Science:</b> Children will differentiate between living and non-living things and their characteristics.</p>	<p><b>Ecosystems: Interactions, Energy and Dynamics</b></p> <ol style="list-style-type: none"> <li>3) Distinguish between living and nonliving things and verify what living things need to survive (e.g., animals, needing food, water, and air; plants needing nutrients, water, sunlight, and air).</li> <li>4) Gather evidence to support how plants and animals provide for their needs by altering their environment (e.g., tree roots breaking a sidewalk to provide space, red fox burrowing to create a den to raise young, humans growing gardens for food and building roads for transportation).</li> </ol>	<p><b>From Molecules to Organisms: Structures and Processes</b></p> <ol style="list-style-type: none"> <li>5. Design a solution to a human problem by using materials to imitate how plants and/or animals use their external parts to help them survive, grow, and meet their needs (e.g., outerwear imitating animal furs for insulation, gear mimicking tree bark or shells for protection).*</li> <li>6. Obtain information to provide evidence that parents and their offspring engage in patterns of behavior that help the offspring survive (e.g., crying of offspring indicating need for feeding, quacking or barking by parents indicating protection of young). Heredity: Inheritance and Variation of Traits</li> <li>7. Make observations to identify the similarities and differences of offspring to their parents and to other members of the same species (e.g., flowers from the same kind of plant being the same shape, but differing in size; dog being same breed as parent, but differing in fur color or pattern).</li> </ol>	<p><b>Ecosystems: Interactions, Energy, and Dynamics</b></p> <ol style="list-style-type: none"> <li>5. Plan and carry out an investigation, using one variable at a time (e.g., water, light, soil, air), to determine the growth needs of plants.</li> <li>6. Design and construct models to simulate how animals disperse seeds or pollinate plants  (e.g., animals brushing fur against seed pods and seeds falling off in other areas, birds and bees extracting nectar from flowers and transferring pollen from one plant to another).*</li> <li>7. Obtain information from literature and other media to illustrate that there are many different kinds of living things and that they exist in different places on land and in water (e.g., woodland, tundra, desert, rainforest, ocean, river).</li> </ol>



ASELD	KINDERGARTEN	FIRST GRADE	SECOND GRADE
<p><b>SEK1c: Physical Science:</b> Children will demonstrate emerging understanding of matter and energy.</p>	<p><b>Mobility and Stability: Forces of Nature</b></p> <p>1. Investigate the resulting motion of objects when forces of different strengths and directions act upon them (e.g., object being pushed, object being pulled, two objects colliding).</p>	<p><b>Waves and Their Applications in Technologies for Knowledge Transfer</b></p> <p>1. Conduct experiments to provide evidence that vibrations of matter can create sound (e.g., striking a tuning fork, plucking a guitar string) and sound can make matter vibrate (e.g., holding a piece of paper near a sound system speaker, touching your throat while speaking).</p> <p>2. Construct explanations from observations that objects can be seen only when light is available to illuminate them (e.g., moon being illuminated by the sun, colors and patterns in a kaleidoscope being illuminated when held toward a light).</p> <p>3. Investigate materials to determine which types allow light to pass through (e.g., transparent materials such as clear plastic wrap), allow only partial light to pass through (e.g., translucent materials such as wax paper), block light (e.g., opaque materials such as construction paper), or reflect light (e.g., shiny materials such as aluminum foil).</p> <p>4. Design and construct a device that uses light or sound to send a communication signal over a distance (e.g., using a flashlight and a piece of cardboard to simulate a signal lamp for sending a coded message to a classmate, using a paper cup and string to simulate a telephone for talking to a classmate).*</p>	<p><b>Matter and its Interactions</b></p> <p>1. Conduct an investigation to describe and classify various substances according to physical properties (e.g., milk being a liquid, not clear in color, assuming shape of its container, mixing with water; mineral oil being a liquid, clear in color, taking shape of its container, floating in water; a brick being a solid, not clear in color, rough in texture, not taking the shape of its container, sinking in water).</p> <p>2. Collect and evaluate data to determine appropriate uses of materials based on their properties (e.g., strength, flexibility, hardness, texture, absorbency).*</p> <p>3. Demonstrate and explain how structures made from small pieces (e.g., linking cubes, blocks, building bricks, creative construction toys) can be disassembled and then rearranged to make new and different structures.</p> <p>4. Provide evidence that some changes in matter caused by heating or cooling can be reversed</p> <p>(e.g., heating or freezing of water) and some changes are irreversible (e.g., baking a cake, boiling an egg).</p>





ASELD	KINDERGARTEN	FIRST GRADE	SECOND GRADE
<p><b>SEK1d: Earth and Space Science:</b> Children will demonstrate emerging understanding of the earth and atmosphere.</p>	<p><b>Earth's Systems</b></p> <p>7) Observe and describe the effects of sunlight on Earth's surface (e.g., heat from the sun causing evaporation of water or increased temperature of soil, rocks, sand, and water).</p> <p>8) Design and construct a device (e.g., hat, canopy, umbrella, tent) to reduce the effects of sunlight.</p> <p>9) Observe, record, and share findings of local weather patterns over a period of time (e.g., increase in daily temperature from morning to afternoon, typical rain and storm patterns from season to season)</p> <p>Earth and Human Activity 10) Ask questions to obtain information about the purpose of weather forecasts in planning for, preparing for, and responding to severe weather.</p>	<p><b>Earth's Place in the Universe</b></p> <p>8. Observe, describe, and predict patterns of the sun, moon, and stars as they appear in the sky (e.g., sun and moon appearing to rise in one part of the sky, move across the sky, and set; stars other than our sun being visible at night, but not during the day).</p> <p>9. Observe seasonal patterns of sunrise and sunset to describe the relationship between the number of hours of daylight and the time of year (e.g., more hours of daylight during summer as compared to winter).</p>	<p><b>Earth's Systems</b></p> <p>8. Make observations from media to obtain information about Earth's events that happen over a short period of time (e.g., tornados, volcanic explosions, earthquakes) or over a time period longer than one can observe (e.g., erosion of rocks, melting of glaciers).</p> <p>9. Create models to identify physical features of Earth (e.g., mountains, valleys, plains, deserts, lakes, rivers, oceans).</p> <p>10. Collect and evaluate data to identify water found on Earth and determine whether it is a solid or a liquid (e.g., glaciers as solid forms of water; oceans, lakes, rivers, streams as liquid forms of water).</p>
<p><b>SEK1e: Environment and Ecology</b></p>	<p><b>Ecosystems: Interactions, Energy and Dynamics</b></p> <p>6) Identify and plan possible solutions (e.g., reducing, reusing, recycling) to lessen the human impact on the local environment.*</p>		<p><b>Earth and Human Activity</b></p> <p>11. Examine and test solutions that address changes caused by Earth's events (e.g., dams for minimizing flooding, plants for controlling erosion).*</p>



ASELD	KINDERGARTEN	FIRST GRADE	SECOND GRADE
<p><b>SEK2a: Use of Tools:</b> Children will use simple and more complex tools to accomplish a task.</p>	<p><b>Digital Tools</b></p> <p>R6) Produce, review, and revise authentic artifacts that include multimedia using appropriate digital tools.</p> <p><b>Global Collaborator:</b> Collaborative Research</p> <p>7) Locate letters and numbers on the keyboard.</p> <p><b>Digital Culture:</b> Impact of Computing</p> <p>6) Recognize ways in which computing devices make certain tasks easier.</p> <p><b>Computational Thinker:</b> Programming and Development</p> <p>2) Demonstrate use of input devices</p> <p><b>Computing Analyst: Systems</b></p> <p>12) Use a variety of digital devices, in both independent and collaborative settings.</p> <p><b>Computing Analyst: Data</b></p> <p>11) Describe how digital devices save information.</p>	<p><b>Digital Tools</b></p> <p>R6) Produce, review, and revise authentic artifacts that include multimedia using appropriate digital tools.</p> <p><b>Digital Identity:</b> Impact of Computing</p> <p>8) Identify ways in which computing devices have impacted people's lives.</p> <p><b>Global Communicator:</b> Communication</p> <p>9) Use a variety of digital tools collaboratively to connect with other learners.</p> <p><b>Global Communicator:</b> Digital Tools</p> <p>10) Identify an appropriate tool to complete a task when given guidance and support.</p> <p>11) Type five words per minute minimum with 95% accuracy using appropriate keyboarding techniques.</p> <p><b>Computing Analyst: Data</b></p> <p>16) Demonstrate how digital devices can save information as data that can be stored, searched, retrieved, and deleted.</p> <p><b>Computing Analyst: Systems</b></p> <p>17) Use digital devices with a variety of operating systems</p> <p>18) Label visible components of digital devices</p>	<p><b>Digital Tools</b></p> <p>R6) Produce, review, and revise authentic artifacts that include multimedia using appropriate digital tools.</p> <p><b>Digital Identity:</b> Impact of Computing</p> <p>8) Identify ways in which computing devices have impacted people's lives.</p> <p><b>Global Communicator:</b> Communication</p> <p>9) Use a variety of digital tools collaboratively.</p> <p><b>Global Communicator:</b> Digital Tools</p> <p>10) Identify multiple tools which could be used to complete a task.</p> <p>11) Type 10 words per minute with 95% accuracy using appropriate keyboarding techniques.</p> <p><b>Computing Analyst: Systems</b></p> <p>17) Explain the purposes of visible input and output components of digital devices</p>



ASEL D	KINDERGARTEN	FIRST GRADE	SECOND GRADE
<p><b>SEK2b: Media Literacy:</b> Children will demonstrate understanding of the types of information they are receiving through media</p>	<p><b>Impact of Computing</b></p> <p>R3) Assess the validity and identify the purpose of digital content.</p> <p><b>Collaborative Research</b></p> <p>R5) Locate and curate information from digital sources to answer research questions.</p> <p><b>Global Communicator:</b> Collaborative Research</p> <p>8) Present information from a variety of digital resources</p> <p><b>Computing Analyst: Data</b></p> <p>10) Collect data and organize it in a chart or graph collaboratively</p>	<p><b>Impact of Computing</b></p> <p>R3) Assess the validity and identify the purpose of digital content.</p> <p><b>Collaborative Research</b></p> <p>R5) Locate and curate information from digital sources to answer research questions.</p> <p><b>Computational Thinker:</b> Abstraction</p> <p>1) Classify and sort information into logical order with and without computer</p> <p><b>Computational Thinker:</b> Algorithm</p> <p>2) Order events into a logical sequence or algorithm</p> <p><b>Citizen of a Digital Culture:</b> Legal and Ethical Behavior</p> <p>5) Differentiate between prior knowledge and ideas or thoughts gained from others</p> <p><b>Global Communicator:</b> Collaborative Research:</p> <p>12) Identify keywords in a search and discuss how they may be used to gather information</p> <p><b>Computing Analyst: Data</b></p> <p>14) Discuss the purpose of collecting and organizing data</p> <p>15) Interpret data displayed in a chart.</p> <p>16) Interpret data used in a chart</p>	<p><b>Impact of Computing</b></p> <p>R3) Assess the validity and identify the purpose of digital content.</p> <p><b>Collaborative Research</b></p> <p>R5) Locate and curate information from digital sources to answer.</p> <p><b>Computational Thinker:</b> Abstraction</p> <p>1) Create and sort information into useful order using digital tools.</p> <p><b>Computational Thinker:</b> Algorithm</p> <p>2) Create an algorithm for other learners to follow.</p> <p><b>Citizen of a Digital Culture:</b> Digital Identity</p> <p>7) List positive and negative impacts of digital communication.</p> <p><b>Global Collaborative:</b> Collaborative Research</p> <p>12) Conduct basic keyword searches to gather information.</p> <p><b>Computing Analyst: Data</b></p> <p>14) Collect, create, and organize data in a digital chart or graph.</p> <p>15) Explain how users control the ways digital devices save information in an organized manner.</p> <p><b>Computing Analyst: Systems</b></p> <p>16) Compare the different operating systems used on digital devices.</p>



ASELD	KINDERGARTEN	FIRST GRADE	SECOND GRADE
<b>SEK2c: Digital Citizenship:</b> Children will demonstrate safe use of technology	<b>Safety, Privacy, and Security</b>  R1) Identify, demonstrate and apply personal safe use of digital devices  <b>Legal and Ethical Behavior</b>  R2) Recognize and demonstrate age-appropriate responsible use of digital devices and resources as outline in school/district rules  <b>Systems</b>  R4) Identify and employ appropriate troubleshooting techniques to solve computing or connectivity issues.  <b>Citizen of a Digital Culture:</b> Safety, Privacy and Security  3) Distinguish between private and public information.  4) Identify age-appropriate methods for keeping personal information private.  <b>Citizen of a Digital Culture:</b> Legal and Ethical Behavior  5) Demonstrate appropriate behaviors for working with others responsibly and kindly.	<b>Safety, Privacy, and Security</b>  R1) Identify, demonstrate and apply personal safe use of digital devices  <b>Legal and Ethical Behavior</b>  R2) Recognize and demonstrate age-appropriate responsible use of digital devices and resources as outline in school/district rules.  <b>Systems</b>  R4) Identify and employ appropriate troubleshooting techniques to solve computing or connectivity issues.  <b>Citizen of a Digital Culture:</b> Safety, Privacy and Security  4) Identify age-appropriate methods for keeping personal information private.  <b>Citizen of a Digital Culture:</b> Legal and Ethical Behavior  6) Identify appropriate and inappropriate behaviors for communicating in a digital environment.  <b>Citizen of a Digital Culture:</b> Digital Identity  7) Recognize that a person has a digital identity.	<b>Safety, Privacy, and Security</b>  R1) Identify, demonstrate and apply personal safe use of digital devices  <b>Legal and Ethical Behavior</b>  R2) Recognize and demonstrate age-appropriate responsible use of digital devices and resources as outline in school/district rules.  <b>Systems</b>  R4) Identify and employ appropriate troubleshooting techniques to solve computing or connectivity issues.  <b>Citizen of a Digital Culture:</b> Legal and Ethical Behavior  5) Cite media and/or owners of digital content at an age-appropriate level.  6) Demonstrate appropriate behaviors for communicating in a digital environment.



ASEL	KINDERGARTEN	FIRST GRADE	SECOND GRADE
<p><b>SEK2d: Computational Thinking:</b> Children will use technological skills, concepts, and behaviors to solve problems or complete projects.</p>	<p><b>Computational Thinker: Algorithms</b></p> <p>1) List the sequence of events required to solve problems.</p> <p><b>Global Communicator: Collaborative Research</b></p> <p>9) Create a research-based product collaboratively using online digital tools, given specific guidance.</p> <p><b>Innovative Designer: Design Thinking</b></p> <p>13) Use a design process in a guided setting to create an artifact or solve a problem.</p>	<p><b>Computational Thinker: Programming and Development</b></p> <p>3) Construct elements of a simple computer program in collaboration with others.</p> <p><b>Global Communicator: Collaborative Research</b></p> <p>13) Create a research-based product collaboratively using online digital tools.</p> <p><b>Innovative Designer: Design Thinking</b></p> <p>19) Identify and revise problem-solving strategies to solve a problem.</p>	<p><b>Computational Thinker: Programming and Development</b></p> <p>3) Construct elements of a simple computer program using basic commands.</p> <p>4) Identify bugs in basic programming.</p> <p><b>Global Communicator: Collaborative Research</b></p> <p>13) Create a research-based product collaboratively using online digital tools.</p> <p><b>Innovative Designer: Design Thinking</b></p> <p>18) Investigate the design process and use digital tools to illustrate potential solutions to a problem, given guidance and support.</p>
<p>Children will use beginning design processes for problem solving.</p>	<p><b>Scientific and Engineering Practices:</b></p> <p>8) Planning and Carrying out Investigations</p> <p>9) Asking Questions and Defining Problems</p> <p>10) Analyzing and Interpreting Data</p> <p>11) Constructing Explanations and Designing Solutions</p> <p>12) Obtaining, Evaluating, and Communicating Information</p> <p>13) Developing and Using Models</p> <p>14) Engaging in Argument from Evidence</p>		





ASELD	KINDERGARTEN	FIRST GRADE	SECOND GRADE
<b>MAT1a: Numbers and Quantity:</b> Number Relationships. Children will understand the concept of numbers, and the relationships between numbers and quantities.	<b>Foundations of Counting</b>  Count to tell the number of objects.  Compare numbers.  <b>Operations with Numbers</b>  Work with numbers 11-19 to gain foundations for place value.	<b>Operations and Numbers: Base Ten</b>  Understand place value.  Use place value understanding and properties of operations to add and subtract.	<b>Operations and Numbers: Base Ten</b>  Understand place value.  Use place value understanding and properties of operations to add and subtract.
<b>MAT1b: Numbers and Relationships:</b> Counting and Number Sense. Children will connect number names to quantities.	<b>Foundations of Counting</b>  Know number names and the count sequence.	<b>Operations and Numbers: Base Ten</b>  Extend the counting sequence.	
<b>MAT2a: Algebraic Thinking:</b> Operations. Children will develop an understanding of putting together, adding to, taking apart, and taking from.	<b>Operations and Algebraic Thinking</b>  Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	<b>Operations and Algebraic Thinking</b>  Represent and solve problems involving addition and subtraction.  Understand and apply properties of operations and the relationship between addition and subtraction.  Add and subtract within 20.  Work with addition and subtraction equations.	<b>Operations and Algebraic Thinking</b>  Represent and solve problems involving addition and subtraction.  Add and subtract within 20.  Work with equal groups of objects to gain foundations for multiplication.
<b>MAT2b: Algebraic Thinking:</b> Sets Children classify and organize objects according to properties and attributes.	<b>Data Analysis</b>  Collect and analyze data and interpret results.	<b>Data Analysis</b>  Describe and compare measurable attributes.	<b>Data Analysis</b>  Describe and compare measurable attributes.
<b>MAT2c: Algebraic Thinking:</b> Patterns Children will recognize simple patterns in daily life and play experiences.	<b>Operations and Algebraic Thinking</b>  Understand simple patterns	<b>Operations and Algebraic Thinking</b>  Understand simple patterns	<b>Operations and Algebraic Thinking</b>  Understand simple patterns



ASELD	KINDERGARTEN	FIRST GRADE	SECOND GRADE
<b>MAT3a: Spatial Reasoning and Geometry: Spatial Reasoning</b> Children will explore and describe the spatial relationships between objects, their environment, and themselves.	<b>Geometry</b>  Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).	<b>Geometry</b>  Reason with shapes and their attributes.	<b>Geometry</b>  Reason with shapes and their attributes.
<b>MAT3b: Spatial Reasoning and Geometry: Shapes</b> Children will explore, visualize and analyze shapes and shape attributes.	<b>Geometry</b>  Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).  Analyze, compare, create, and compose shapes.	<b>Geometry</b>  Reason with shapes and their attributes.	<b>Geometry</b>  Reason with shapes and their attributes.
<b>MAT4a: Measurement and Data Analysis: Measurement and Time</b> Children will explore and communicate about distance, weight, length, height, and time.	<b>Measurement</b>  Describe and compare measurable attributes.	<b>Measurement</b>  Describe and compare measurable attributes. <b>Work with time and money</b>	<b>Measurement</b>  Measure and estimate lengths in standard units.  Relate addition and subtraction to length.  Work with time and money.
<b>MAT4b: Measurement and Data Analysis: Logical Thinking, Reasoning, and Data Analysis</b> Children use logical thinking and reasoning to solve meaningful problems and inform decisions.	<b>Data Analysis</b>  Collect and analyze data and interpret results.	<b>Data Analysis</b>  Collect and analyze data and interpret results.	<b>Data Analysis</b>  Collect and analyze data and interpret results.



# Language and Literacy: Understanding and Expressing by Speaking, Listening, Reading, and Writing

ASELD	KINDERGARTEN	FIRST GRADE	SECOND GRADE
<b>LLT1a: Receptive Language:</b> Children will gain information by understanding the meaning of words and gestures.	<b>Speaking and Listening Standards</b> <b>Comprehension and Collaboration</b> SL.K.1 (31) SL.K.2 (32) SL.K.3 (33)	<b>Speaking and Listening Standards</b> <b>Comprehension and Collaboration</b> SL.1.1 (31) SL.1.2 (32) SL.1.3 (33)	<b>Speaking and Listening Standards</b> <b>Comprehension and Collaboration</b> SL.2.1 (29) SL.2.2 (30) SL.2.3 (31)
	<b>Presentation of Knowledge and Ideas</b> SL.K.4 (34) SL.K.5 (35) SL.K.6 (36)	<b>Presentation of Knowledge and Ideas</b> SL.1.4 (34) SL.1.5 (35) SL.1.6 (36)	<b>Presentation of Knowledge and Ideas</b> SL.2.4 (32) SL.2.5 (33) SL.2.6 (34)
	<b>Language Standards</b> <b>Conventions of Standard English</b> L.K.1 (37) L.K.2 (38)	<b>Language Standards</b> <b>Conventions of Standard English</b> L.1.1 (37) L.1.2 (38)	<b>Language Standards</b> <b>Conventions of Standard English</b> L.2.1 (35) L.2.2 (36)
	<b>Vocabulary Acquisition and Use</b> L.K. 4 (39) L.K. 5 (40) L.K.6 (41)	<b>Vocabulary Acquisition and Use</b> L.1.4 (39) L.1.5 (40) L.1.6 (41)	<b>Knowledge of Language</b> L.2.3 (37)
	<b>Vocabulary Acquisition and Use</b> L.2.4 (38) L.2.5 (39) L.2.6 (40)		<b>Vocabulary Acquisition and Use</b> L.2.4 (38) L.2.5 (39) L.2.6 (40)
<b>LLT1b: Expressive Language:</b> Children will use words and gestures to express their thoughts, feelings and needs to others.	<b>Speaking and Listening Standards</b> <b>Comprehension and Collaboration</b> SL.K.1 (31) SL.K.2 (32) SL.K.3 (33)	<b>Speaking and Listening Standards</b> <b>Comprehension and Collaboration</b> SL.1.1 (31) SL.1.2 (32) SL.1.3 (33)	<b>Speaking and Listening Standards</b> <b>Comprehension and Collaboration</b> SL.2.1 (29) SL.2.2 (30) SL.2.3 (31)
	<b>Presentation of Knowledge and Ideas</b> SL.K.1 (34) SL.K.2 (35) SL.K.3 (36)	<b>Presentation of Knowledge and Ideas</b> SL.1.4 (34) SL.1.5 (35) SL.1.6 (36)	<b>Presentation of Knowledge and Ideas</b> SL.2.4 (32) SL.2.5 (33) SL.2.6 (34)
	<b>Language Standards</b> <b>Conventions of Standard Language</b> L.K.1 (37)	<b>Language Standards</b> <b>Conventions of Standard English</b> L.1.1 (37) L.1.2 (38)	<b>Language Standards</b> <b>Conventions of Standard English</b> L.2.1 (35) L.2.2 (36)
	<b>Vocabulary Acquisition and Use</b> L.K.4 (39) L.K.5 (40) L.K.6 (41)	<b>Vocabulary Acquisition and Use</b> L.1.4 (39) L.1.5 (40) L.1.6 (41)	<b>Knowledge of Language</b> L.2.3 (37)
			<b>Vocabulary Acquisition and Use</b> L.2.4 (38) L.2.5 (39) L.2.6 (40)



**Language and Literacy:**  
**Understanding and Expressing by Speaking, Listening, Reading, and Writing**

ASELD	KINDERGARTEN	FIRST GRADE	SECOND GRADE
<b>LLT1c: Social Rules of Language:</b> Children will use, adapt and follow the rules of language.	<b>Speaking and Listening Standards</b> Comprehension and Collaboration: SL.K.3 (33)  <b>Presentation of Knowledge and Ideas</b> L.K.4 (34) L.K.6 (36)  <b>Language Standards</b> <b>Conventions of Standard English</b> L.K.1 (37)  <b>Vocabulary Acquisition and Use</b> L.K.4 (39) L.K.4 (40) L.K.6 (41)	<b>Speaking and Listening Standards</b> Comprehension and Collaboration: SL.1.3 (33)  <b>Presentation of Knowledge and Ideas</b> L.1.4 (34) L.1.6 (36)  <b>Language Standards</b> <b>Conventions of Standard English</b> L.1.1 (37)  <b>Vocabulary Acquisition and Use</b> L.1.4 (39) L.1.4 (40) L.1.6 (41)	<b>Speaking and Listening Standards</b> Comprehension and Collaboration: SL.2.3 (31)  <b>Presentation of Knowledge and Ideas</b> L.2.4 (32) L.2.6 (34)  <b>Language Standards</b> <b>Conventions of Standard English</b> L.2.1 (35)  <b>Knowledge of Language</b> L.2.3 (37)  <b>Vocabulary Acquisition and Use</b> L.2.4 (38) L.2.5 (39) L.2.6 (40)
<b>LLT2a: Comprehension:</b> Children will demonstrate emerging understanding of both the written and spoken word.	<b>Reading Standards for Literature</b> <b>Key Ideas and Details:</b> RL.K.1 (1) RL.K.2 (2) RL.K.3 (3)  <b>Integration of Knowledge and Ideas</b> RL.K.7 (7) RL.K.9 (8)  <b>Reading Standards for Information Text</b> <b>Key Ideas and Details</b> RI.K.1 (10) RI.K.2 (11) RI.K.3 (12)  <b>Craft and Structure</b> RI.K.4 (13) RI.K.5 (14) RI.K.6 (15)  <b>Reading Standards: Foundational Skills</b> <b>Fluency</b> RF.1.4 (23)	<b>Reading Standards for Literature</b> <b>Key Ideas and Details:</b> RL.1.1 (1) RL.1.2 (2) RL.1.3 (3)  <b>Integration of Knowledge and Ideas</b> RL.1.7 (7) RL.1.9 (8)  <b>Reading Standards for Informational Text</b> <b>Key Ideas and Details</b> RI.1.1 (10) RI.1.2 (11) RI.1.3 (12)  <b>Craft and Structure</b> RI.1.4 (13) RI.1.5 (14) RI.1.6 (15)  <b>Reading Standards: Foundational Skills</b> <b>Fluency</b> RF.1.4 (23)	<b>Reading Standards for Literature</b> <b>Key Ideas and Details:</b> RL.2.1 (1) RL.2.2 (2) RL.2.3 (3)  <b>Integration of Knowledge and Ideas</b> RL.2.7 (7) RL.2.9 (8)  <b>Range of Reading and Level of Text Complexity</b> RL. 2.10 (9)  <b>Reading Standards for Informational Text</b> <b>Key Ideas and Details</b> RI.2.1 (10) RI.2.2 (11) RI.2.2 (12)  <b>Craft and Structure</b> RI.2.4 (13) RI.2.5 (14) RI.2.6 (15)  <b>Range of Reading and Level of Text Complexity</b> RI.2.10 (19)  <b>Reading Standards: Foundational Skills</b> <b>Fluency</b> RF.2.4 (21)



# Language and Literacy: Understanding and Expressing by Speaking, Listening, Reading, and Writing

ASELD	KINDERGARTEN	FIRST GRADE	SECOND GRADE
<b>LLT2b: Phonological Awareness:</b> Children will begin to recognize and associate words with sounds in spoken language.	<b>Reading Standards: Foundational Skills</b> <b>Phonological Awareness</b> RF.K.2 (21)  <b>Phonics and Word Recognition</b> RF.K.3 (22)	<b>Reading Standards: Foundational Skills</b> <b>Phonological Awareness</b> RF.1.2 (21)  <b>Phonics and Word Recognition</b> RF.1.3 (22)	<b>Reading Standards: Foundational Skills</b> <b>Phonics and Word Recognition</b> RF.2.3 (20)
<b>LLT2c: Alphabet Knowledge:</b> Children will demonstrate an emerging understanding that letters and letter sounds represent the sounds of spoken language.	<b>Reading Standards: Foundational Skills</b> <b>Phonics and Word Recognition</b> RF.K.3 (22)	<b>Reading Standards: Foundational Skills</b> <b>Phonics and Word Recognition</b> RF.1.3 (22)	<b>Reading Standards: Foundational Skills</b> <b>Phonics and Word Recognition</b> RF.2.3 (20)
<b>LLT2d: Print Awareness and Book Handling:</b> Children will construct meaning from and	<b>Reading Standards for Literature: Craft and Structure</b> RL.1.4 (4) RL.1.5 (5) RL.1.6 (6)  <b>Reading Standards for Informational Text Craft and Structure</b> RI.K.5 (14) RI.K.6 (15)  <b>Reading Standards Foundational Skills</b> <b>Print Concepts</b> RF.K. 1 (20)	<b>Reading Standards for Literature: Craft and Structure</b> RL.1.4 (4) RL.1.5 (5) RL.1.6 (6)  <b>Reading Standards for Informational Text Craft and Structure</b> RI.1.5 (14) RI.1.6 (15)  <b>Reading Standards Foundational Skills</b> <b>Print Concepts</b> RF.1.1 (20)	<b>Reading Standards for Literature: Craft and Structure</b> RL.2.4 (4) RL.2.5 (5) RL.2.6 (6)  <b>Reading Standards for Informational Text Craft and Structure</b> RI.2.4 (13) RI.2.5 (14) RI.2.6 (15)  <b>Reading Standards Foundational Skills</b> <b>Phonics and Word Recognition</b> RF.2.1 (20)
<b>LLT3: Emergent Writing:</b> Children will demonstrate emerging understanding that writing is a way to communicate.	<b>Writing Standards Text Types and Purposes</b> W.K. 1 (24) W.K. 2 (25) W.K. 3 (26) <b>Production and Distribution of Writing</b> W.K.5 (27) W.K.6 (28) <b>Research to Build and Present Knowledge</b> W.K.7(29) W.K.8 (30)	<b>Writing Standards Text Types and Purposes</b> W.1.1 (24) W.1.2 (25) W.1.3 (26) <b>Production and Distribution of Writing</b> W.1.5 (27) W.1.6 (28) <b>Research to Build and Present Knowledge</b> W.1.7 (29) W.1.8 (30)	<b>Writing Standards Text Types and Purposes</b> W.2.1 (22) W.2.2 (23) W.2.3 (24) <b>Production and Distribution of Writing</b> W.2.5 (25) W.2.6 (26) <b>Research to Build and Present Knowledge</b> W.2.7 (28) W.2.8 (29)





ASEL	KINDERGARTEN	FIRST GRADE	SECOND GRADE
<b>CRA1: Visual Arts</b> Children will demonstrate an emerging understanding and enjoyment of the use of visual arts as a form of self-expression.	Anchor Standard 1: Generate and conceptualize artistic ideas and work.  Anchor Standard 2: Organize and develop artistic ideas and work.  Anchor Standard 3: Refine and complete artistic work.  Anchor Standard 4: Select, analyze, and interpret artistic work for presentation  Anchor Standard 5: Develop and refine artistic techniques and work for presentation  Anchor Standard 6: Convey meaning through the presentation of artistic work.  Anchor Standard 7: Perceive and analyze artistic work.  Anchor Standard 8: Interpret intent and meaning in artistic work.		
<b>CRA2: Music</b> Children will demonstrate an emerging understanding and appreciation of music as a form of self-expression.	Anchor Standard 9: Apply criteria to evaluate artistic work.  Anchor Standard 10: Synthesize and relate knowledge and personal experiences.		
<b>CRA3: Movement and Dance</b> Children will demonstrate growing interest and control in using rhythmic movements for self-expression.			
<b>CRA4: Drama and Acting</b> Children will demonstrate an emerging appreciation for the use of drama for self-expression.			



ASELD	KINDERGARTEN	FIRST GRADE	SECOND GRADE
<b>PDH1a: Gross Motor Development:</b> Children will demonstrate increasing body awareness and control, strength and coordination of large muscles.	Physical Education Anchor Standard 1: Motor Skills and Movement Patterns: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.		
	<b>K-1.1 Locomotor skills</b> Attempt to hop, gallop, jog, run, slide, skip, jump, and leap while maintaining balance.	<b>1-1.1 Locomotor skills</b> Demonstrate correct form for hopping, galloping, and sliding.	<b>2-1.1 Locomotor skills</b> Demonstrate correct form for skipping.
	<b>K-1.2 Locomotor skills</b> Developmentally appropriate/emerging outcomes first appear in Grade 2	<b>1-1.2 Locomotor skills</b> Developmentally appropriate/emerging outcomes first appear in Grade 2	<b>2-1.2 Locomotor skills</b> Demonstrate correct form of jogging and running
	<b>K-1.3 Locomotor skills</b> Perform jumping and landing actions	<b>1-1.3 Locomotor skills</b> Perform jumping and landing of activities with balance	<b>2-1.3 Locomotor skills</b> Use a variety of one-and two-footed takeoffs and landings
	<b>K-1.4 Locomotor skills</b> Apply rhythmic expression in response to music	<b>1-1.4 Locomotor skills</b> Combine locomotor, non-locomotor, and manipulative skills in rhythmic activities	<b>2-1.4 Locomotor skills</b> Demonstrate directionality in simple folk, line, partner, and circle dances and rhythmic routines
	<b>K-1.5 Non-locomotor skills (stability)</b> Use different bases of support to maintain momentary stillness	<b>1-1.5 Non-locomotor skills (stability)</b> Maintain stillness on different bases of support with different body shapes	<b>2-1.5 Non-locomotor skills (stability)</b> Balance on different bases of support, combining levels and shapes
	<b>K-1.6 Non-locomotor skills (stability)</b> Attempt to create wide, narrow, curled and twisted body shapes by curling and stretching	<b>1-1.6 Non-locomotor skills (stability)</b> Create wide, narrow, curled, and twisted body shapes by curling and stretching	<b>2-1.6 Non-locomotor skills (stability)</b> Differentiate among twisting, curling, bending, and stretching actions
	<b>K-1.7 Non-locomotor skills (stability)</b> Attempt to transfer weight from one body part to another: a. in self-space b. by rolling sideways in multiple body shapes	<b>1-1.7 Non-locomotor skills (stability)</b> Transfer weight from one body part to another in self-space with both narrow and curled body shapes	<b>2-1.7 Non-locomotor skills (stability)</b> Transition weight from various bases of support by: transferring weight from feet to different body parts while maintaining balance; rolling in different directions with both a narrow and curled body shape
	<b>K-1.8 Manipulative Skills</b> Attempt underhand and overhand throw	<b>1-1.8 Manipulative Skills</b> Throw underhand and overhand with hand/foot opposition	<b>2-1.8 Manipulative Skills</b> Throw underhand and overhand, demonstrating correct form with hand/foot opposition



# Physical Development and Health: Growing Strong, Healthy, and Resilient

ASEL	KINDERGARTEN	FIRST GRADE	SECOND GRADE
	<b>K-1.9 Manipulative Skills</b> Attempt to catch a dropped ball from varying heights	<b>1.1.9 Manipulative Skills</b> Catch various sizes of soft objects from a self-toss before they hit the ground	<b>2.1.9 Manipulative Skills</b> Catch a self-tossed or well-thrown object with hands, not trapping or cradling against the body
	<b>K-1.10 Manipulative Skills</b> Attempt to dribble a ball with one hand using consecutive contacts	<b>1.1.10 Manipulative Skills</b> Dribble continuously in a stationary position, using the preferred hand	<b>2.1.10 Manipulative Skills</b> Dribble continuously in self space and while traveling, with preferred hand, demonstrating correct form
	<b>K-1.11 Manipulative Skills</b> Tap a ball forward, using inside of foot	<b>1.1.11 Manipulative Skills</b> Walk while tapping a ball, using alternating feet	<b>2.1.11 Manipulative Skills</b> Dribble with alternating feet, demonstrating control of ball and body
	<b>K-1.12 Manipulative Skills</b> Attempt to pass and trap a slow-moving ball	<b>1.1.12 Manipulative Skills</b> Pass and trap a moving ball in a static environment, demonstrating correct form	<b>1.1.12 Manipulative Skills</b> Pass and trap a ball with accuracy to a partner, using varying force and distance
	<b>K-1.13 Manipulative Skills</b> Kick a stationary ball, planting foot and making contact with shoelaces	<b>1.1.13 Manipulative Skills</b> Approach a stationary ball, make contact below center line, and kick it forward	<b>2.1.13 Manipulative Skills</b> Demonstrate kicking skills by: using a running approach towards a stationary ball with correct form; attempting to make contact with a moving ball; attempting to kick a dropped ball/object, making contact with shoelaces
	<b>K-1.14 Manipulative Skills</b> Independently volley a lightweight object with varying body parts	<b>1.1.14 Manipulative Skills</b> Independently volley a lightweight object upward with consecutive hits	<b>2.1.14 Manipulative Skills</b> Demonstrate volleying lightweight objects with partner
	<b>K-1.15 Manipulative Skills</b> Attempt to strike a lightweight object with a paddle or other short-handled implement	<b>1.1.15 Manipulative Skills</b> Demonstrate striking a lightweight object upward with a short-handled implement	<b>2.1.15 Manipulative Skills</b> Demonstrate striking a lightweight object upward with a short-handled implement, using consecutive hits
	<b>K-1.16 Manipulative Skills</b> Attempt to strike a stationary object with a long-handled implement	<b>1.1.16 Manipulative Skills</b> Strike a stationary object with a long-handled implement using correct hand placement	<b>2.1.16 Manipulative Skills</b> Strike an object, using correct hand placement and proper body orientation
	<b>K-1.17 Manipulative Skills</b> Attempt a single jump with self-turned rope.	<b>1.1.17 Manipulative Skills</b> Demonstrate rope skills by jumping self-turned rope; attempting to turn a long rope multiple times consecutively with a partner	<b>2.1.17 Manipulative Skills</b> Demonstrate rope skills with correct form by: jumping self-turned rope consecutively forward and backward; jumping a long rope multiple times consecutively with student partners



ASELD	KINDERGARTEN	FIRST GRADE	SECOND GRADE
	Physical Education Anchor Standard 2: Movement and performance: The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance		
	<b>K-2.1 Movement Concepts: Space</b> Demonstrate the difference between movement in personal and general space while attempting to maintain self-control	<b>1-2.1 Movement Concepts: Space</b> Demonstrate moving in personal and general space while maintaining self-control, in response to designated class expectation	<b>2-2.1 Movement Concepts: Space</b> Apply the concept of personal and general space during class activities
	<b>K-2.2 Movement Concepts: Pathways, shapes, levels</b> Travel: by using various pathways; demonstrating various levels	<b>1-2.2 Movement Concepts: Pathways, shapes, levels</b> Understand and employ a variety of relationships with objects	<b>2-2.2 Movement Concepts: Pathways, shapes, levels</b> Integrate shapes, levels, and pathways into simple movement sequences
	<b>K-2.3 Movement Concepts: Speed, direction, force</b> Travel: in general space with varying speeds; attempting directionality concepts	<b>1.2.3 Movement Concepts: Speed, direction, force</b> Demonstrate the difference between strong and light force	<b>2.2.3 Movement Concepts: Speed, direction, force</b> Recognize and adjust exertion of force on an object required during an activity
	<b>K-2.4 Movement Concepts: Strategies and tactics</b> Developmentally appropriate/emerging outcomes first appear in Grade 3.	<b>1.2.4 Movement Concepts: Strategies and tactics</b> Developmentally appropriate/emerging outcomes first appear in Grade 3.	<b>2.2.4 Movement Concepts: Strategies and tactics</b> Developmentally appropriate/emerging outcomes first appear in Grade 3.
	Physical Education Anchor Standard 3: Physical Activity and Fitness: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.		
	<b>K-3.1: Physical activity knowledge</b> Differentiate between active play and non-actively play outside physical education class	<b>1.3.1: Physical activity knowledge</b> Identify the benefits of participating in physical activity for at least 60 minutes a day	<b>2.3.1 Physical activity knowledge</b> Describe the benefits of participating in moderate to vigorous activities outside physical education class
	<b>K-3.2 Engagement in physical activity</b> Participate in physical education class	<b>1.3.2 Engagement in physical activity</b> Actively engage in physical education class	<b>2-3.2 Engagement in physical activity</b> Actively engage in physical education class in response to instruction and practice
	<b>K-3.3 Fitness knowledge</b> Discover the connection between physical activity and the change in heart rate and breathing	<b>1-3.3 Fitness knowledge</b> Verbalize how active play and physical activity strengthen the heart muscle	<b>2-3.3 Fitness knowledge</b> Identify physical activities that contribute to a high level of fitness and the importance of warm-up and cool-down related to vigorous physical activity



## Physical Development and Health: Growing Strong, Healthy, and Resilient

ASELD	KINDERGARTEN	FIRST GRADE	SECOND GRADE
	Physical Education Anchor Standard 4: Personal and Social Behavior: The physically literate individual exhibits responsible personal and social behavior that respects self and others. (See ADSELDs Social Emotional Development domain)		
	Physical Education Anchor Standard 5: Values Physical Activity: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.		
	<b>K-5.1 Health</b> Acknowledge that physical activity is important for good health	<b>1-5.1 Health</b> Identify physical activity as a component of good health	<b>2-5.1 Health</b> Describe the relationship between physical activity and good health
	<b>K-5.2 Challenge</b> Acknowledge that physical activities require varying degrees of challenge and difficulty	<b>1-5.2 Challenge</b> Explain that continued practice in physical activities can lead to success	<b>2-5.2 Challenge</b> Identify physical activities that build confidence and activities that are challenging
	<b>K-5.3 Self-expression and enjoyment</b> Name physical activities that are enjoyable	<b>1-5.3 Self-expression and enjoyment</b> Recall positive feelings that result from participating in physical activities	<b>2-5.3 Self-expression and enjoyment</b> List physical activities that provide self-expression
	<b>K-5.4 Social interaction</b> Discuss the enjoyment of active play with peers	<b>1-5.4 Social Interaction</b> Share personal reasons for enjoying physical activities that involve peers	<b>2-5.4 Social Interaction</b> Describe the positive social interactions that come with engaging with others in physical activity
<b>PDH1b: Fine Motor Development:</b> Children will demonstrate increasing strength, control and coordination of their small muscles.	Not addressed		





## Physical Development and Health: Growing Strong, Healthy, and Resilient

ASELD	KINDERGARTEN	FIRST GRADE	SECOND GRADE
<b>PDH2a: Healthy Habits:</b> Children will show increasing independence in performing self-care tasks.	<b>Health Education Anchor Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.</b>		
	<b>K.1.1 Health Promotion: Healthy Behaviors</b> Identify behaviors that impact personal health	<b>1.1.1 Health Promotion: Healthy Behaviors</b> Explain how healthy behaviors impact personal health	<b>2.1.1 Healthy Promotion: Healthy Behaviors</b> Describe behaviors that enhance physical and mental health.
	<b>K.1.2 Health Promotion: Nutrition and Food</b> Identify healthy food choices	<b>1.1.2 Health Promotion: Nutrition and Food</b> List food safety precautions	<b>2.1.2 Nutrition and Food</b> Summarize motivations for eating food.
	<b>K.1.4 Health Promotion: Hygiene</b> Explain why healthy behaviors such as brushing teeth and getting adequate sleep are important	<b>1.1.4 Health Promotion: Nutrition and Food</b> Explain rationale for not sharing hygiene products.	<b>2.1.4 Health Promotion: Nutrition and Food</b> List ways to prevent germs from spreading.
	<b>K.1.5 Health Promotion: Disease Prevention and Health Care</b> Describe ways to prevent the spread of communicable diseases	<b>1.1.5 Health Promotion: Disease Prevention and Health Care</b> Apply measures for cleanliness and disease prevention	<b>2.1.5 Health Promotion: Disease Prevention and Health Care</b> Investigate how immunizations and regular care from health professionals prevent disease.
	<b>K.1.7 Health Promotion: Dimensions of Health</b> Identify positive examples of physical health		
	<b>Health Education Anchor Standard 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</b>		
		<b>1.2.2 Analyzing Influences: Media &amp; Technology</b> Describe how advertisements can influence food choices.	<b>2.2.1 Analyzing Influences: Family, Peer, Culture</b> Identify ways the school supports personal health practices and behaviors.
			<b>2.2.2 Analyzing Influences: Media &amp; Technology</b> Discuss how advertisements can influence individuals to purchase certain products.



ASELD	KINDERGARTEN	FIRST GRADE	SECOND GRADE
	<b>Health Education Anchor Standard 3:</b>		
	<b>1.3.1 Access to Information: Information, Products and Services</b> Identify school and community health helpers who can assist in understanding health procedures	<b>1.3.1 Access to Information: Information, Products and Services</b> Describe the roles of various health care professionals.	<b>2.3.2 Access to Information: Information, Products and Services</b> Identify adults and professionals who help to promote regular physical activity.
		<b>1.3.2 Access to Information: Information, Products and Services</b> Identify school and community health helpers who can be contacted in emergencies.	
	<b>Health Education Anchor Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.</b>		
	<b>K.6.1 Goal Setting: Self-Awareness</b> Define a goal and identify several potential age-appropriate, short-term health goals.	<b>1.6.1 Goal Setting: Self-Awareness</b> Create an age-appropriate personal health goal.	<b>2.6.1 Goal Setting: Self-Awareness</b> Describe various ways to reach a personal health goal.
	<b>K.6.2 Goal Setting: Problem Solving</b> Identify family members who can assist with achieving short-term health goals	<b>1.6.2 Goal Setting: Problem Solving</b> Describe ways that parents and other trusted adults can help a student achieve a health goal.	<b>2.6.2 Goal Setting: Problem Solving</b> Identify school and community individuals who can help support personal health goals
	<b>Health Education Anchor Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</b>		
	<b>K.7.1 Self-Management: Monitor Progress</b> Show healthy behaviors that improve personal health and wellness.	<b>1.7.1 Self-Management: Monitor Progress</b> Identify healthy practices and behaviors to maintain and improve personal health.	<b>2.7.1 Self-Management: Monitor Progress</b> Predict how healthy behaviors can reduce health risks
	<b>Health Education Anchor Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.</b>		
	<b>K.8.1 Advocacy: Promote Healthy Habits</b> Role play behaviors that promote personal healthy habits.	<b>1.8.1 Advocacy: Promote Healthy Habits</b> Encourage peers to make positive health choices.	<b>2.8.1 Advocacy: Promote Healthy Habits</b> Enlist family and community participation in positive health activities.



ASELD	KINDERGARTEN	FIRST GRADE	SECOND GRADE
<b>PDH2b: Safety:</b> Children will demonstrate increasing awareness of safe habits, safety rules and personal safety.	<b>Health Education Anchor Standard 5: Children will demonstrate the ability to use decision-making skills to enhance health.</b>		
	<b>K.1.3</b> List everyday chemical products that can be used like a harmful drug.	<b>1.1.2</b> List food safety precautions	<b>2.1.6</b> List ways to prevent common childhood injuries
	<b>K.1.6</b> List reasons to call for emergency assistance	<b>1.1.3</b> Explain how over-the-counter and prescription medicines can be misused	<b>2.4.4</b> Summarize strategies for reporting harmful acts.
	<b>K.5.1</b> Discuss when and what assistance is needed for health-related situations.	<b>1.1.6</b> Demonstrate asking for assistance to enhance safety for self and others	<b>2.4.5</b> Demonstrate how to tell a trusted adult if inappropriate touching occurs.
	<b>K.7.2</b> Demonstrate healthy behaviors that prevent injuries	<b>1.4.4</b> Demonstrate ways to respond in an unwanted, threatening, or dangerous situation.	<b>2.5.1</b> Differentiate between situations when a health-related decision can be made individually or when assistance is needed.
		<b>1.4.5</b> Identify appropriate and inappropriate touches	<b>2.7.2</b> Describe personal behaviors that enhance safety at school, home, and within the community.
		<b>1.5.1</b> Describe situations in which students must choose between healthy and risky behaviors.	
		<b>1.7.2</b> Determine behaviors that avoid or reduce injury	