



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

# CROSSWALK

Alabama's Courses of Study



ALABAMA DEPARTMENT OF  
Early Childhood  
Education

In partnership with



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ASELD	KINDERGARTEN	FIRST GRADE	SECOND GRADE
<p><b>SED1a: Self-Awareness:</b> Children will demonstrate an emerging personal identity through awareness of one's own personal characteristics, skills and abilities.</p>	<p><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.</p>	<p><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</p>	<p><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.</p>
<p><b>SED1b: Self-Esteem:</b> Children will demonstrate emerging confidence in their own abilities.</p>	<p><b>ALSDE Character Education Standards specify the following standards:</b></p>		
<p><b>SED2a: Manage Feelings:</b> Children will identify, and express their feelings</p>	<ol style="list-style-type: none"> <li>1) courage</li> <li>2) patriotism</li> <li>3) citizenship</li> <li>4) honesty</li> <li>5) fairness</li> <li>6) respect for others</li> <li>7) kindness</li> <li>8) cooperation</li> <li>9) self-respect</li> </ol>	<ol style="list-style-type: none"> <li>10) self-control</li> <li>11) courtesy</li> <li>12) compassion</li> <li>13) tolerance</li> <li>14) diligence</li> <li>15) generosity</li> <li>16) punctuality</li> <li>17) cleanliness</li> <li>18) cheerfulness</li> </ol>	<ol style="list-style-type: none"> <li>19) school pride</li> <li>20) respect for the environment</li> <li>21) patience</li> <li>22) creativity</li> <li>23) sportsmanship</li> <li>24) loyalty</li> <li>25) perseverance</li> </ol>
<p><b>SED2b: Self-Regulation:</b> Children begin to gain control of their emotions and responses</p>	<p><b>Physical Education</b>  <b>K-4.4: Conflict Resolution</b>            Demonstrate willingness to seek help for solving problems and making decisions.</p>	<p><b>Physical Education</b>  <b>1-4.4: Conflict Resolution</b>            Identify alternative solutions to a given problem.</p>	<p><b>Physical Education</b>  <b>2-4.4: Conflict Resolution</b>            Develop effective coping skills for dealing with problems</p>
<p><b>SED3a: Relationships with Adults:</b> Children form relationships and interact positively with adults.</p>	<p><b>Physical Education</b>  <b>K.4.2 Accepting and giving feedback</b>            Appropriately respond to general feedback from teacher.</p>	<p><b>Physical Education</b>  <b>1.4.2 Accepting and giving feedback</b>            Appropriately respond to specific feedback from the teacher.</p>	<p><b>Physical Education</b>  <b>2.4.2 Accepting and giving feedback</b>            Appropriately respond to and implement specific feedback from the teacher.</p>
<p><b>SED3b: Relationships with Peers:</b> Children develop ways to interact and build relationships with peers.</p>	<p><b>Physical Education</b>  <b>K-4.3: Working with Others</b>            Share equipment and space with peers.</p>	<p><b>1-4.3 Physical Education:</b>  <b>Working with Others</b>            Work in a variety of class environments with moderate supervision. Examples: partner, small group, large group, whole class</p>	<p><b>2-4.3 Physical Education:</b>  <b>Working with Others</b>            Work in a variety of class environments with minimum supervision. Examples: partner, small group, large group, whole class</p>



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



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



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



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<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>



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<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>



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<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>





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<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:</b> Systems</p> <p>12) Use a variety of digital devices, in both independent and collaborative settings.</p> <p><b>Computing Analyst:</b> Data</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:</b> Data</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:</b> Systems</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:</b> Systems</p> <p>17) Explain the purposes of visible input and output components of digital devices</p>



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<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: Collaborative Research</b></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: Abstraction</b></p> <p>1) Classify and sort information into logical order with and without computer</p> <p><b>Computational Thinker: Algorithm</b></p> <p>2) Order events into a logical sequence or algorithm</p> <p><b>Citizen of a Digital Culture: Legal and Ethical Behavior</b></p> <p>5) Differentiate between prior knowledge and ideas or thoughts gained from others</p> <p><b>Global Communicator: Collaborative Research:</b></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: Abstraction</b></p> <p>1) Create and sort information into useful order using digital tools.</p> <p><b>Computational Thinker: Algorithm</b></p> <p>2) Create an algorithm for other learners to follow.</p> <p><b>Citizen of a Digital Culture: Digital Identity</b></p> <p>7) List positive and negative impacts of digital communication.</p> <p><b>Global Collaborative: Collaborative Research</b></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>



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



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<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
<p><b>MAT1a: Numbers and Quantity:</b> Number Relationships. Children will understand the concept of numbers, and the relationships between numbers and quantities.</p>	<p><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.</p>	<p><b>Operations and Numbers: Base Ten</b> Understand place value. Use place value understanding and properties of operations to add and subtract.</p>	<p><b>Operations and Numbers: Base Ten</b> Understand place value. Use place value understanding and properties of operations to add and subtract.</p>
<p><b>MAT1b: Numbers and Relationships:</b> Counting and Number Sense. Children will connect number names to quantities.</p>	<p><b>Foundations of Counting</b> Know number names and the count sequence.</p>	<p><b>Operations and Numbers: Base Ten</b> Extend the counting sequence.</p>	
<p><b>MAT2a: Algebraic Thinking:</b> Operations. Children will develop an understanding of putting together, adding to, taking apart, and taking from.</p>	<p><b>Operations and Algebraic Thinking</b> Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</p>	<p><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.</p>	<p><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.</p>
<p><b>MAT2b: Algebraic Thinking:</b> Sets Children classify and organize objects according to properties and attributes.</p>	<p><b>Data Analysis</b> Collect and analyze data and interpret results.</p>	<p><b>Data Analysis</b> Describe and compare measurable attributes.</p>	<p><b>Data Analysis</b> Describe and compare measurable attributes.</p>
<p><b>MAT2c: Algebraic Thinking:</b> Patterns Children will recognize simple patterns in daily life and play experiences.</p>	<p><b>Operations and Algebraic Thinking</b> Understand simple patterns</p>	<p><b>Operations and Algebraic Thinking</b> Understand simple patterns</p>	<p><b>Operations and Algebraic Thinking</b> Understand simple patterns</p>



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



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

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



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

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





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

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



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



ASELD	KINDERGARTEN	FIRST GRADE	SECOND GRADE
<p><b>PDH1a: Gross Motor Development:</b> Children will demonstrate increasing body awareness and control, strength and coordination of large muscles.</p>	<p>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.</p>		
	<p><b>K-1.1 Locomotor skills</b> Attempt to hop, gallop, jog, run, slide, skip, jump, and leap while maintaining balance.</p>	<p><b>1-1.1 Locomotor skills</b> Demonstrate correct form for hopping, galloping, and sliding.</p>	<p><b>2-1.1 Locomotor skills</b> Demonstrate correct form for skipping.</p>
	<p><b>K-1.2 Locomotor skills</b> Developmentally appropriate/emerging outcomes first appear in Grade 2</p>	<p><b>1-1.2 Locomotor skills</b> Developmentally appropriate/emerging outcomes first appear in Grade 2</p>	<p><b>2-1.2 Locomotor skills</b> Demonstrate correct form of jogging and running</p>
	<p><b>K-1.3 Locomotor skills</b> Perform jumping and landing actions</p>	<p><b>1-1.3 Locomotor skills</b> Perform jumping and landing of activities with balance</p>	<p><b>2-1.3 Locomotor skills</b> Use a variety of one-and two-footed takeoffs and landings</p>
	<p><b>K-1.4 Locomotor skills</b> Apply rhythmic expression in response to music</p>	<p><b>1-1.4 Locomotor skills</b> Combine locomotor, non-locomotor, and manipulative skills in rhythmic activities</p>	<p><b>2-1.4 Locomotor skills</b> Demonstrate directionality in simple folk, line, partner, and circle dances and rhythmic routines</p>
	<p><b>K-1.5 Non-locomotor skills (stability)</b> Use different bases of support to maintain momentary stillness</p>	<p><b>1-1.5 Non-locomotor skills (stability)</b> Maintain stillness on different bases of support with different body shapes</p>	<p><b>2-1.5 Non-locomotor skills (stability)</b> Balance on different bases of support, combining levels and shapes</p>
	<p><b>K-1.6 Non-locomotor skills (stability)</b> Attempt to create wide, narrow, curled and twisted body shapes by curling and stretching</p>	<p><b>1-1.6 Non-locomotor skills (stability)</b> Create wide, narrow, curled, and twisted body shapes by curling and stretching</p>	<p><b>2-1.6 Non-locomotor skills (stability)</b> Differentiate among twisting, curling, bending, and stretching actions</p>
	<p><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</p>	<p><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</p>	<p><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</p>
<p><b>K-1.8 Manipulative Skills</b> Attempt underhand and overhand throw</p>	<p><b>1-1.8 Manipulative Skills</b> Throw underhand and overhand with hand/foot opposition</p>	<p><b>2-1.8 Manipulative Skills</b> Throw underhand and overhand, demonstrating correct form with hand/foot opposition</p>	



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

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



ASELD	KINDERGARTEN	FIRST GRADE	SECOND GRADE
<p><b>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></p>			
<p><b>K-2.1 Movement Concepts: Space</b> Demonstrate the difference between movement in personal and general space while attempting to maintain self-control</p>			
<p><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</p>			
<p><b>2-2.1 Movement Concepts: Space</b> Apply the concept of personal and general space during class activities</p>			
<p><b>K-2.2 Movement Concepts: Pathways, shapes, levels</b> Travel: by using various pathways; demonstrating various levels</p>			
<p><b>1-2.2 Movement Concepts: Pathways, shapes, levels</b> Understand and employ a variety of relationships with objects</p>			
<p><b>2-2.2 Movement Concepts: Pathways, shapes, levels</b> Integrate shapes, levels, and pathways into simple movement sequences</p>			
<p><b>K-2.3 Movement Concepts: Speed, direction, force</b> Travel: in general space with varying speeds; attempting directionality concepts</p>			
<p><b>1-2.3 Movement Concepts: Speed, direction, force</b> Demonstrate the difference between strong and light force</p>			
<p><b>2-2.3 Movement Concepts: Speed, direction, force</b> Recognize and adjust exertion of force on an object required during an activity</p>			
<p><b>K-2.4 Movement Concepts: Strategies and tactics</b> Developmentally appropriate/emerging outcomes first appear in Grade 3.</p>			
<p><b>1-2.4 Movement Concepts: Strategies and tactics</b> Developmentally appropriate/emerging outcomes first appear in Grade 3.</p>			
<p><b>2-2.4 Movement Concepts: Strategies and tactics</b> Developmentally appropriate/emerging outcomes first appear in Grade 3.</p>			
<p><b>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></p>			
<p><b>K-3.1: Physical activity knowledge</b> Differentiate between active play and non-actively play outside physical education class</p>			
<p><b>1-3.1: Physical activity knowledge</b> Identify the benefits of participating in physical activity for at least 60 minutes a day</p>			
<p><b>2-3.1 Physical activity knowledge</b> Describe the benefits of participating in moderate to vigorous activities outside physical education class</p>			
<p><b>K-3.2 Engagement in physical activity</b> Participate in physical education class</p>			
<p><b>1-3.2 Engagement in physical activity</b> Actively engage in physical education class</p>			
<p><b>2-3.2 Engagement in physical activity</b> Actively engage in physical education class in response to instruction and practice</p>			
<p><b>K-3.3 Fitness knowledge</b> Discover the connection between physical activity and the change in heart rate and breathing</p>			
<p><b>1-3.3 Fitness knowledge</b> Verbalize how active play and physical activity strengthen the heart muscle</p>			
<p><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</p>			



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



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



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	<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.





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