



STANDARDS ALIGNMENT

NEVADA PRE-KINDERGARTEN STANDARDS

PRE-KINDERGARTEN

Lil Dreamers Dream Big is a research-based curriculum designed for ages 2-5 years old. We approach learning through a balance of play and teacher engagement to create a well-rounded learning experience. We believe that child exploration is key for cognitive and creative development. In addition, teacher direction enhances the children's skills to develop a deeper understanding of the concepts being taught. Lil Dreamers Dream Big was created to aid educators in meeting the appropriate goals and standards for early childhood classrooms while also establishing an engaging experience for the children.

This document provides a list of the standards aligned with the Nevada State Board of Education and Nevada State Board for Career and Technical Education (2010).

Source: Nevada State Board of Education, Nevada State Board for Career and Technical Education, Nevada Pre-Kindergarten Standards, 2010.

Mathematics

1.0: Numbers, Number Sense & Computation

1.PK.3a:

Recognize and read numerals 0-5.

1.PK.3b:

Estimate the number of objects in a set of 5 and verify by counting.

1.PK.3c:

Match the number of objects in a set to the correct numeral 0 to 5.

1.PK.4a:

Count to 10.

1.PK.4b:

Count to 10 by demonstrating one to one correspondence using objects.

1.PK.5:

Use concrete objects to combine and separate groups up to 5.

2.0: Patterns, Functions & Algebra

2.PK.1:

Sort objects by similar attributes (e.g., size, shape, and color).

2.PK.2:

Recognize and replicate simple patterns.

Mathematics M1: Number Knowledge

Goal: Child demonstrates basic understanding of numbers, separate from quantity.

Mathematics M2: Counting

Goal: Child demonstrates an ability to use 1:1 correspondence accurately.

Mathematics M3: Number Operations

Goal: Child demonstrates emerging understanding of the processes involved with solving simple math problems.

Mathematics M7: Sorting

Goal: Child demonstrates ability to compare and sort items into groups according to observable properties.

Mathematics M6: Patterning

Goal: Child demonstrates understanding of varying patterns and can repeat a sequence or create their own.

Mathematics

2.0: Patterns, Functions & Algebra

2.PK.3:

Compare sets of objects. Determine which set has more or less.

3.0: Measurement

3.PK.1:

Compare objects by size to determine smaller and larger.

3.PK.4:

Sort pennies and nickels.

3.PK.6:

Identify day and night.

**4.0: Spatial Relationships,
Geometry and Logic**

4.PK.1a:

Identify circles, triangles, and squares.

4.PK.1b:

Begin to recognize two and three dimensional shapes in the environment.

4.PK.2:

Identify positions (e.g., in front, behind, next to, up, down, inside, outside, on top, ordinal positions).

5.PK.1:

Identify and sort information (e.g., interpret quantity in pictures).

Mathematics M3:

Number Operations

Goal: Child demonstrates emerging understanding of the processes involved with solving simple math problems.

Mathematics M5: Measuring

Goal: Child demonstrates an understanding of an item's measurable qualities (size, length, weight, etc.).

Mathematics M7: Sorting

Goal: Child demonstrates ability to compare and sort items into groups according to observable properties.

Scientific Inquiry SI4:

Earth & Space Science

Goal: Child demonstrates an emerging understanding and interest in the earth and space.

Mathematics M4: Geometry

Goal: Child demonstrates ability to recognize shapes and their qualities.

Scientific Inquiry SI1:

Critical Thinking

Goal: Child demonstrates a basic ability to observe, problem solve, and begin forming conclusions.

Science
Nature of Science

N.PK1.a:
Observe their world.
N.PK1.b:
Ask questions about their world.

N.PK.2:
Share ideas with others.

N.PK.3:
Use tools safely to observe and explore different objects/ environments.
N.PK.4:
Use patterns to predict or sort items.
N.PK.5:
Students work in small groups and share ideas with others regarding to science related activities.

Earth & Space Science

E.PK.1:
Observe and identify weather from day to day.
E.PK.2:
Observe and identify water in different states.
E.PK.3:
Students understand that the sun, moon, and stars can be seen in the sky.
E.PK.4:
Identify and sort different natural objects (e.g., rocks, soils, etc.).

Scientific Inquiry SI4:
Earth & Space Science
Goal: Child demonstrates an emerging understanding and interest in the earth and space.

Language & Literacy LL6:
Expressive Language
Goal: Child is able to communicate their needs, thoughts, and feelings using words and gestures.

Scientific Inquiry SI1:
Critical Thinking
Goal: Child demonstrates a basic ability to observe, problem solve, and begin forming conclusions.

Scientific Inquiry SI4:
Earth & Space Science
Goal: Child demonstrates an emerging understanding and interest in the earth and space.

Science
Physical Science

P.PK.1:

Sort objects according to observable properties (e.g., by shape and color).

P.PK.2:

Explore and demonstrate how objects move.

P.PK.3:

Explore what happens to objects in relation to other forces (e.g., magnets, gravity, and water).

P.PK.4:

Investigate how objects react when placed in water.

P.PK.5:

Identify hot and cold.

Life Science

L.PK.1:

Investigate animals and their offspring.

L.PK.2:

Explore and identify a variety of animals and plants.

L.PK.3:

Identify humans, animals, and plants.

L.PK.4:

Use the five senses to explore and investigate the natural world.

L.PK.5:

Identify the basic need for air, water and food.

L.PK.6:

Identify animals and their homes.

Mathematics M7: Sorting

Goal: Child demonstrates ability to compare and sort items into groups according to observable properties.

Scientific Inquiry SI2:

Physical Science

Goal: Child demonstrates an emerging understanding of non-living organisms.

Scientific Inquiry SI3:

Life Science

Goal: Child demonstrates an emerging understanding of living organisms.

Science
Life Science

L.PK.7:

Identify and/or sort plants and animals by observable characteristics.

L.PK.8:

Observe living and non-living things on Earth.

Language and Early Literacy
1.0: Word Analysis

1.PK.1:

Identify words that rhyme.

1.PK.2:

Identify the beginning sound of own name.

1.PK.3:

Identify letters in own name.

1.PK.4:

Recognize environmental print and symbols.

1.PK.5:

Demonstrate awareness that print carries a message.

2.0: Reading Strategies

2.PK.1:

Identify the front cover of the book and know how to turn the pages when reading.

2.PK.2:

Ask questions or make comments pertinent to the story being read.

Scientific Inquiry SI3:

Life Science

Goal: Child demonstrates an emerging understanding of living organisms.

Scientific Inquiry SI2:

Physical Science

Goal: Child demonstrates an emerging understanding of non-living organisms.

Language & Literacy LL2:

Phonological Awareness

Goal: Child demonstrates understanding of the sounds that make up letters and words.

Language & Literacy LL1:

Alphabet Knowledge

Goal: Child demonstrates an understanding of the letters of the alphabet and their qualities.

Language & Literacy LL4:

Emergent Reading & Comprehension

Goal: Child demonstrates emerging understanding of printed text.

Language and Early Literacy

2.0: Reading Strategies

2.PK.3:

Identify pictures to aid in comprehension.

3.0: Literary Text

3.PK.1:

Retell a story with the aid of pictures, props, or a book.

3.PK.5:

Listen and respond to rhythm or rhyme, (e.g., clapping or chanting).

3.PK.6:

With assistance, listen and respond to words with tone (e.g., poems and finger plays).

3.PK.7:

With assistance, listen and discuss stories from different cultures and eras.

3.PK.8:

Predict what will happen next in a story.

3.PK.9:

Listen to age-appropriate material that makes connections to self and the world around them.

4.0: Expository Text

4.PK.1:

Demonstrate and understand that printed material contains information (e.g., illustrations, graphs, and charts).

4.PK.5a:

Recall information from an event, text, or picture related to self and the world around them.

**Language & Literacy LL4:
Emergent Reading &
Comprehension**

Goal: Child demonstrates emerging understanding of printed text.

**Language & Literacy LL2:
Phonological Awareness**

Goal: Child demonstrates understanding of the sounds that make up letters and words.

**Language & Literacy LL4:
Emergent Reading &
Comprehension**

Goal: Child demonstrates emerging understanding of printed text.

**Social-Emotional SE1:
Self-Awareness**

Goal: Child demonstrates confidence in their own identity as individuals and in relation to others.

Language and Early Literacy

4.0: Expository Text

4.PK.5b:

Respond to or ask a question about an event, text, or picture.

4.PK.7:

With teacher assistance, follow, a simple pictorial direction.

5.0: Effective Writing

5.PK.1:

Experiment with writing tools and materials in response to information.

5.PK.2a:

Experiment with beginning techniques for using various writing materials.

5.PK.2b:

Trace and progress to copying basic shapes (e.g., horizontal line, vertical line, X, plus sign, circle, etc.).

5.PK.4a:

Use letter-like approximation to write name and/or other words or ideas.

5.PK.4b:

Attempt, with a model, to spell own first name.

5.PK.4c:

Attempt, with a model, to write the first letter of first name using the capital letter.

Indicator TW= Types of Writing

6.PK.1:

Experiment with writing tools and materials to communicate.

Language & Literacy LL6:

Expressive Language

Goal: Child is able to communicate their needs, thoughts, and feelings using words and gestures.

Language & Literacy LL5:

Receptive Language

Goal: Child demonstrates an understanding of spoken language and communication.

Language & Literacy LL3:

Emergent Writing

Goal: Child demonstrates early writing skills as a means of communication.

Language and Early Literacy

6.0: Types of Writing

6.PK.2:

Experiment with writing tools and materials in response to a familiar experience.

6.PK.4:

Experiment with writing tools and materials in response to literature.

6.PK.5:

Share drawings with others as a response to an expository text.

6.PK.6:

Share ideas and opinions for class writing.

6.PK.7:

Dictate words, phrases, or sentences to an adult recording on paper.

6.PK.9a:

Organize ideas, through group discussion, with teacher assistance for the purpose of group research.

6.PK.9b:

Identify and explore an area of interest.

6.PK.9c:

Use, with teacher assistance, a variety of sources to obtain information.

**Language & Literacy LL3:
Emergent Writing**

Goal: Child demonstrates early writing skills as a means of communication.

**Language & Literacy LL6:
Expressive Language**

Goal: Child is able to communicate their needs, thoughts, and feelings using words and gestures.

**Scientific Inquiry SI1:
Critical Thinking**

Goal: Child demonstrates a basic ability to observe, problem solve, and begin forming conclusions.

**Learning Approach LA1:
Curiosity**

Goal: Child demonstrates interest in exploring and learning about their environment, people, and materials.

**Scientific Inquiry SI1:
Critical Thinking**

Goal: Child demonstrates a basic ability to observe, problem solve, and begin forming conclusions.

Language and Early Literacy

7.0: Listening

7.PK.1a:

Listen for a variety of purposes with increasing attention span.

7.PK.1b:

Listen to and follow a two-step oral direction with the use of formal and informal language.

7.PK.2:

Listen and respond appropriately to stories and group discussions.

7.PK.3:

Listen with increasing attention span to gain new vocabulary.

7.PK.5:

Engage in conversation and sometimes follow conversational rules.

8.0: Speaking

8.PK.1:

Speak with increasing clarity, ease and accuracy, and give clear directions.

8.PK.3a:

Engage in dramatic play to convey experiences, feelings, ideas, or stories.

8.PK.3b:

Speak in complete sentences using at least three words.

8.PK.4a:

Initiate conversation and respond to others.

8.PK.4b:

Share ideas and information from personal and share group experiences.

8.PK.4c:

Ask and answer simple questions.

**Language & Literacy LL5:
Receptive Language**

Goal: Child demonstrates an understanding of spoken language and communication.

**Language & Literacy LL6:
Expressive Language**

Goal: Child is able to communicate their needs, thoughts, and feelings using words and gestures.

Language and Early Literacy

8.0: Speaking

8.PK.5:

Use language to repeat simple stories, songs and rhymes, or to relate experiences.

Social Studies/Social Emotional

H1: People, Cultures, and Civilizations

H1.PK.1:

Children begin to complete simple tasks together.

H1.PK.2:

Be exposed to stories of family members, local residents, and prominent figures.

H1.PK.3:

Share information about their family practices, customs, and culture.

H2: Nation Building & Development

H2.PK.1:

Begin to recognize that problems can occur in groups.

H3: Social Responsibility & Change

H3.PK.1:

Begin to understand that differences exist between home and school.

G5: The World in Spatial Terms

G5.PK.1:

Identify direction and location (e.g., up/down and above/below).

G6: Places & Regions

G6.PK.1:

Identify different areas of the classroom and home.

**Language & Literacy LL6:
Expressive Language**

Goal: Child is able to communicate their needs, thoughts, and feelings using words and gestures.

**Learning Approach LA2:
Engagement**

Goal: Child demonstrates focused attention on tasks or activities.

Social Studies SS3: Community

Goal: Child demonstrates an emerging understanding of their role in the community.

**Social-Emotional SE3:
Social Understanding**

Goal: Child demonstrates awareness of the wants and needs of others and their role in different social groups.

Social Studies SS1: Geography

Goal: Child demonstrates basic understanding of geography through awareness of location.

Social Studies/Social Emotional

G6: Places & Regions

G6.PK.2:

Begin to recognize characteristics that make them unique.

G6.PK.3:

Identify numbers and letters related to his/her address.

G7: Human Systems

G7.PK.1:

Begin to understand that people move to other places.

G8: Environment & Society

G8.PK.1:

Identify weather conditions (e.g. rain, sunshine, snow, fog).

Ec9: The Market Economy

Ec9.PK.1:

Begin to understand that resources can be limited (e.g., turning off the water and lights when not using).

Ec9.PK.2:

Demonstrate the role of different jobs in the community.

Ec10: The US Economy as a Whole

Ec10.PK.1:

Demonstrate the role of consumers and understand that money is exchanged for goods and/or services.

Ec11: The Dynamic Economy

Ec10.PK.1:

Decide between two choices involving classroom resources.

Social-Emotional SE1:

Self-Awareness

Goal: Child demonstrates confidence in their own identity as individuals and in relation to others.

Social Studies SS1: Geography

Goal: Child demonstrates basic understanding of geography through awareness of location.

Scientific Inquiry SI4:

Earth & Space Science

Goal: Child demonstrates an emerging understanding and interest in the earth and space.

Social Studies SS2: Economics

Goal: Child demonstrates an emerging understanding of basic economics and negotiation.

Social Studies/Social Emotional

C13: Citizenship and the Law

C13.PK.1:

Follow classroom and school rules.

C13.PK.2:

Participate in group decision making.

C16: Global Relations

C16.PK.1:

Identify their teacher and peers by name.

1.0: Self-Confidence

1.PK.1a:

Make independent choices from diverse interest centers or activities.

1.PK.1b:

Select materials to use for individual expression.

1.PK.2a:

Express ideas for activities; initiate and participate in discussions with teachers or peers.

1.PK.2b:

Acknowledge actions and accomplishments verbally and nonverbally.

1.PK.3:

Re-engage in a task or activity after experiencing disappointment, frustration, or failure.

2.0: Self-Direction

2.PK.1a:

Separate easily from parents(s)/caregivers(s)/significant adult(s).

Social-Emotional SE3:

Social Understanding

Goal: Child demonstrates awareness of the wants and needs of others and their role in different social groups.

Learning Approach LA3:

Creativity

Goal: Child demonstrates imagination and individuality when playing and engaging.

Language & Literacy LL6:

Expressive Language

Goal: Child is able to communicate their needs, thoughts, and feelings using words and gestures.

Learning Approach LA2:

Engagement

Goal: Child demonstrates focused attention on tasks or activities.

Social-Emotional SE4:

Adult Relationships

Goal: Child demonstrates ability to establish close relationships with familiar adults.

Social Studies/Social Emotional
2.0: Self-Direction

2.PK.1b:

Move through routines and activities with minimal adult/teacher direction.

2.PK.2:

Demonstrate self-help skills (e.g., put blocks away, pour juice, use soap when washing hands).

2.PK.3a:

Use toys and materials with care.

2.PK.3b:

Clean up or put away toys and materials when finished.

3.0: Identification and
Expression of Feelings

3.PK.1:

Identify a range of feelings (e.g., sadness, anger, fear, and happiness).

3.PK.2a:

Express feelings, needs or wants in appropriate ways.

3.PK.2b:

Demonstrate awareness of feelings of others (e.g., gets blanket for friend and comforts him/her when he/she feels sad).

4.0: Interactions with other
children and adults

4.PK.1a:

Demonstrate appropriate affection for teachers and friends.

Learning Approach LA2:

Engagement

Goal: Child demonstrates focused attention on tasks or activities.

Physical Development PD1:

Health

Goal: Child responds to routines that support a healthy lifestyle.

Learning Approach LA2:

Engagement

Goal: Child demonstrates focused attention on tasks or activities.

Social-Emotional SE2:

Emotional Expression

Goal: Child demonstrates understanding of their own emotions and the emotions of others.

Social-Emotional SE3:

Social Understanding

Goal: Child demonstrates awareness of the wants and needs of others and their role in different social groups.

Social Studies/Social Emotional

4.0: Interactions with other children and adults

4.PK.1b:

Express common courtesy to others (e.g., saying “thank you”, “please” and “excuse me”, or passing a plate of cookies).

4.PK.1c:

Respect rights and belongings of others (e.g., “It is my turn to use the bike, but you can have the bike when I am finished”).

4.PK.1d:

Demonstrate problem-solving skills (e.g. ask for help from an adult, talk about problems, talk about feelings relating to problems, and negotiate solutions).

4.PK.1e:

Be able to say and respond to first and last name.

4.PK.1f:

Be able to say parent’s or caregiver’s name.

5.0: Pro-Social Behaviors

5.PK.1a:

Play independently.

5.PK.1b:

Play in pairs and small groups.

5.PK.1c:

Engage in dramatic play.

5.PK.1d:

Initiate play, or enter into play with a group of children already playing.

Social-Emotional SE3:

Social Understanding

Goal: Child demonstrates awareness of the wants and needs of others and their role in different social groups.

Learning Approach LA2:

Engagement

Goal: Child demonstrates focused attention on tasks or activities.

Creative Arts CA3: Drama

Goal: Child demonstrates self-expression and creativity through the exploration of dramatic play.

Learning Approach LA3: Creativity

Goal: Child demonstrates imagination and individuality when playing and engaging.

Social Studies/Social Emotional

5.0: Pro-Social Behaviors

5.PK.2a:

Participate in cooperative groups to complete a task.

5.PK.2b:

Take turns with teacher support.

5.PK.2c:

Share some of the time.

6.0: Attending and Focusing Skills

6.PK.1a:

Attend to a task for at least 10 minutes.

6.PK.1b:

Move on to next activity without exhibiting signs of stress.

6.PK.1c:

Use verbal and non-verbal conversation skills (e.g., listening, letting a person finish speaking before taking a turn, staying with one topic, maintaining eye contact, etc.).

6.PK.1d:

Demonstrate ability to delay gratification to complete a larger task.

Creative Expression

1.0: Creative Thinking- Approaches to Learning through Creativity

1.PK.1:

Use a variety of approaches to solving problems.

1.PK.2:

Use a variety of approaches to solving interpersonal problems in the classroom.

Social-Emotional SE3:

Social Understanding

Goal: Child demonstrates awareness of the wants and needs of others and their role in different social groups.

Learning Approach LA2:

Engagement

Goal: Child demonstrates focused attention on tasks or activities.

Scientific Inquiry SI1:

Critical Thinking

Goal: Child demonstrates a basic ability to observe, problem solve, and begin forming conclusions.

Creative Expression

1.0: Creative Thinking- Approaches to Learning through Creativity

1.PK.3:

Adapt environment or abilities to reach a motor challenge, such as climbing or reaching an object.

2.0: Creative Thinking- Approaches to Learning through Motivation and Persistence

2.PK.1:

Select progressively more challenging tasks.

2.PK.2a:

Demonstrate ability to delay gratification to complete a larger task.

2.PK.2b:

Express satisfaction when accomplishing a task and achieving a goal.

2.PK.3:

Demonstrate persistence by trying again when faced with challenges.

3.0: Creative Thinking- Making Connections

3.PK.1:

Combine objects in a variety of ways.

3.PK.2:

Categorize experiences, people and ideas in a variety of ways.

3.PK.3:

Create stories and scenarios by combining experiences and ideas.

**Scientific Inquiry SI1:
Critical Thinking**

Goal: Child demonstrates a basic ability to observe, problem solve, and begin forming conclusions.

**Learning Approach LA2:
Engagement**

Goal: Child demonstrates focused attention on tasks or activities.

**Learning Approach LA3:
Creativity**

Goal: Child demonstrates imagination and individuality when playing and engaging.

Creative Expression

1.0: Music and Movement - Singing

1.PK.1:

Make a variety of sounds with their voices.

1.PK.2:

Create and sing chants.

1.PK.3a:

Recognize and select a variety of simple songs, finger plays, musical games, and musical activities alone and with others.

1.PK.3b:

Select and recognize a variety of songs from diverse cultures.

2.0: Music and Movement - Playing Instruments

2.PK.1:

Play and identify a variety of musical instruments.

2.PK.2:

Participate in a rhythm instrument band.

2.PK.4:

Accompany simple music with rhythm.

3.0: Music and Movement - Improvisation

3.PK.1:

Improvise simple songs and rhythmic patterns using voice, body or instrument.

3.PK.3:

Take familiar songs and change the words, feelings, sound of voice or dynamics.

Creative Arts CA2: Music

Goal: Child demonstrates self-expression and creativity through the exploration of musical techniques.

Creative Expression

6.0: Music and Movement - Listening

6.PK.1:

Identify simple elements of music such as loud/soft and fast/slow.

7.0: Music and Movement - Evaluation

7.PK.2:

Demonstrate a preference in music.

8.0: Music and Movement - Application to Life

8.PK.2:

Demonstrate math and language skills while participating in music.

9.0: Music and Movement - Cultural and Historical Connections

9.PK.1:

Experience music from different cultures.

10.0: Music and Movement - Cross-curricular

10.PK.1a:

Move in a variety of ways to music to reinforce physical development basic movements (e.g., over, under, in, out, in and between).

10.PK.1b:

Move with and without music using a variety of props such as scarves, balloons, hoops, etc.

10.PK.1c:

Respond to changes in tempo.

1.0: Dramatic Play

1.PK.1:

Act out a role observed in his/her life experiences; for instance, mother, baby, doctor.

1.PK.2a:

Make up new roles from experiences and familiar stories.

Creative Arts CA2: Music

Goal: Child demonstrates self-expression and creativity through the exploration of musical techniques.

Creative Arts CA3: Drama

Goal: Child demonstrates self-expression and creativity through the exploration of dramatic play.

Creative Expression

1.0: Dramatic Play

1.PK.2b:

Direct peers and/or follow directions from peers in creating dramatic play scenarios.

1.PK.3:

Act out roles that involve another child(ren) in related role; for instance, mother and baby, grocer and shopper.

1.PK.6:

Use available materials as either realistic or symbolic props as part of dramatic play.

1.PK.7:

Use dress-up clothes or costumes and other props in dramatic play.

2.0: Dramatic Play

2.PK.1:

Distinguish between persons, animals, and objects by identifying characteristics (e.g., the sounds animals make).

2.PK.2:

Imitate roles observed in child's life experiences.

2.PK.3:

Assume the role of a familiar person or thing and talk in the language/ tone appropriate for that person or thing.

3.0: Dramatic Play

3.PK.3:

Differentiate between pretend and real.

Creative Arts CA3: Drama

Goal: Child demonstrates self-expression and creativity through the exploration of dramatic play.

Creative Expression

4.0: Dramatic Play

4.PK.1:

Begin to understand and identify similarities and differences between dramatic characters and real people.

5.0: Dramatic Play

5.PK.1:

Use music, movement, and visual arts in dramatic play.

5.PK.3:

Use language arts, math, science, and other disciplines in dramatic play (e.g., finger plays, counting, grocery store, life cycles).

1.0: Visual Arts: Knowledge

1.PK.3:

Use a variety of media, techniques, and processes in art activities that are of the child's creation without a model.

2.0: Visual Arts - Content

2.PK.4:

Identify color, shape, and texture through art experiences.

3.0: Visual Arts - Content

3.PK.1:

Recognize various art forms (e.g., photographs, statues, paintings, and drawings).

3.PK.2:

Create works that express or represent experiences, ideas, feelings, and fantasy using various media.

Creative Arts CA3: Drama

Goal: Child demonstrates self-expression and creativity through the exploration of dramatic play.

Creative Arts CA1: Visual Arts

Goal: Child demonstrates an interest in developing artistic skills using various mediums.

Creative Expression

4.0: Visual Arts - Context

4.PK.3:

Create a work of art that expands on an experience, such as after a field trip or as a part of a cultural event.

5.0: Visual Arts - Interpretation

5.PK.1:

Recognize their own and others' artwork.

5.PK.2:

Demonstrate respect for the artwork of others.

5.PK.3:

Describe or respond to their own creative work or the creative work of others.

6.0: Visual Arts - Cross-Curricular

6.PK.1:

Use visual arts as a means to express their feelings, thoughts, knowledge and skills in content areas such as language arts, science, and math.

6.PK.2:

Use visual arts in dramatic play, music, and movement activities.

Physical Development & Health Education

1.0: Development of Motor Skills

1.PK.1:

Identify the basic vocabulary of simple movement patterns (e.g., walk, run, jump, hop, climb, etc.).

Creative Arts CA1: Visual Arts

Goal: Child demonstrates an interest in developing artistic skills using various mediums.

Physical Development PD4: Gross Motor

Goal: Child demonstrates ability to use and control their large muscles.

Physical Development & Health Education

2.0: Movement Forms

2.PK.1:

Demonstrate a basic form in walking, running, climbing, jumping, hopping, and walking up and down stairs.

2.PK.2:

Perform a variety of large motor skills (e.g., throw a ball in purposeful direction, attempt to catch a large ball).

2.PK.3:

Balance on one foot for at least five seconds.

Physical Development PD4: Gross Motor

Goal: Child demonstrates ability to use and control their large muscles.

3.0: Dance

3.PK.1:

Demonstrate locomotor movements such as up, down, forward, and backward.

3.PK.2:

Demonstrate the ability to follow basic movements (e.g., over, under, in, out, in between).

Creative Arts CA4: Dance

Goal: Child demonstrates self-expression and creativity through the exploration of rhythmic movement.

4.0: Health Enhancing Lifestyle

4.PK.1:

Engage in daily moderate to vigorous physical activity.

Physical Development PD1: Health

Goal: Child responds to routines that support a healthy lifestyle.

5.0: Personal Responsibility

5.PK.1:

Participate appropriately during physical activities.

5.PK.2:

Demonstrate turn taking and cooperation during physical activities.

Social-Emotional SE3: Social Understanding

Goal: Child demonstrates awareness of the wants and needs of others and their role in different social groups.

Physical Development & Health Education

5.0: Personal Responsibility

5.PK.3:

Interact positively with others regardless of personal differences (e.g., skill level, gender, race, and disability).

5.PK.3:

Participate in multi-cultural activities that enhance physical development (e.g., dance, games, and activities).

6.0: Fine Motor Skills

6.PK.1:

Demonstrate skills in eye-hand coordination (e.g., stacking, sorting, lacing toys, stringing beads, reproducing basic patterns, complete six-piece puzzle, Legos and peg-boards).

6.PK.2:

Demonstrate the muscle strength, dexterity, and control needed to manipulate items (e.g., scissors, writing utensil, paint brushes, play dough, buttons/snaps, etc.).

6.PK.3:

Use fingered or tripod grasp with drawing, painting or writing instruments.

Social Studies SS3: Community

Goal: Child demonstrates an emerging understanding of their role in the community.

Social-Emotional SE3:

Social Understanding

Goal: Child demonstrates awareness of the wants and needs of others and their role in different social groups.

Physical Development PD4:

Gross Motor

Goal: Child demonstrates ability to use and control their large muscles.

Physical Development PD5:

Fine Motor

Goal: Child demonstrates ability to use and control their small muscles.

Physical Development & Health Education

1.0: Core Concepts-Health Promotion/ Disease Prevention

1.PK.1:

Demonstrate personal hygiene skills (e.g., hand washing, independent toileting, etc.).

1.PK.2:

Identify basic anatomy (e.g., eyes, nose, arms, legs, etc.).

1.PK.3:

Identify healthy foods.

1.PK.5:

Identify some safety rules (e.g., fire safety, traffic/pedestrian safety, dangerous objects/substances/activities, etc.).

1.PK.6:

Demonstrate basic disease prevention skills (e.g., cover mouth/nose when sneezing/coughing, hand washing, etc.).

1.PK.7:

Recognize community health and safety helpers (e.g., police, firefighters, doctors).

1.PK.8:

Identify the basic need for air, water, and food.

Physical Development PD1: Health

Goal: Child responds to routines that support a healthy lifestyle.

Physical Development PD3: Nutrition

Goal: Child demonstrates an emerging understanding of healthy food choices.

Physical Development PD2: Safety

Goal: Child demonstrates an emerging understanding of safety skills and their role.

Physical Development PD1: Health

Goal: Child responds to routines that support a healthy lifestyle.

Social Studies SS3: Community

Goal: Child demonstrates an emerging understanding of their role in the community.

Physical Development PD1: Health

Goal: Child responds to routines that support a healthy lifestyle.

**Physical Development &
Health Education**

3.0: Self-management

3.PK.1:

Identify and express basic feelings (e.g., happy, sad, angry, frightened, etc.).

3.PK.3:

Identify potential hazards at home, school, and community.etc.).

5.0: Interpersonal Communication

5.PK.1:

Seek adult assistance when injured and/or ill.

Social-Emotional SE2:

Emotional Expression

Goal: Child demonstrates understanding of their own emotions and the emotions of others.

Physical Development PD2:

Safety

Goal: Child demonstrates an emerging understanding of safety skills and their role.