

**2014 Pennsylvania Learning Standards for Early Childhood
Pre-Kindergarten CURRICULUM ALIGNMENT**

**** 75% alignment to domain is needed to meet alignment threshold ****

Pennsylvania Learning Standards for Early Childhood	Parents as Teachers Alignment to Curriculum
Approaches To Learning Through Play (14)	
Standard Area AL.1: Constructing and Gathering Knowledge (3)	General Development Information
Curiosity and Initiative AL.1.PK.A Explore and ask questions to seek meaningful information about a growing range of topics, ideas and tasks. <ul style="list-style-type: none"> ● Utilize senses to explore and learn from the environment ● Show interest and interact with peers about their work or actions ● Demonstrate interest in new materials and experiences that are introduced into the classroom ● Ask questions to understand something (e.g. “How does that work?”) ● Watch peers play and ask to join in 	Approaches to Learning (PER) Parent-Child Interaction: Ages 3 Through 6 (PER) Every Child is a One-of-a-Kind Learner (PH) That’s Using Your Senses (PH) our Child’s Cognitive Development (3 PH’s) <u>Relevant Activity Pages</u> Wonderful Water: Comparing and Exploring Physical Properties (AP) Sink or Float: Predicting and Exploring Physical Properties (AP) I Spy: Describing Objects and Practicing Conversation (AP)
Risk Taking AL.1.PK.B Demonstrate a willingness to participate in new and challenging experiences. <ul style="list-style-type: none"> ● Actively explore new materials that are introduced into the classroom ● Observe peers engaged in an unfamiliar or new activity before joining in. ● Listen attentively to learn proper technique for a new skill, and then follow through using the learned technique ● State discomfort at trying something new, but make attempts to try after encouragement ● Differentiate between appropriate and inappropriate methods for learning information (e.g. understand that jumping from a high wall is a dangerous way to discover its height) 	Raising a Risk-Taker (PH) Designing and Guiding: Balancing Care and Challenge (PH) Nurturing Your Child (PH) Designing and Guiding (PER) What Are We Doing Today? (PH) Every Child is a One-of-a-Kind Learner (PH) Child Development Chart (PH) Your Child’s Gross Motor Development (3 PH’s) <u>Relevant Activity Pages</u> Do Three Things: Practicing Active Listening and Remembering (AP) Cornstarch Ooze: Cooking and Observing Changes (AP)

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<p>Stages of Play AL.1.PK.C</p> <p>Engage in complex play sequences with two or more children.</p> <ul style="list-style-type: none"> ● Use materials and objects to represent other objects ● Initiate cooperative play with peers by establishing roles and a simple play scenario (e.g. act out a doctor's office scenario, assigning a doctor and patients) ● Extend play scenarios over more than one day ● Incorporate personal experiences and themes learned into play scenarios ● Engage in simple games with rules with adult reminders and support 	<p>Learning Through Play (PER) Developmental Stages of Block Play (PH) Play and Your Child (PH) Pretend Play Experiences: Why, What and How? (PER) 3 to 4 Years: Your Child's Language Development (PH) Brain Development at Ages 3 Through 6 (PER)</p> <p><u>Relevant Activity Pages</u> Block City: Using Hands and Pretending (AP) Box Play: Building and Pretending (AP)</p>
<p align="center">Standard Area AL.2: Organizing and Understanding Information (5)</p>	
<p>Engagement and Attention AL.2.PK.A</p> <p>Work toward completing a task, even if challenging, and despite interruptions.</p> <ul style="list-style-type: none"> ● State when they are being distracted ● State when they are frustrated by a challenge ● Move away from distractions in order to complete a task 	<p><u>General Development Information</u> Why Play is Important (PH) Paying Attention and Remembering (PH) Attention and Memory (PER) Responding (PER) Dealing with Distractions (PH) Developmental Topics Tracking Tool Regulation of Emotion and Behavior (PER) Child Development Chart (PH)</p> <p><u>Relevant Activity Pages</u> The Echo Game: Listening, Remembering and Repeating (AP) Grab Bag Observing and Remembering (AP) Memory match Game: Looking, Concentrating and Remembering (AP)</p>
<p>Task Analysis AL.2.PK.B</p> <p>Independently break simple tasks into steps and complete them one at a time.</p> <ul style="list-style-type: none"> ● Attend and follow through on two step directions ● Explain a routine sequence ● Relate the steps necessary to complete a task or activity ● Relate the desired outcome or end goal of a task or activity 	<p><u>General Development Information</u> Child Development Chart (PH) Nurturing (PER) Nurturing Your Child (PH) Supporting Learning (PER)</p> <p><u>Relevant Activity Pages</u> Elapsed time: Exploring and Understanding Time (AP) Creating a Picture Schedule: Labeling and Understanding Order (AP)</p>

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<p>Persistence AL.2.PK.C Attempt to accomplish challenging tasks by employing familiar and new strategies as needed.</p> <ul style="list-style-type: none"> ● Attempt to complete a task in more than one way (e.g. using materials in new ways, trial and error, breaking tasks into steps) before asking for help or stopping due to frustration ● Stick to a task after stating frustration ● Show pride in completion of a challenging task 	<p><u>General Development Information</u> Process Versus Product: Becoming a Creative Problem Solver (PH) Making Comparisons and Noticing Patterns (PH) 4 to 5 Years: Your Child’s Fine Motor Development (PH) Approaches to Learning (PER)</p> <p><u>Relevant Activity Pages</u> Bubble-ology: Problem Solving and Comparing (AP) Don’t Blow Down the Joker: Blowing and Controlling Emotions (AP)</p>
<p>Patterning AL.2.PK.D Recognize and extend simple patterns.</p> <ul style="list-style-type: none"> ● Identify patterns in the environment (e.g. stripes on a flag) ● Clap out rhythmic patterns ● Practice extending simple repeating patterns using manipulative 	<p><u>General Development Information</u> Making and Comparisons and Noticing Patterns (PH) Perceptual Development (PER)</p> <p><u>Relevant Activity Pages</u> Pattern Bracelets: String and Making Patterns (AP) Music to my Ears: Making and Shaking Maracas (AP)</p>
<p>Memory AL.2.PK.E Retain and recall information presented over a short period of time.</p> <ul style="list-style-type: none"> ● Relate information and/or experiences from the past ● Remember and update simple information (e.g. one’s place in a story, song or game if interrupted) ● Engage in memory games ● Recall details from stories, events, and experiences 	<p>General Development Information Attention and Memory (PER) 5 to 6 Years: Your Child’s Cognitive Development (PH)</p> <p><u>Relevant Activity Pages</u> Memory Map: Exploring and Remembering (AP) The Echo Game: Listening, Remembering and Repeating (AP) The Interview: Remembering and Speaking (AP)</p>
<p>Standard Area AL.3: Applying Knowledge (3)</p>	
<p>Creativity AL.3.PK.A Use music, art and/or stories to express ideas, thoughts, and feelings.</p> <ul style="list-style-type: none"> ● Reference 9.1.M.PK.E; 9.1.D.PK.E; 9.1.V.PK.E; 1.4.PK.M; 1.5.PK.E 	<p><u>General Development Information</u> Encouraging Musical Creativity (PH) Imaginary Friends (PH) Providing Music Lessons for Your Child (PH) The Creative Process (PH) Pretending in the Great Outdoors (PH) Learning Through Play (PER) Your Child’s Cognitive Development (3 PH’s)</p> <p><u>Relevant Activity Pages</u> Getting Started With Painting: Mixing Colors and Painting (AP) Journaling Together: Expressing and Sharing Feelings (AP)</p>

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<p>Invention AL.3.PK.B</p> <p>Produce and explain the purpose for a new creation.</p> <ul style="list-style-type: none"> Engage in a variety of creative activities Describe or draw a desired product (e.g. create a blueprint for a block structure) Answer questions to explain the purpose of a creation Show pride in a creation 	<p>Approaches to Learning (PER) Ready to Learn at School (PH) Child Development Chart (PH)</p> <p><u>Relevant Activity Pages</u> Awesome Air: Experimenting and Evaluating (Activity Page) Block City: Using Hands and Pretending (AP)</p>
<p>Representation AL.3.PK.C</p> <p>Use materials and objects to represent new concepts.</p> <ul style="list-style-type: none"> Use non-conforming objects to create representations of real life objects or activities (e.g. block for a phone, stick for a spoon) Use real life objects to represent make-believe or fantasy objects (e.g. spoon for a magic wand, broom for a flying horse) 	<p>Symbolic Development (PER) 3 to 4 and 4 to 5 years: Your Child's Cognitive Development Pictures Are Worth a Thousand Words (PH) Experimenting with Everyday Objects (PH)</p> <p><u>Relevant Activity Pages</u> Paper Bag Puppet: Creating and Storytelling (AP) Block Fun: Building and Playing Together (AP) Symbol Story: Making and Reading a Rebus Book (AP)</p>
<p>Standard Area AL.4: Learning Through Experience (3)</p>	
<p>Making Connections AL.4.PK.A</p> <p>Relate knowledge learned from one experience to a similar experience in a new setting.</p> <ul style="list-style-type: none"> Relate personal (e.g. home, cultural, community) experiences during play, and other school activities Understand that appropriate activities and events may differ from home to school Share new skills or tasks learned or practiced outside of school setting (e.g. "Mommy taught me how to tie my shoe", demonstrate a forward roll that was learned in a weekend gymnastics class) Practice skills learned in whole group demonstration or role play during center exploration Apply a skill to multiple tasks (e.g. use measuring cups in sensory table, outside, and in cooking activity) 	<p>Symbolic Development (PER) Experimenting With Everyday Objects (PH) How Your Young Child Learns (PH) You Child's Amazing Brain (PH)</p> <p><u>Relevant Activity Pages</u> Symbol Story: Making and Reading a Rebus Book (AP) Keep It up: Blowing and Making Connections (AP)</p>

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<p>Resiliency AL.4.PK.B Recognize that everyone makes mistakes and that using positive coping skills can result in learning from the experience.</p> <ul style="list-style-type: none"> Reference 16.1.PK.C 	<p>Stress (PH) How to Use Books to Explore Emotions (PH) Helping Your Child Deal With Everyday Stress (PH) Understanding Stress and Its Effects on Children (PER) Nurturing Your Child (PH) What's Special About This Age (3 PH's)</p> <p>Relevant Activity Pages Don't Blow Down the Joker: Blowing and Controlling Emotions (AP) How's Your Motor Running? Moving Your Body and Exploring Emotions (AP)</p>
<p>Problem Solving AL.4.PK.C Attempt problem solving activities to achieve a positive outcome.</p> <ul style="list-style-type: none"> Try new ways to complete a familiar task Attempt to complete a task in more than one way (e.g. using materials in new ways, trial and error, breaking tasks into steps) before asking for help or stopping due to frustration Ask questions to clarify problems Discuss the different ways used to accomplish a task or to solve a problem Recall and use a previously successful strategy Change plan if a better strategy presents itself Observe mistakes and note the effectiveness of a difference solution (e.g. "That didn't work because ...") Demonstrate increasing flexibility in a variety of situations, task, and activities 	<p>Problem Solving (PER) Building Reasoning Skills (PH) Reasoning: An Important Scientific Tool (PER) Learning Through Play (PER) 3 to 4 Years: Your Child's Cognitive Development (PH) The Six-Step Problem-Solving Method (PH)</p> <p>Relevant Activity Pages Cup Stacking: Problem Solving and Balancing (AP)</p>
Language and Literacy Development (46)	
Standard Area 1.1 Foundational Skills (5)	
<p>Book Handling 1.1 PK.A Practice appropriate book handling skills.</p> <ul style="list-style-type: none"> Orient a book correctly Turn pages in order Use pointers or finger to track print on charts, posters, environmental print or in books Practice tracking from top to bottom and left to right with scaffolding 	<p>General Development Information Pictures Are Worth a Thousand Words (PH) 3 to 4 Years: Your Child's Cognitive Development (PH)</p> <p>Relevant Activity Pages Symbol Story: Making and Reading a Rebus Book (AP) Hands and Fingers Frenzy: Exercising Small Muscles and Finger Painting (AP)</p>

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<p>Print Concepts 1.1 PK.B Identify basic features of print.</p> <ul style="list-style-type: none"> • Differentiate between numbers and letters and letters and words • Recognize and name some upper and lower case letters of the alphabet 	<p>Early Reading (PER) Learning Letters (PER) Environmental Print in the Kitchen (PER) Child Development Chart (PH)</p> <p><u>Relevant Activity Pages</u> Book Nook: Making a List and Creating a Reading Area (AP) Let's Make a Book! Writing and Storytelling (AP)</p>
<p>Phonological Awareness 1.1 PK.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> • Recognize rhyming words • Recognize when two or more words begin with the same sound (alliteration) • Count syllables in spoken words • Isolate and pronounce initial sounds • Segment single-syllable spoken words into phonemes 	<p>Rhyme Time: Playing With the Sounds of Language (PH) Rhymes And Songs (PH) Getting the Words Out (PH) Listening, Understanding. Talking and Expressing (PER) Patterns in Speech Development (PH)</p> <p><u>Relevant Activity Pages</u> Stretch Talk: Building and Expanding Vocabulary (AP) Language and Lemonade: Talking and Tasting (AP) Name Game: Playing with Letter Sounds and Rhyming (AP)</p>
<p>Phonics and Word Recognition 1.1.PK.D Develop beginning phonics and word skills.</p> <ul style="list-style-type: none"> • Associate some letters with their names and sounds • Identify familiar words and environmental print 	<p>Sight Words: One of many Elements in Developing Literacy (PER) Figuring Out Sight Words (PH)</p> <p><u>Relevant Activity Pages</u> Sight Words: One Word Play: Experimenting With Sounds and Rhyming (AP) Magic Words (AP)</p>
<p>Fluency 1.1.PK.E Emerging to: Read emergent reader text with purpose and understanding.</p> <ul style="list-style-type: none"> • Recite rhymes, songs, and familiar text while tracking with a finger or pointer • Apply knowledge of letters, word and sounds to read simple sentences • Assemble letters to form words and words to form sentences and (pretend) to read the words or sentences back 	<p>Rhyme and Songs (PH) Designing and Guiding (PH) Developmental Stages of Reading(PH)</p> <p><u>Relevant Activity Pages</u> Name Game: Playing with Letter Sounds and Rhyming (AP)</p>
<p>Standard Area 1.2 Reading Informational Text (10) Key Ideas and Details- Main Idea 1.2.PK.A With prompting and support, retell key details of text that support a provided main idea.</p>	<p><u>General Development Information</u> Pretend Play Experiences: Why, What and How? (PER) Listening, Understanding, Talking and Expressing (PER)</p>

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<ul style="list-style-type: none"> Know that the details of a text can be used to support a main topic or idea Provide relevant details from a text which support a provided main idea 	<p><u>Relevant Activity Pages</u> Act It Out: Storytelling and Playing Together (AP) I Spy: Describing Objects and Practicing Conversation (AP) Stick Puppets: Imagining and Telling Stories (AP)</p>
<p>Key Ideas and Details- Text Analysis 1.2.PK.B</p> <p>Answer questions about a text.</p> <ul style="list-style-type: none"> Use specific details from the text to answer questions Answer “who” or “what” the text is about Answer “how” and/or “why” questions using specifics from the text 	<p>Helping Your Child Understand and Use Language (PER) Approaches to Learning (PER) Every Child is a One-of-a-Kind Learner (PA)</p> <p><u>Relevant Activity Pages</u> Predictable Picture Book: Learning About and Making Books (AP)</p>
<p>Key Ideas and Details 1.2. PK.C</p> <p>With prompting and support, make connections between information in a text and personal experience.</p> <ul style="list-style-type: none"> Share personal experience and prior knowledge that is relevant to the text Contribute relevant information to a K (know), W (what child wants to learn), L (what group learned) chart Choose text based on personal interests and experiences 	<p>Reasoning: An Important Scientific Tool (PER)</p> <p><u>Relevant Activity Pages</u> Print Walk: Finding Print and Playing indoors (AP) Scrap Sculpture: Solving Problems and Creating (AP)</p>
<p>Craft and Structure- Text Structure 1.1 PK.E</p> <p>Identify the front cover, back cover and title page of a book.</p> <ul style="list-style-type: none"> Relate that texts are organized in a predictable format Identify the title page of a book Identify the front cover of a book Identify the back cover of a book 	<p>Early Reading (PER) Books in Your Home (PH) Ready for Reading (or Not) (PH)</p> <p><u>Relevant Activity Pages</u> Let’s Make a Book! Writing and Storytelling (AP)</p>
<p>Craft and Structure-Vocabulary 1.2. PK.F</p> <p>With prompting and support, answer questions about unfamiliar words read aloud from a text.</p> <ul style="list-style-type: none"> Participate in discussions about unfamiliar words Connect prior understandings to unfamiliar words 	<p>Early Reading (PER) Developmental Stages of Reading (PH)</p> <p><u>Relevant Activity Pages</u> Act It Out: Storytelling and Playing Together (AP) Let’s Make a Book! Writing and Storytelling (AP)</p>
<p>Integration of Knowledge and Ideas 1.2. PK.G</p> <p>With prompting and support, answer questions to connect illustrations to the written word.</p> <ul style="list-style-type: none"> Retell a simple sequence in a text using picture support Match pictures to ideas, objects, or steps in a sequence Describe pictures in a text in detail to answer specific questions about the text 	<p>Learning Letters (PH) Ready for Reading (or Not) (PH) Pretend Play Experiences: Why, What and How? (PER) Listening, Understanding, Talking and Expressing (PER)</p> <p><u>Relevant Activity Pages</u> Act It Out: Storytelling and Playing</p>

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	<p>Together (AP) I Spy: Describing Objects and Practicing Conversation (AP) Stick Puppets: Imagining and Telling Stories (AP)</p>
<p>Integration of Knowledge and Ideas –Analysis Across Texts 1.2.PK.I With prompting and support, identify basic similarities and differences between two texts read aloud on the same topic.</p> <ul style="list-style-type: none"> Recognize that texts have similar components that can be compared and contrasted (e.g. main ideas, details) Participate in strategies that provide opportunities to compare and contrast texts and/or components of texts (e.g. Venn diagrams, T-charts) 	<p>Matching, Sorting and Classifying (PER) Making Comparisons and Noticing Patterns (PH)</p> <p>Relevant Activity Pages Monoprints: Creating and Expressing (AP) Venn Diagram: Comparing Features and Sorting (AP)</p>
<p>Vocabulary Acquisition and Use 1.2.PK.J Use new vocabulary and phrases acquired in conversations and being read to.</p> <ul style="list-style-type: none"> Talk about pictures using new vocabulary words or phrases Use new vocabulary in the context of dramatic play, daily routines and classroom conversations Begin to use new vocabulary when asking questions or describing situations or objects 	<p>Early Reading (PER) Listening, Understanding, Talking and Expressing (PER) Helping Your Child Understand and Use Language (PH)</p> <p>Relevant Activity Pages Stretch Talk: Building and Expanding Vocabulary (AP)</p>
<p>Vocabulary/Acquisition and Use 1.2.PK.K With prompting and support, clarify unknown words or phrases read aloud.</p> <ul style="list-style-type: none"> Recognize words or phrases that are unfamiliar to them Ask, “What does that mean?” Talk about connections between familiar and unfamiliar words or phrases that mean similar things (e.g. grass, lawn) 	<p>Getting the Words Out (PH) Listening, Understanding, Talking and Expressing (PER)</p> <p>Relevant Activity Pages Stretch Talk: Building and Expanding Vocabulary (AP)</p>
<p>Range of Reading 1.2.PK.L With prompting and support, actively engage in group reading activities with purpose and understanding.</p> <ul style="list-style-type: none"> Ask and answer questions about text being read aloud Share relevant prior knowledge about text being read aloud Respond to and build on comments from other children Use ideas gained in group reading activities in other daily routines, learning centers, and activities 	<p>Ready for Reading (or Not) (PH) Sharing Books Through Conversation (PER) Developmental Stages of Reading (PH) Talking More About Books: Recall and Distancing (PH)</p> <p>Relevant Activity y Pages Storytelling Box: Creating and Enacting a Scene (AP)</p>
Standard 1.3: Reading Literature (11)	
<p>Key Ideas and Details-Theme 1.3.PK.A With prompting and support, retell a familiar story in a sequence with picture support.</p> <ul style="list-style-type: none"> Retell a story in sequential order using various materials 	<p>Early Reading (PH) Talking About Book (PH) Talking More About Books: Recall and Distancing (PH)</p> <p>Relevant Activity Pages Storytelling Box: Creating and Enacting a Scene (AP)</p>

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<p>Key Ideas and Details-Text Analysis 1.2 PK.B Answer questions about a particular story (who, what, how, when, and where).</p> <ul style="list-style-type: none"> Use specific details from the story to answer questions 	<p>Talking More About Books: Recall and Distancing (PH) Talking About Books (PH)</p> <p><u>Relevant Activity Pages</u></p>
<p>Key Ideas and Details-Literacy Elements 1.3.PK.C With prompting and support, answer questions to identify characters, settings, and major events in a story.</p> <ul style="list-style-type: none"> Demonstrate understanding that “setting” is where a story takes place Demonstrate understanding that “characters” are people or animals who have a role in the story Respond to questions and prompts about characters, settings and events during a read aloud 	<p>Communicating (PER) Listening, Understanding, Talking and Expressing (PER) Ready for Reading (or Not) (PH)</p> <p><u>Relevant Activity Pages</u> Let’s Make a Book! Writing and Storytelling (AP)</p>
<p>Craft and Structure Point of View 1.3.PK.D With prompting and support, name the author and illustrator of a story.</p> <ul style="list-style-type: none"> Understand that an author writes the story Understand that the illustrator draws the pictures 	<p>Reading Together (PH) Early Reading (PER)</p> <p><u>Relevant Activity Pages</u> Picture Story: Listening and Imagining (AP) Act It Out: Storytelling and Playing Together (AP) Let’s Make a Book! Writing and Storytelling (AP)</p>
<p>Craft and Structure- Text Structure 1.3. PK.E With prompting and support, recognize common types of text.</p> <ul style="list-style-type: none"> Understand that different types of texts are used for different purposes Understand that a storybook has characters, setting, and actions associated with words and, most often, illustrations Understand that a poem consists of words arranged in patterns of sound (e.g. rhyming words, alliteration) Tell if a text is storybook or poem Differentiate between real and make-believe 	<p>Rhyme Time: Playing With Sounds of Language (PH)</p> <p><u>Relevant Activity Pages</u> Word Play: Experimenting With Sounds and Rhyming</p>
<p>Craft and Structure-Vocabulary 1.3. PK.F Answer questions about unfamiliar words read aloud from a story.</p> <ul style="list-style-type: none"> Participate in discussions about unfamiliar words Connect prior understandings to unfamiliar words 	<p>The Importance of Rhymes and Songs (PER)</p> <p><u>Relevant Activity Pages</u> Word Play: Experimenting With Sounds and Rhyming</p>
<p>Integration of Knowledge and Ideas Sources 1.3.PK.G Describe pictures in books using detail.</p> <ul style="list-style-type: none"> Attach action and descriptive words to illustrations (e.g. “That man in the yellow hat is running fast”) 	<p>Multisensory Experience Center: Oranges, Oranges, Organs (PH)</p> <p><u>Relevant Activity Pages</u> Storytelling: Imagining, Creating, and Communicating Ideas (AP) Family Traditions: Communicating, Creating, and Sharing (AP)</p>
<p>Integration of Knowledge and Ideas Text Analysis 1.3.PK.H</p>	<p>Playing With Blocks (PER) The Importance of Pretend Play (PER)</p>

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<p>Answer questions to compare and contrast the adventures and experiences of characters in familiar stories.</p> <ul style="list-style-type: none"> Understand that characters within the same story or characters from different stories can be compared and contrasted Participate in strategies that provide opportunities to compare and contrast the experiences of characters (e.g. Venn diagrams, T-charts, dramatic play) 	<p>Play Is Learning (PH)</p> <p>Relevant Activity Pages Sorting: Noticing Differences and Pretending (AP) Spot the Difference: Concentrating and Remembering (AP)</p>
<p>Vocabulary Acquisition & Use Strategies 1.3.PK.I</p> <p>With prompting and support, clarify unknown words or phrases read aloud.</p> <ul style="list-style-type: none"> Recognize words or phrases that are unfamiliar to them Ask, "What does that mean?" Talk about connections between familiar and unfamiliar words or phrases that mean similar things (e.g. grass, lawn) 	<p>Looking at Development: 31/2 to 5 ½ Months (PER) The Rhymes and Songs Add-a-Page book A-H through T-W (PH)</p> <p>Relevant Activity Pages Music and Me (AP) Nursery Rhymes (AP) Sing a Song (AP)</p>
<p>Vocabulary Acquisition and Use 1.3.PK.J</p> <p>Use new vocabulary and phrases acquired in conversations and being read to.</p> <ul style="list-style-type: none"> Talk about pictures using new vocabulary words or phrases Use new vocabulary in the context of dramatic play, daily routines and classroom conversations Begin to use new vocabulary when asking questions or describing situations or objects 	<p>Helping Your Children Understand and use Language (PH) Learning Through Play (PER)</p> <p>Relevant Activity Pages Books of Words: Learning Words and Reading (AP)</p>
<p>Range of Reading 1.3.PK.K</p> <p>With prompting and support, actively engage in group reading activities with purpose and understanding.</p> <ul style="list-style-type: none"> Ask and answer questions about story or poem being read aloud Share relevant prior knowledge about text being read aloud Respond to and build on comments from other children Use ideas gained in group reading activities in other daily routines, learning centers, and activities 	<p>Discovering, Understanding, Experimenting, Adjusting (PH) Pretend Play With Your Child (PH) Cognitive Development: 8 to 14 Months (PER) Sharing Books Through Conversation (PER) Reading Together (PH)</p>
<p>Standard Area 1.4 Writing (14)</p>	
<p>Informative/Explanatory 1.4.PK.A</p> <p>Draw/dictate to compose informative /explanatory texts examining a topic.</p> <ul style="list-style-type: none"> Use illustration/dictation to convey meaning about a particular topic Create a picture about a nonfiction topic and talk about it with the teacher 	<p>General Development Information Stages of Drawing and Writing (PH) Listening, Understanding, Talking and Expressing (PER)</p> <p>Relevant Activity Pages Drawing and Writing: Making Marks and Learning About Language (AP) Scribbling With Crayons: Taking Turns and Creating (AP)</p>
<p>Informative / Explanatory Focus 1.4.PK.B</p> <p>With prompting and support, draw/dictate about one specific topic.</p> <ul style="list-style-type: none"> Create a picture about a nonfiction topic and talk about it with the teacher 	<p>Getting the Words Out (PH) Experience That Enhance School Readiness (PH)</p> <p>Relevant Activity Pages Language and Lemonade: Talking and Tasting (AP)</p>

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<p>Informative / Explanatory Organization 1.4.PK.C</p> <p>With prompting and support, generate ideas to convey information.</p> <ul style="list-style-type: none"> Brainstorm ideas for pictures and stories Tell teacher what she/he will draw 	<p>Sharing Books Through Conversation (PER)</p> <p>Relevant Activity Pages Get Up and Move Dice: Cutting, Writing and Doing Action Words (AP)</p>
<p>Informative/ Explanatory Organization 1.4.PK.D</p> <p>With prompting and support, make logical connections between drawing and dictation.</p> <ul style="list-style-type: none"> Understand that words are connected to print Work with teacher to create words or sentences that relate to drawings 	<p>Early Reading (PER) Developmental Stages of Reading (PH)</p> <p>Relevant Activity Pages Act It Out: Storytelling and Playing Together (AP)</p>
<p>Informative / Explanatory Conventions 1.4.PK.F</p> <p>Emerging to...Spell simple words phonetically.</p> <ul style="list-style-type: none"> Write symbols, letters, or letter-like shapes Attempt to reproduce own name and/or simple words, with most letters correct 	<p>Learning Letter (PH) Understanding How Your Child Learns to Write (PH) Early Writing (PER)</p> <p>Relevant Activity Page That's My Name! Spelling and Writing (AP) Making Rainbows: Repeated Writing and Tracing (AP)</p>
<p>Narrative 1.4.PK.M</p> <p>Dictate narratives to describe real or imagined experiences or events.</p> <ul style="list-style-type: none"> Use illustration/dictation to convey meaning about an experience or event Create a picture about an experience or event and talk about it with the teacher 	<p>Early Writing (PER)</p> <p>Relevant Activity Page Experimenting With Writing: Making Notes and Discovering Textures (AP) Creating a Picture Schedule: Labeling and Understanding Order (AP)</p>
<p>Narrative Focus 1.4.PK.N</p> <p>Establish “who” and “what” the narrative will be about.</p> <ul style="list-style-type: none"> Generate ideas for writing Understand that “who” a story will be about refers to the person, animal, or animated object that the story will be about Understand that “what” a story will be about refers to the sequenced events that happen to the referenced “who” Respond when asked “who” or “what” a story is about, and follow through when drawing about or dictating the story 	<p>Playing Games (PER)</p> <p>Relevant Activity Pages Let's Make a Book! Writing and Storytelling (AP) What's in Our Community? Creating Awareness and Mapping Places (AP)</p>
<p>Narrative Content 1.4.PK.O</p> <p>With prompting and support, describe experiences and events.</p> <ul style="list-style-type: none"> When prompted, provide details (e.g. descriptive words, feelings and thoughts of the character) to further develop a story Tell teacher what she/he has drawn/written about 	<p>Supporting Your Child's Writing (PH) On Time (PH)</p>
<p>Narrative Organization 1.4.PK.P</p> <p>Recount a single event and tell about the events in the order in which they occurred.</p> <ul style="list-style-type: none"> Understand that stories can be told about a single event Understand that a single event is made up of a series of smaller 	<p>Scientific Knowledge: Concepts in the World (PER) Learning About Concepts (PH)</p> <p>Relevant Activity Page Picture Story: Listening and Imagining</p>

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<p>events that are in a sequence (before, next, end)</p> <ul style="list-style-type: none"> Respond with a logical sequence of events when asked “what” their story is about 	(AP)
<p>Narrative Conventions of Language 1.4.PK.R</p> <p>Emerging to: Spell simple words phonetically.</p> <ul style="list-style-type: none"> Write symbols, letters, or letter like shapes Attempt to reproduce own name and/or simple words, with most letters correct 	<p>Early Writing (PER) Understanding How Your Child Learns to Write (PH) Developmental Stages of Writing (PH)</p> <p>Relevant Activity Page Grocery Store: Writing and Pretending (AP) Print Walk: Finding Print and Playing Indoors (AP)</p>
<p>Production and Distribution of Writing Process 1.4.PK.T</p> <p>With guidance and support from adults and peers, respond to questions and suggestions, add details as needed.</p> <ul style="list-style-type: none"> Understand that drawings and dictations can convey meaning to an audience Understand that stories may have to be changed to make meaning more clear Share work with others Participate in discussions about their work When prompted, make changes to work based on feedback 	<p>Understanding How Your Child Learns to Write (PH) Developmental Stages of Writing (PH) Supporting Your Child’s Writing (PH)</p>
<p>Conducting Research 1.4.PK.V</p> <p>Ask questions about topics of personal interest to gain information; with teacher guidance and support, locate information on the chosen topic.</p> <ul style="list-style-type: none"> Ask adults for explanations or information using why, how, where and when questions (e.g. “Why do leaves turn colors?”, “Why doesn’t Jamal like pizza?”) Use a variety of resources (e.g. adults and peers, books, digital media, maps, recipes, experts) to find new information 	<p>3 to 4 Years: Your Child’s Cognitive Development (PH)</p> <p>Relevant Activity Pages Wonderful Water: Comparing and Exploring Physical Properties (AP) The Interview: Remembering and Speaking (AP) Strolling Side-by-Side: Walking and Connecting (AP)</p>
<p>Credibility, Reliability, and Validity of Sources 1.4.PK.W</p> <p>With guidance and support, recall information from experiences or books.</p> <ul style="list-style-type: none"> Respond to prompts which require reference to prior experiences Relate prior experiences and learning to a current topic 	<p>Talking More About Books: Recall and Distancing (PH) Child Development Chart (PH)</p> <p>Relevant Activity Pages The Interview: Remembering and Speaking (AP) Creating a Picture Schedule: Labeling and Understanding Order (AP)</p>
<p>Range of Writing 1.4.PK.X</p> <p>Emerging to: Write routinely over short time frames.</p> <ul style="list-style-type: none"> Engage in writing opportunities including journaling Ask teacher to “write down the words” of his/her story or to his/her drawing Ask to revisit previous work 	<p>Supporting Your Child’s Writing (PH) Understanding How Your Child Learns to Write (PH)</p> <p>Relevant Activity Pages Experimenting With Writing: Making Notes and Discovering Textures (AP) Letter Tube: Matching and Naming Letters</p>

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	(AP)
Standard Area 1.5 Speaking and Listening (6)	General Development Information
Comprehension and Collaboration- Collaborative Discussion 1.5.PK.A Participate in collaborative conversations with peers and adults in small and larger groups. <ul style="list-style-type: none"> Communicate using detail related to topic being discussed Pose questions related to topic being discussed Allow wait time before responding Engage in turn taking 	Sharing Books Through Conversation (PER) Talking About Books (PH) Relevant Activity Pages Awesome Air: Experimenting and Evaluating (AP) I Spy: Describing Object and Practicing Conversation (AP)
Comprehension and Collaboration Critical Listening 1.5.PK.B Answer questions about key details in a text read aloud or information presented orally or through other media. <ul style="list-style-type: none"> Respond to a question with an answer or details related to the topic being discussed 	The Creative Process (PH) Learning Through Play (PER) The Day We Stayed Indoors (PH) Your Child's Cognitive Development (3 PH's) Relevant Activity Pages Me And My Shadow: Finding and Exploring Changes (AP) Mysterious Magnets: Exploring Magnetic and Attraction and Sorting (AP)
Comprehension and Collaboration Evaluating 1.5.PK.C Respond to what a speaker says in order to follow directions, seek help, or gather information. <ul style="list-style-type: none"> Follow two-step directions Act upon or respond to simple statements and questions showing understanding of intent 	Playing Organized Sports (PH) Experience That Enhance School Readiness (PH) Relevant Activity Pages Do Three Things: Practicing Active Listening and Remembering (AP) Circle Jump: Noticing Colors and Making Big Movements (AP)
Presentation of Knowledge and Ideas Purpose, Audience, and 1.5.PK.D Use simple sentences; share stories, familiar experiences, and interests, speaking clearly enough to be understood by most audiences. <ul style="list-style-type: none"> Talk about stories, experiences, and interests using some detail Use appropriate volume to be heard by group, paying attention to inside and outside voices Use appropriate pacing when speaking 	Communicating (PER) Communicating with Your Child (PER) What's Special About This Age? (3 PH's) Relevant Activity Pages Story Stones: Creating and Telling Stories (AP) Story Order: Reading and Sequencing Books (AP)
Presentation of Knowledge and Ideas Context 1.5.PH.E Use simple sentences; express thoughts, feelings, and ideas, speaking clearly enough to be understood by most audiences. <ul style="list-style-type: none"> Talk about personal thoughts, feelings, and ideas Use appropriate volume to be heard by group, paying attention to inside and outside voices Use appropriate pacing when speaking 	Communicating (PER) Communicating with Your Child (PER) Patterns in Speech Development (PH) When Your Child's Teacher Doesn't Speak Your Language (PH) Bilingual Language Development (PER) Relevant Activity Pages Awesome Air: Experimenting and Evaluating (AP) I Spy: Describing Object and Practicing Conversation (AP)
Conventions of Standard English	When Should My Child Start

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** Yellow high-lighted sections align to the Pennsylvania Kindergarten Entry Inventory**

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<p>1.5.PK.G Demonstrate command of the conventions of standard English when speaking based on pre-kindergarten level and content.</p> <ul style="list-style-type: none"> ● Speak in complete sentences that contain more than three words ● Use past tense ● Use plurals including those which do not end in “s” ● Use pronouns ● Use a variety of prepositions 	<p>Kindergarten? (PH) Developmental Delays and Disabilities (PER) When Your Child Is Not “On Target” (PH) Listening, Understanding, Talking and Expressing (PER) Your Child’s Language Development (3 PH’s)</p> <p>Relevant Activity Pages I Spy: Describing Object and Practicing Conversation (AP) Language and Lemonade: Talking and Tasting (AP)</p>
Mathematical Thinking and Expression (12)	
Standard Area 2.1: Numbers and Operation (4)	
<p>Counting and Cardinality 2.1 PK.A.1 Know number names and the count sequence.</p> <ul style="list-style-type: none"> ● Name numerals up to 10 ● Rote count up to 20 ● Match a numeral to a set of 0-10 objects ● Represent a number of objects with a written numeral 0-10 ● Differentiate numerals from letters ● Counts on when a specific number is provided 	<p>General Development Information Math Words to Know (PER) Numbers: Counting, Ordering and Measuring Quantity (PER)</p> <p>Relevant Activity Pages Fishing for Faces: Naming and Mimicking Expressions (AP)</p>
<p>Counting and Cardinality 2.1 PK.A.2 Count to tell the number of objects.</p> <ul style="list-style-type: none"> ● Subitize (visually quantify) to determine how many: attach a numerical value to a set of objects without counting up to 6 ● Use one-to-one correspondence when counting to 10 ● State the total number of objects counted, demonstrating understanding that the last number named tells the number of objects counted ● Use counting and numbers as part of play and as a means for determining quantity 	<p>Counting (PH) Using Activity Pages Around Cognitive Development (PER)</p> <p>Relevant Activity Pages Crazy Coins: Counting and Sorting (AP) All Gone Game: Understanding One-to-One Correspondence and Counting (AP)</p>
<p>Counting and Cardinality: Comparing 2.1 .PK.A.3 Compare numbers.</p> <ul style="list-style-type: none"> ● Create sets of objects with same and different amounts ● Identify whether the number of objects in one group is greater than, less than or equal to the number of objects in another group up to 10 ● Compare two numbers between 1 and 5 when presented as written numerals ● Practice use of mathematical vocabulary to compare numbers of objects 	<p>Sorting It Out (PH) Learning About Concepts (PH)</p> <p>Relevant Activity Pages Crazy Coins: Counting and Sorting (AP) High-low: Guessing and Developing Number Sense (AP) Memory Match Game: Looking, Concentrating and Remembering (AP)</p>
<p>Mathematical Processes 2.1.PK.MP Use mathematical processes when quantifying, comparing, representing, and modeling numbers.</p> <ul style="list-style-type: none"> ● Engage in numerical play ● Persist in numerical play (Reference AL.2.PK.C) 	<p>Making Comparisons and Noticing Patterns (PH) Everyday Math (PH) Dishing Out Math Experiences (PH)</p> <p>Relevant Activity Pages</p>

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<ul style="list-style-type: none"> When prompted, communicate thinking while engaged in numerical play Talk and listen to peers during numerical play Use common forms of numerical representation (e.g. fingers, tally marks, dots)Use simple forms of numerical representations (e.g. pictures, objects, fingers) 	Egg Carton Mancala: Counting and Problems Solving (AP)
<p>Standard Area 2.2: Algebraic Concepts (2)</p>	<p>General Development Information</p>
<p>Operations and Algebraic Thinking 2.2 .PK.A.1</p> <p>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</p> <ul style="list-style-type: none"> Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g. claps), acting out situations, verbal explanations, expressions, or equations Explain adding and subtracting sets of objects up to and including six, using basic math vocabulary (e.g. putting together, adding to, taking away, taking apart, taking from) Join sets of objects Separate sets of objects Add objects to a set and tell a number story about it 	<p>5 to 6 Years: Your Child’s Cognitive Development (PH) Everyday Math (PH)</p> <p>Relevant Activity Pages Clap, Tap, Rap: Repeating and Ordering (AP) Number Bonds: Counting Objects and Combining Numbers (AP) Spot the Difference: Concentrating and Remembering (AP)</p>
<p>Operations and Algebraic Thinking 2.2.PK.MP</p> <p>Use mathematical processes when representing relationships.</p> <ul style="list-style-type: none"> Engage in mathematical play Persist in mathematical play (Reference AL.2.PK.C) Problem solve during mathematical play (Reference AL.4.PK.C) When prompted, communicate thinking while engaged in mathematical play Talk and listen to peers during mathematical play Use common forms of numerical representation (e.g. fingers, tally marks, dots) 	<p>Matching, Sorting and Classifying (PER) Creating Collections: Button Boxes and Beyond (PH)</p> <p>Relevant Activity Pages Hanging Out the wash: Matching and Ordering (AP)</p>
<p>Standard Area 2.3: Geometry (3)</p>	<p>General Development Information</p>
<p>Geometric Identification 2.3.PK.A.1</p> <p>Identify and describe shapes.</p> <ul style="list-style-type: none"> Describe objects in the environment using names of shapes Recognize and describe the attributes of geometric figures Describe the relative positions of objects using terms such as above, below, beside, in front of, behind, and next to Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (solid) 	<p>Helping Your Child Learn about Shapes and Space (PH) Playing Games to Learn About Shapes and Space (PH)</p> <p>Relevant Activity Pages Noticing Differences: Sorting and Grouping Objects (AP)</p>
<p>2.3.PK.A.2</p> <p>Analyze, compare, create, and compose shapes.</p> <ul style="list-style-type: none"> Analyze and compare two-and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts and other attributes Model shapes in the world by building shapes from components and drawing shapes Use geoboards to create shapes with rubber bands Use simple shapes to compose larger shapes 	<p>Creating Collections: Buttons Boxes and Beyond (PH) Helping Your Child Learn Shapes and Space (PH) Playing Games to Learn About Shapes and Space (PH)</p> <p>Relevant Activity Pages Noticing Differences: Sorting and Grouping Objects (AP)</p>
<p>2.3.PK.MP</p> <p>Use mathematical processes when drawing, constructing,</p>	<p>Helping Your Child Learn Shapes and Space (PH)</p>

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<p>modeling, and representing shapes.</p> <ul style="list-style-type: none"> Engage in geometric play Persist in geometric play (Reference AL.2.PK.C) Problem solve during geometric play (Reference AL.4.PK.C) When prompted, communicate thinking while engaged in geometric play Talk and listen to peers during geometric play Problem solve during geometric play (Reference AL.4.PK.C) 	<p>Rough-and-Tumble Play, Pretend Fighting and Aggression (PER) Approaches to Learning (PER)</p> <p><u>Relevant Activity Pages</u> Does It Roll? Understanding Shapes and Playing Games (AP)</p>
<p>Standard Area 2.4: Measurement, Data and Probability (3)</p>	
<p>Measurement and Data 2.4.PK.A.1 Describe and compare measurable attributes of length and weights of everyday objects.</p> <ul style="list-style-type: none"> Recognize attributes of objects that can be measured Measure objects using non-standard items (e.g. hands, shoes, yarn, blocks) Practice use of standard measurement tools Practice using measurement vocabulary Sort and order by one attribute Use ordinal number words to describe the position of objects (first, second, last) Compare two objects with a measureable attribute in common to see which object has “more of”/ “less of” the attribute and describe the difference 	<p>General Development Information</p> <p>Learning Math and Measurement in the Kitchen (PH) Sorting It Out (PH) 3 to 4 Years: Your Child’s Cognitive Development (PH) 4 to 5 Years: Your Child’s Cognitive Development (PH)</p> <p><u>Relevant Activity Pages</u> How Many Hands? Predicting and Measuring (AP)</p>
<p>2.4 PK.A.2 Classify objects and count the number of objects in each category.</p> <ul style="list-style-type: none"> Classify up to 10 objects using one attribute into categories Display the number of objects in each category Count and compare the quantities of each category to describe which category has “more of”/ “less of” the attribute 	<p>Everyday Math (PH) Math Words to Know (PH)</p> <p><u>Relevant Activity Pages</u> Around the House: Sorting and Classifying (AP) Shape Hide and Seek: Identifying and Matching (AP)</p>
<p>2.1.PK.MP Use mathematical processes when measuring; representing, organizing, and understanding data.</p> <ul style="list-style-type: none"> Engage in activities that include measuring, representing, organizing, and understanding data Persist in activities that include measuring, representing, organizing, and understanding data (Reference AL.2.PK.C) Problem solve in activities that include measuring, representing, organizing, and understanding data (Reference AL.4.PK.C) When prompted, communicate thinking while engaged in activities that include measuring, representing, organizing, and understanding data Talk and listen to peers during activities that include measuring, representing, organizing, and understanding data 	<p>Perceptual Development (PER) Learning Math and Measurement in the Kitchen (PH)</p> <p><u>Relevant Activity Pages</u> Making Dough: Measuring and Kneading (AP) Helping Your Child Learn about Shapes and Space (AP)</p>

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Scientific Thinking and Expression: Exploring, Inquiry and Discovery	
Standard Area 3.1.A Biological Sciences: Living and Non-living Organisms (5)	General Development Information
Common Characteristics of Life 3.1 PK.A.1 Recognize the difference between living and non-living things. <ul style="list-style-type: none"> Sort objects by living and non-living Categorize common living things into plants and animals 	Brain Development at Ages 3 Through 6 (PER) Sorting It Out (PH)
Energy Flow 3.1. PK.A.2 Identify basic needs of plants (water and light) and animals (food, water and light). <ul style="list-style-type: none"> Categorize common living things into plants and animals State that living things need air, food and water to survive Observe the effect of darkness and light on growing plants 	Approaches to Learning (PER) Four-Legged Friend (PH) Learning About Concepts (PH) Scientific Knowledge: Concepts in the World (PER)
Life Cycles 3.1.PK.A.3 Recognize that plants and animals grow and change. <ul style="list-style-type: none"> Observe and document the growth of a living thing through drawings, writing, and/or photos Describe changes in people and animals over time (e.g. losing teeth, growing out of clothing, beans sprouting) Care for plants and animals in the classroom 	Experimenting With Everyday Objects (PH) Parenting Behaviors: Growing and Changing (PER)
Form and Function 3.1.PK.A.5 Name basic parts of living things. <ul style="list-style-type: none"> Tell the parts of a person, an animal or a plant Draw a picture of a person, an animal or plant including most of the major observable features 	Learning About Concepts (PH) Scientific Knowledge: Concepts in the World (PER) <u>Relevant Activity Pages</u> Exploration Hike: Observing Nature and Pretending (AP)
Science and Inquiry 3.1.PK.A.9 Participate in simple investigations about living and/or non-living things to answer a question or to test a prediction. <ul style="list-style-type: none"> Ask questions about objects, organisms, and events Use the five senses and simple equipment to gather data Collect objects during a nature walk Describe observations accurately Compare observations with others Make a prediction about the result of the experiment 	Experimenting With Everyday Objects (PH) Executive Function (PER) Executive Function: The Brain's President (PH) How your Young Child Learns (PH) <u>Relevant Activity Pages</u> Exploration Hike: Observing Nature and Pretending (AP)
Standard Area 3.1.B Biological Sciences: Genetics (2)	General Development Information
Heredity 3.1.PK.B.1 Recognize and compare physical characteristics of living things from same species. <ul style="list-style-type: none"> Note things that are similar among family members when looking at photographs Identify characteristics of own family (e.g. hair color, eye color and height) Match parent animal with offspring 	Symbolic Development (PER) Making Comparisons and Noticing Patterns (PH) <u>Relevant Activity Pages</u> Me Poster! Identifying and Celebrating Abilities and Traits (AP)

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<p>Science as Inquiry 3.1.PK.B.6 Participate in simple investigations of physical characteristics of living things from same species to answer a question or to test a prediction.</p> <ul style="list-style-type: none"> • Ask questions about objects, organisms, and events • Use the five senses and simple equipment to gather data • Describe observations accurately • Compare observations with others • Describe observable patterns in objects • Make a prediction about the results of the experiment • Ask questions about objects, organisms, and events 	<p>Experimenting With Everyday Objects (PH) Executive Function (PER) Executive Function: The Brain's President (PH) How your Young Child Learns (PH)</p>
Standard Area 3.1.C Biological Sciences: Evolution (2)	
<p>Unifying Themes (Constancy and Change) 3.1.PK.C.3 Describe changes that occur in animals.</p> <ul style="list-style-type: none"> • Identify changes that occur in animals during the seasons • Describe that some animals, such as bear, hibernate when it gets cold 	<p>General Development Information Learning About Concepts (PH) Scientific Knowledge: Concepts in the World (PER) Reasoning: An Important Scientific Tool (PER)</p>
<p>Science as Inquiry 3.1.PK.C.4 Participate in simple investigations of changes in animals to answer a question or to test a prediction.</p> <ul style="list-style-type: none"> • Ask questions about objects, organisms, and events • Use the five senses and simple equipment to gather data • Describe observations accurately • Compare observations with others • Describe observable patterns in objects • Make a prediction about the results of the experiment 	<p>Experimenting With Everyday Objects (PH) Relevant Activity Pages How Many Hands? Predicting and Measuring (AP)</p>
Standard Area 3.2.A Physical Sciences: Chemistry (4)	
<p>Properties of Matter 3.2.PK.A.1 Sort and describe objects according to size, shape, color and texture.</p> <ul style="list-style-type: none"> • Recognize the different types of matter (e.g. solid, liquid, gas) • Describe objects according to size, shape, color or properties of matter • Collect items and sort them according to shape, color or other attributes 	<p>Executive Function: Our Brain's President (PH) Helping your Child Learn about Shapes and Space (PH) Second-Hand Smoke (PH) Playing Games with Shapes and Space (PH)</p>
<p>Matter and Energy 3.2.PK.A.3 Notice change in matter.</p> <ul style="list-style-type: none"> • Point out when a change in matter occurs • Observe differences in water (e.g. ice cube or snow melting and freezing) • Notice changes in food substances during cooking 	<p>Child Development Chart (PH) Relevant Activity Pages Cup Stacking: Problems Solving and Balancing (AP) How's Your Motor Running? Moving Your Body and Exploring Emotions (AP)</p>
<p>Unifying Themes 3.2.PK.A.5 Recognize that everything is made of matter.</p> <ul style="list-style-type: none"> • Recognize that matter takes on different shapes depending upon its type (e.g. solids have a definite shape; liquids take the shape of their container; gas lacks shape and is present everywhere) 	<p>Bringing All the Senses Together (PH) Relevant Activity Pages Bubble Paint: Blowing and Printing (AP)</p>

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<p>Science as Inquiry 3.2.PK.A.6 Participate in simple investigations of matter to answer a question or to test a prediction.</p> <ul style="list-style-type: none"> • Ask questions about objects • Use the five senses and simple equipment to gather data • Experiment with changes in matter • Experiment with changes in substances when combined • Make a prediction about the results of the experiment 	<p>Learning About Concepts (PH) Scientific Knowledge: Concepts in the World (PER) Your Child's Amazing Brain (PH) Process Versus Product: Becoming a Creative Problem Solver (PH)</p>
<p>Standard Area 3.2.B Physical Sciences: Physics (4)</p>	<p>General Development Information</p>
<p>Force & Motion of Practices & Rigid Bodies 3.2.PK.B.1 Explore and describe the motion of toys and objects.</p> <ul style="list-style-type: none"> • Comment about the motion of a variety of objects during play • Demonstrate an understanding of fast, slow, back and forth 	<p>Gross Motor Abilities (PER) Encouraging Gross Motor Mastery and Coordination (PH)</p> <p>Relevant Activity Pages How's Your Motor Running? Moving Your Body and Exploring Emotions (AP)</p>
<p>Nature of Waves (Sound and Light Energy) 3.2.PK.B.5 Create and describe variations of sound</p> <ul style="list-style-type: none"> • Categorize and create sounds based on different attributes • Listen to sounds from outside or inside and identify if it is loud, soft, high, low • Listen to sounds and identify the source • Make sounds with instruments 	<p>Music in the Air (PH)</p> <p>Relevant Activity Pages Freeze dance: Starting and Stopping (AP) Drawing to Music: Listening and Making Marks (AP)</p>
<p>Unifying Themes (Energy) 3.2.PK.B.6 Recognize that light from the sun is an important source of energy for living and nonliving systems and some source of energy is needed for all organisms to stay alive and grow.</p> <ul style="list-style-type: none"> • Recognize basic energy types and sources (e.g. light from the sun, wind, water) • Describe observations of and comment on basic energy types and sources • Identify what plants and animals need to grow 	<p>Playing in the Sun (PH) Building Reasoning Skills (PH) Reasoning: An Important Scientific Tool (PER)</p>
<p>Science as Inquiry 3.2.PK.B.7 Participate in simple investigations of energy and motion to answer a question or to test a prediction.</p> <ul style="list-style-type: none"> • Ask questions about objects • Use the five senses and simple equipment to gather data • Experiment with objects or ideas to obtain a result • Make predictions about an outcome (e.g. "What might happen to a kite when the wind blows or slows down?") • Describe observations accurately • Compare observations with others 	<p>Learning About Concepts (PH) Scientific Knowledge: Concepts in the World (PER) Raising a Risk-Taker (PH) Using the Public Library (PH) Brain Development at Ages 3 Through 6 (PER) Helping Your Child's Brain During Sensitive Periods (PH) Your Child's Amazing Brain (PH)</p>
<p>Standard Area 3.3.A Earth and Space Sciences: Earth Structures, Processes and Cycles (4)</p>	<p>General Development Information</p>
<p>Earth Features and the Processes that Change it 3.3.PK.A.1 Sort different types of earth materials.</p>	<p>Reasoning: An Important Scientific Tool (PER) Experimenting with Everyday Objects (PH)</p>

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<ul style="list-style-type: none"> ● Explore rocks, soil and sand using a hand magnifier ● Answer questions about observations of earth matter ● Use senses and simple tools to explore earth materials 	
<p>Water 3.3.PK.A.4</p> <p>Identify a variety of uses for water.</p> <ul style="list-style-type: none"> ● Identify ways water can be used (e.g. drinking, washing, watering plants, putting out fires, boating and fishing) ● Explore water during play 	<p><u>Relevant Activity Pages</u> Sink or Float: Predicting and Exploring Physical Properties (AP) Wonderful Water: Comparing and Exploring Physical Properties (AP)</p>
<p>Weather and Climate 3.3.PK.A.5</p> <p>Identify seasons that correspond with observable conditions and identify how weather affects daily life.</p> <ul style="list-style-type: none"> ● Name the four seasons and an observable condition for that season (e.g. falling leaves, snow, rain, buds on trees or green grass) ● Match types of clothing or activities to seasonal weather conditions (e.g. we use an umbrella when it is raining; we wear coats, hats, scarves and mittens when it's cold outside) ● Use a thermometer as a tool for measuring temperature ● Talk about current weather events that affect the community 	<p>Scientific Knowledge: Concepts in the World (PER) Learning Concepts (PH) Helping Your Child Learn About Shapes and Space (PH)</p>
<p>Science as Inquiry 3.3.PK.A.7</p> <p>Participate in simple investigations of earth structures, processes, and cycles to answer a question or to test a prediction.</p> <ul style="list-style-type: none"> ● Ask questions about objects, organisms, and events ● Use the five senses and simple equipment to gather data ● Experiment with different types of earth materials ● Make predictions about an outcome (e.g. "What might happen if we go out in the snow without our boots?") ● Describe observations accurately ● Compare observations with others 	<p>Raising a Risk-Taker (PH) Using the Public Library (PH) Brain Development at Ages 3 Through 6 (PER) Helping Your Child's Brain During Sensitive Periods (PH) Your Child's Amazing Brain (PH)</p>
<p>Standard Area 3.3.B Origin and Evolution of the Universe (2)</p>	<p>General Development Information</p>
<p>Comparisons and Structure 3.3.PK.B.1</p> <p>Identify objects that can be found in the day or night sky.</p> <ul style="list-style-type: none"> ● Talk about things that can be found in the day or night sky (e.g. moon, sun, stars, clouds) ● Distinguish between objects found in the day sky and in the night sky ● Observe and describe different types of clouds 	<p>Learning About Concepts (PH)</p> <p><u>Relevant Activity Pages</u> Awesome Air: Experimenting and Evaluating (AP)</p>
<p>Science as Inquiry 3.3.PK.B.3</p> <p>Participate in simple investigations of the objects found in the day or night sky to answer a question or to test a prediction.</p> <ul style="list-style-type: none"> ● Ask questions about objects, organisms, and events ● Use the five senses and simple equipment (e.g. prisms, binoculars) to gather data ● Describe observations accurately ● Compare observations with others ● Explore shadows made from the sun ● Use digital media to explore night sky, constellations, and other 	<p>Playing in the Sun (PH) Helping Your Child Learn About Shapes and Space (PH) Experimenting With Everyday Objects (PH)</p>

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solar phenomena	
Standard Area 4.1 Environment: Ecology (4)	General Development Information
The Environment 4.1.PK.A Identify living and non-living things in the immediate and surrounding environment. <ul style="list-style-type: none"> Sort objects from the immediate environment by living and non-living 	Exploration Hike: Observing Nature and Pretending (AP)
Energy Flow 4.1.PK.C Identify that plants need the sun to grow. <ul style="list-style-type: none"> Participate in experiments that show the effects on plant growth when the sun is removed as a source of energy 	Approaches to Learning (PER) Relevant Activity Pages Awesome Air (AP) Block City (AP)
Biodiversity 4.1.PK.D Identify basic needs of living things. <ul style="list-style-type: none"> Reference 3.1.PK.A.2 	Every Child Is a One-of-a-Kind Learner (PH)
Succession 4.1.PK.E Identify the change of seasons in the environment. <ul style="list-style-type: none"> Name the four seasons and an observable condition for that season (e.g. falling leaves, snow, rain, buds on trees or green grass) Match types of clothing or activities to seasonal weather conditions Use a thermometer as a tool for measuring temperature 	Why Families Need to Celebrate (PER) Pretend Play Experiences: Why, What and How? (PER) Relevant Activity Pages Nature Prints: Regulating Pressure and Creating (AP)
Standard Area 4.2 Watersheds and Wetlands (3)	General Development Information
Watersheds 4.2.PK.A Identify various types of moving water in Pennsylvania. <ul style="list-style-type: none"> Identify bodies of water (e.g. rivers, lakes, streams, creeks, puddles) in the local area Differentiate between water that moves and water that is still 	Family Opportunities for Recreation (PER) Relevant Activity Pages Wonderful Water: Comparing and Exploring Properties (AP) Filling and Draining: Experimenting and Observing (AP)
Wetlands 4.2.PK.B Identify a wetland as an ecosystem in Pennsylvania. <ul style="list-style-type: none"> Understand that an ecosystem is a community of living things and everything that surround them Understand that a wetland is an ecosystem in which the living things depend on a large amount of water for survival Participate in classroom activities about wetlands 	Small Bodies, Big Thirst (PH) Water Safety (PH) Staying Safe While Out and About (PER)
Aquatic Ecosystems 4.2.PK.C Describe an aquatic (water) and terrestrial (land) habitat. <ul style="list-style-type: none"> Understand that a habitat is where a living thing finds its basic needs for survival Describe different places animals can live Match animals to an aquatic (water) or terrestrial (land) habitat Include a description of a specific habitat in drawing, creations, or dictations 	Family Opportunities for Recreation (PER) Learning Through Play (PER) Paying Attention and Remembering (PH) Relevant Activity Pages Exploration Hike: Observing Nature and Pretending (AP) Filling and Draining: Experimenting and Observing (AP)

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Standard Area 4.3 Natural Resources (2)	General Development Information
Use of Natural Resources 4.3.PK.A Identify how the environment provides for the needs of people in their daily lives. <ul style="list-style-type: none"> Understand that the things we use can be made from things found in the environment Match simple items used by people to its natural resource (e.g. milk to cow, wood for building to tree, wool to sheep) 	The Benefits of Breakfast (PER) Understanding How the Young Child Learns (PER) <u>Relevant Activity Pages</u> Venn Diagram: Comparing Features and Sorting (AP)
Availability of Natural Resources 4.3.PK.B Identify natural resources available to people in their daily life. <ul style="list-style-type: none"> Understand that natural resources are materials that come from the environment and are used by people Discuss and use natural items collected from the immediate environment 	Reasoning: An Important Scientific Tool (PER) Experimenting With Everyday Objects (PER) <u>Relevant Activity Pages</u> Scrap Sculpture: Solving Problems and Creating (AP)
Standard Area 4.4 Agriculture and Society (3)	General Development Information
Food and Fiber Systems 4.4.PK.A Identify what plants and animals need to grow. <ul style="list-style-type: none"> Reference 3.1.PK.A.2 	Four-Legged Friends (PH) <u>Relevant Activity Pages</u> Animals on the Move: Imitating and Expressing (AP)
Applying Sciences to Agriculture 4.4. PK.C Recognize that plants and animals grow and change. <ul style="list-style-type: none"> Reference 3.1. PK.A.3 	Experiences That Enhance School Readiness (PH)
Technology Influences on Agriculture 4.4.PK.D Identify basic tools used in gardening at home and at school. <ul style="list-style-type: none"> Discuss and answer questions about gardening Use basic gardening tools 	Approaches to Learning (PER) Ready to Learn at School (PH)
Standard Area 4.5 Humans and the Environment (4)	General Development Information
Sustainability 4.5.PK.A Identify what people need to survive. <ul style="list-style-type: none"> State that people are living things Label human needs as air, food, water, shelter, clothing 	Sleep: Why, How and How Much? (PH) Small Bodies, Big Thirst (PH) Families and Housing (PER)
Integrated Pest Management 4.5.PK.B Identify things in the natural environment that can be harmful to people, pets and other living things. <ul style="list-style-type: none"> Recognize and avoid unsafe things and situations within the immediate natural environment Discuss plants, insects and animals that could be harmful; share personal experiences when relevant 	Poisoning (PH) Experimenting With Everyday Objects (PH)
Pollution 4.5.PK.C Identify ways people pollute the environment. <ul style="list-style-type: none"> Identify how litter can have a negative impact on the environment Participate in experiments that show how litter can impact the environment Identify ways that litter should be handled 	Scientific Knowledge: Concepts in the World (PER) Learning About Concepts (PER)

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<p>Waste 4.5.PK.D</p> <p>Describe how everyday human activities generate waste.</p> <ul style="list-style-type: none"> Sort waste into those things that can be recycled and those things that cannot Practice recycling as part of classroom routine 	Small Bodies, Big Thirst (PH)
<p>Standard Area 15.4 Computer and Information Technology (8)</p>	General Development Information
<p>Influence of Emerging Technologies 15.4.PK.A</p> <p>Identify various technologies used in the classroom and at home.</p> <ul style="list-style-type: none"> Label technology with appropriate vocabulary when using or shown (e.g. telephone, cell phone, computer, TV, camera, tablet, e-reader, Smart board) Discuss personal experiences with technology 	<p>Electronic Entertainment and Plugged-In Families (PER) Balancing Play and Screen Time (PH) Dealing with Distractions (PH) Making the Most of Digital Play (PH) Your Plugged-In Child (PH)</p>
<p>Digital Citizenship 15.4.PK.B</p> <p>Demonstrate responsible use of technology and equipment.</p> <ul style="list-style-type: none"> Perform basic tasks using technological equipment (e.g. turning on a computer, taking a picture with a digital camera, pushing play button on a tape recorder) Use technology and components for intended purpose Follow established rules (e.g. time limit, handling with care, putting away) when using technology Choose technologies that are appropriate for an identified task 	<p>On Time (PH) Approaches to Learning (PER) Setting Up Rules (PH)</p> <p>Relevant Activity Pages Pause Button: Stopping and Breathing (AP)</p>
<p>Hardware 15.4.PK.C</p> <p>With prompting and support, identify peripheral devices of computer system including input and output devices.</p> <ul style="list-style-type: none"> Label computer components (e.g. mouse, printer, keyboard, screen) with appropriate terms when using 	<p>Dealing with Distractions (PH) Your Plugged-In Child (PH)</p>
<p>Input Technologies 15.4.PK.D</p> <p>Demonstrate the correct use of simple input technologies (e.g. mouse, touch screen, microphone, etc.).</p> <ul style="list-style-type: none"> Perform basic tasks using simple input technologies (e.g. mouse, touch screen, microphone, etc.) Use input technologies for intended purpose Follow established rules (e.g. time limit, handling with care, putting away) when using input technologies 	<p>Parent-Child Interaction: Ages 3 Through 6 (PER)</p> <p>Relevant Activity Pages The Interview: Remembering and Speaking (AP)</p>
<p>Software/Applications 15.4.PK.G</p> <p>With help and support, select and use various software / applications for an intended purpose.</p> <ul style="list-style-type: none"> Describe a purpose for use of software/application Choose software/application from choices provided by the teacher 	<p>Making the Most of Digital Play (PH) Your Plugged-In Child (PH)</p>
<p>Digital Media 15.4.PK.K</p> <p>With help and support, identify similarities and differences between text, graphics, audio, animation, and video.</p> <ul style="list-style-type: none"> Describe various types of media, what technology is used to convey it, and some components (e.g. words, images, video) of it Describe preferences for various types of media 	<p>Balancing Play and Screen Time (PER) Electronic Entertainment and Plugged-In Families (PER)</p>

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<p>Technology Research 15.4.PK.L With help and support, use web browser to locate content-specific websites.</p> <ul style="list-style-type: none"> ● Generate or choose a topic to learn about ● Follow teacher or peer directions to use web browser to locate information specific to chosen topic 	<p>Pictures Are Worth a Thousand Words (PH) Symbolic Development (PER)</p>
<p>Emerging Technologies in Careers 15.4.PK.M With help and support, identify various technologies used in the workplace</p> <ul style="list-style-type: none"> ● Attempt to use model and real medical equipment as it is used at the doctor's office during play ● Identify the types of tools and materials used in construction ● Talk about various types of vehicles used in the workplace (e.g. construction vehicles, fire fighting vehicles, boats, airplanes) ● Practice using hammers and nails or screws and screwdrivers in a construction center 	<p>What Are We Doing Today? (PH) An Outlook on Education and Employment (PH)</p>
Social Studies Thinking: Connecting to Communities	
5. Civics and Government (7)	
Standard Area 5.1 Principles and Documents of Government (2)	
<p>Rule of Law 5.1 .PK.A State rules and their consequences.</p> <ul style="list-style-type: none"> ● Describe classroom rules ● Explain a consequence for breaking a classroom rule 	<p>What Are Logical Consequences? (PH) A Look at Classroom Behaviors Strategies (PH) Behavior and Discipline at School (PER)</p>
<p>Symbols 5.1.PK.F Identify basic American symbols (e.g., American Flag).</p> <ul style="list-style-type: none"> ● Discuss images, pictures or items that are symbols of America ● Identify the American Flag ● Replicate the American Flag using art materials 	<p>Pictures Are Worth a Thousand Words (PH) Symbolic Development (PER)</p> <p><u>Relevant Activity Pages</u> Symbol Story: Making and Reading a Rebus Book (AP)</p>
Standard Area 5.2 Rights and Responsibilities of Citizenship (3)	
<p>Civic Rights and Responsibilities 5.2.PK.A Identify self-membership of a group such as the class or family.</p> <ul style="list-style-type: none"> ● Display awareness of role as member of a group ● Participate in group decision-making ● Participate in classroom and family responsibilities ● Talk about responsibilities at home ● Work cooperatively with other children to achieve an outcome 	<p>Self-Concept ad Awareness (PER) Helping Your Child Build a Sense of Self (PH)</p> <p><u>Relevant Activity Pages</u> Me Poster (AP) This is Me! (AP)</p>
<p>Conflict and Resolution 5.2.PK.B Identify a problem and discuss possible solutions with adult assistance. *see also 16.2. PK.D</p> <ul style="list-style-type: none"> ● Identify one or two solutions to a problem ● Attempt to solve a conflict with a peer ● Work with a peer to develop a solution to a problem (e.g. ways to share the play dough when there isn't enough) ● Suggest simple solutions to conflict which are most often based upon own needs and desires 	<p>Learning to Handle Stress through Role Play (PH) Sibling Relationships (PER) That's Not Fair (PH) Parents as Peacemakers (PH)</p>

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<p>Leadership and Public Service 5.2.PK.C Emerging to: Identify classroom projects/activities that support leadership and service.</p> <ul style="list-style-type: none"> • Show interest in leadership opportunities • Choose a leader for a classroom project • Ask to be the line leader • Request to help teacher 	<p>Designing and Guiding: Balancing Care and Challenge (PH) A Look at Classroom Behavior Strategies (PH) Setting Up Rules (PH)</p>
<p>Standard Area 5.3 How Government Works (2)</p>	<p>General Development Information</p>
<p>Government Services 5.3.PK.C Identify community workers through their uniforms and equipment.</p> <ul style="list-style-type: none"> • Match descriptions of people’s work in a community with picture illustrating the job • Act out roles of community workers in dramatic play • Relay personal experiences to describe the work that community workers do 	<p>Building Relationships with Professionals (PH) Meeting With the School Services Team (PH)</p>
<p>Conflict and the Court System 5.3.PK.F Identify appropriate behaviors for responsible classroom citizens.</p> <ul style="list-style-type: none"> • Use inside voices while indoors and outside voices when outdoors • Cooperate in both large and small group activities that are facilitated by adult • Follow rules and routines in classroom • Respond with empathy to others who are upset • Recognize when someone needs help and offer assistance • Respect another’s attempts to complete tasks independently 	<p>Emotion, Understanding and Expression (PER) My Child’s Feelings (PH) Attachment (PER) Responding (PER)</p>
<p>6. Economics (8)</p>	
<p>Standard Area 6.1 Scarcity and Choice (3)</p>	<p>General Development Information</p>
<p>Scarcity and Choice 6.1.PK.A Emerging to: Identify how scarcity influences choice.</p> <ul style="list-style-type: none"> • Understand that some resources are limited • Notice when materials are running low (e.g. we need more paper in the art area) • Offer to share materials when materials are scarce (e.g. one shovel in sensory table) • Show preference for one material/center, but choose a different material/center when materials are scarce or center is full 	<p>Sharing a Room (PH) Responding (PER) Approaches to Learning (PER)</p>
<p>Limited 6.1.PK.B Emerging to: Identify family wants and needs.</p> <ul style="list-style-type: none"> • Identify what people need to survive • Demonstrates awareness of one’s own preferences • Identify personal wants 	<p>4 to 5 Years: Your Child’s Language Development (PH) Self-Concept and Awareness (PER)</p> <p><u>Relevant Activity Pages</u> Me Poster (AP) This is Me! (AP)</p>
<p>Incentives and Choice 6.1.PK.D Identify a choice based on individual interest.</p> <ul style="list-style-type: none"> • Make a choice and explain the reason for the choice • Provide a reason for choosing to play in a particular center that 	<p>Learning Through Play (PH) Reasoning: An Important Scientific Tool (PER) Building Reasoning Skills (PH)</p>

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shows interest in specific materials or people	
Standard Area 6.2 Market and Economic Systems (2)	General Development Information
Advertising and Media 6.2.PK.C Emerging to: Identify advertisements that encourage us to buy things. <ul style="list-style-type: none"> Recognize logos (environmental print) from local businesses Discuss advertisements (e.g. radio, print, TV) 	Pictures Are Worth a Thousand Words (PH) Environmental Print in the Kitchen (PH)
Price Determination 6.2.PK.D Explain how money is used. <ul style="list-style-type: none"> Identify that money is used to buy things State that money can be saved Use pretend money while engaging in dramatic play activities Practice exchanging play money for goods 	Learning Through Play (PER) Navigating Your Food Shopping Options (PH) Relevant Activity Pages Crazy Coins: Counting and Sorting (AP) Grocery Store: Writing and Pretending (AP)
Standard 6.3 Functions of Government (1)	General Development Information
Government's Role in International Trade 6.3.PK.D Identify products produced locally. <ul style="list-style-type: none"> Name items that come from farms, factories, and/or businesses within the community Talk about products that can be found around their home 	Name Game: Playing with Letter Sounds and Rhyming (AP) Learning Letters (PH) Relevant Activity Pages That's My Name! Spelling and Writing (AP)
Standard Area 6.5 Income, Profit and Wealth (2)	General Development Information
Factors Influencing Wages 6.5.PK.A Differentiate between work and play. <ul style="list-style-type: none"> Respond that adults work to earn money Relate that work involves performing an activity that is chosen and directed by someone else, and has a specific goal Relate that play is a self-selected activity that may or may not have a specific purpose 	Understanding How the Young Child Learns (PER) How Your Young Child Learns (PH) Supporting Your Child's Learning (PH)
Types of Businesses 6.5.PK.C Identify local businesses. <ul style="list-style-type: none"> Participate in role play that is related to a local business (e.g. pet store, hair salon, restaurant) Describe where customers go to acquire specific goods or services (e.g. food purchased at grocery store, hammer and nails purchased at hardware store) 	Using the Public Library (PH) Relevant Activity Pages What's in Our Community? Creating Awareness and Mapping Places (AP)
7. Geography (3)	
Standard Area 7.1 Basic Geographic Literacy (2)	General Development Information
Geographic Tools 7.1.PK.A Explain how a map is a representation of places. <ul style="list-style-type: none"> Use a simple map Use available materials (e.g. blocks) to represent buildings, roads or houses Include representations of roads, bodies of water and buildings in play Discuss tools used to locate places 	Symbolic Development (PER) Pictures Are Worth a Thousand Words (PH) Relevant Activity Pages Memory Map: Exploring and Remembering (AP)

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<ul style="list-style-type: none"> Use the term “map” <p>Location of Places and Regions 7.1.PK.B</p> <p>Emerging to: Describe the location of places in the home, school, and community to gain an understanding of relative location</p> <ul style="list-style-type: none"> Describe the location of items/areas in the classroom and at home Use directionality, size and position (e.g. left, right, first, last, little, big, top, bottom) to describe location Place pictures of common household items in the proper rooms of a floor plan Listen to directions and retrieve items 	<p>Let’s Play Pretend (PH) Attention and Memory (PER) Paying Attention and Remembering (PH) Helping Your Child Understand and Use Language (PH)</p>
<p>Standard Area 7.2 Physical Characteristics of Places and Regions (1)</p>	
<p>Physical Characteristics 7.2. PK. A</p> <p>Describe the characteristics of home and frequently visited locations to gain an understanding of physical features.</p> <ul style="list-style-type: none"> Describe simple characteristics of home (e.g. type of dwelling, where located, what surrounds it) Identify familiar places in the neighborhood Describe simple characteristics of business or community structures (e.g. type of dwelling, where located, what surrounds it) 	<p>Families and Housing (PER)</p> <p>Relevant Activity Pages What’s in Our Community? Creating Awareness and Mapping Places (AP)</p>
<p>8. History (2)</p>	
<p>Standard Area 8.1 Historical Analysis and Skills Development (2)</p>	
<p>Continuity and Change Over Time 8.1.PK.A</p> <p>Identify a sequence of events through a day.</p> <ul style="list-style-type: none"> Demonstrate an understanding of past, present, and future (e.g. today is __, yesterday was __ and tomorrow will be __, recall information from the immediate past, sequence pictures of self from birth to present) Describe the daily routine (e.g., what happens first, before lunch, after lunch, at end of day) Show anticipation for regularly scheduled events Use words to describe time (e.g. yesterday, today, tomorrow, o’clock) 	<p>On Time (PH) What Are We Doing Today? (PH)</p> <p>Relevant Activity Pages Menu Planning: Choosing Foods and Preparing a List (AP) Creating a Picture Schedule: Labeling and Understanding Order (AP)</p>
<p>Research 8.1.PK.C</p> <p>Understand that information comes from many sources such as books, computers, and newspapers.</p> <ul style="list-style-type: none"> Label types of media and what information can be gained (e.g. recipes from a cookbook, prices from an advertisement) Locate information on identified topics using media (e.g. music, books, maps, TV programming, newspapers, magazines, movies, Internet, applications, advertising) 	<p>Electronic Entertainment and Plugged-In-Families (PER) Early Reading (PER) Environmental Print in the Kitchen (PH)</p>

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<p>Creative Thinking and Expression: Communicating through the Arts (14)</p>	
<p>Standard Area 9.1.M Production and Performance: Music and Movement (4)</p>	<p>General Development Information</p>
<p>Elements and Principles 9.1.M.PK.A Know and use basic elements and principles of music and movement.</p> <ul style="list-style-type: none"> ● Practice rhythms in different forms of music and dance ● Explore rhythm instruments ● Use rhythm instruments as intended ● Participate in teacher-guided music and movement activities ● Participate in group movement activities demonstrating an awareness of shared space ● Demonstrate an understanding of “fast,” “slow,” “loud,” and “soft.” 	<p>Encouraging Musical Creativity (PH) Music in the Air (PH) Rhymes and Songs (PH)</p> <p>Relevant Activity Pages Freeze Dance: Starting and Stopping (AP)</p>
<p>Demonstration 9.1.M.PK.B Respond to different types of music and dance through participation and discussion.</p> <ul style="list-style-type: none"> ● Participate in teacher-guided music and movement activities ● Sing familiar songs, chants, and finger plays ● Dance to different types of music ● Discuss music and movement experiences 	<p>Encouraging Musical Creativity Encouraging Fine Motor Coordination and Mastery (PH) Your Child in Motion (PH)</p> <p>How’s Your Motor Running? Moving Your Body and Exploring Emotions (AP) Movin’ and Groovin’: Dancing and Exploring Movement (AP)</p>
<p>Representation 9.1.M.PK.E Use imagination and creativity to express self through music and dance.</p> <ul style="list-style-type: none"> ● Initiate music and movement activities ● Select music and movement area during free choice ● Improvise songs and rhythmic patterns ● Change words or tune of familiar songs to make new songs ● Use body to represent form in space, finger plays, or stories 	<p>Your Child in Motion (PH) Rhyme Time: Playing with the Sounds of Language (PH)</p> <p>Relevant Activity Pages Word Play: Experimenting With Sounds and Rhyming (AP)</p>
<p>Technologies 9.1.M.PK.J Use a variety of technologies for producing or performing works of art.</p> <ul style="list-style-type: none"> ● Explore musical instruments ● Use instruments to accompany music ● Use instruments as intended ● Use age appropriate digital media applications to create music ● Use a variety of props to enhance movement activities (e.g. scarves, bean bags, ribbons) ● Use recording devices (e.g. voice recorder, video recorder) to capture music and/or movement performances 	<p>Providing Music Lessons for Your Child (PH) Encouraging Musical Creativity (PH)</p>
<p>Standard Area 9.1.D Production and Performance: Dramatic and Performance Play (2)</p>	<p>General Development Information</p>
<p>Demonstrations 9.1.D.PK.B Recreate a dramatic play experience for an audience.</p> <ul style="list-style-type: none"> ● Create various voice inflections and facial expressions in play 	<p>Sensation, Perception and Action: Your Child’s Body in Motion (PH)</p> <p>Relevant Activity Pages</p>

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<ul style="list-style-type: none"> ● Change voice inflections when recreating various characters ● Direct peers or follow peers' instructions about dramatic play schemes ● Act out stories with guidance of the adult 	<p>Banjo Magic: Strumming and Singing Rhymes (AP) Rhyme Time: Making a Lift-the-Flap Book and Reading (AP)</p>
<p>Representation 9.1.D.PKE Use imagination and creativity to express self through dramatic play.</p> <ul style="list-style-type: none"> ● Use nonconforming objects to create representations of real life objects or activities ● Represent fantasy and real-life experiences through pretend play ● Imitate roles of people, animals, or objects observed in life experiences ● Use props and costumes during dramatic play ● Create props from available materials 	<p>Learning Through Play (PER) Every Child Is a One-of-a Kind Learner (PH) Ready to Learn at School (PER)</p>
<p>Standard Area 9.1.V Production and Performance: Visual Arts (4)</p>	<p>General Development Information</p>
<p>Elements and Principles 9.1.V.PK.A Know and use basic elements of visual arts.</p> <ul style="list-style-type: none"> ● Participate in teacher-guided visual arts activities ● Choose art center during free choice ● Demonstrate an understanding of "color," "shape," and "line" ● Create a picture using different colors, varying the intensity of strokes and combining colors 	<p><u>Relevant Activity Pages</u> Scissors Station: Cutting and Snipping Practice (AP) Scrap Art: Developing Eye-Hand Coordination and Making a Collage (AP) Getting Started With Paint: Mixing Colors and Painting (AP)</p>
<p>Demonstration 9.1.V.PK.B Combine a variety of materials to create a work of art.</p> <ul style="list-style-type: none"> ● Participate in teacher-guided visual arts activities ● Choose art center during free choice ● Use a variety of materials (e.g. chalk, paint, crayons, pencils, markers, wood, play dough) ● Draw to explore and extend themes in the classroom 	<p><u>Relevant Activity Pages</u> Paint Me a Story: Painting and Storytelling (AP) Color Drop: Matching and Maneuvering (AP) Drawing to Music: Listening and Making Marks (AP)</p>
<p>Representation 9.1.V.PK.E Use imagination and creativity to express self through visual arts.</p> <ul style="list-style-type: none"> ● Participate in teacher-guided visual arts activities ● Choose art center during free choice ● Draw self-portrait ● Create a work of art to represent a real or imagined object, animal, or person ● Use a growing number of details and make more realistic representations ● Choose different art materials to represent different types of thoughts or feelings 	<p>Developmental Sequences in Art (PH) Learning Through Play (PER) Every Child Is a One-of-a Kind Learner (PH) Ready to Learn at School (PER)</p>
<p>Technologies 9.1.V.PK.J Use a variety of technologies for producing works of art.</p> <ul style="list-style-type: none"> ● Explore a variety of art materials and tools ● Participate in teacher-guided visual arts activities ● Choose art center during free choice 	<p>Learning Through Play (PER) Every Child Is a One-of-a Kind Learner (PH) Ready to Learn at School (PER)</p> <p><u>Relevant Activity Pages</u></p>

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<ul style="list-style-type: none"> • Use art materials and tools as intended • Manipulate materials in a variety of ways (e.g. pounding, squeeze, cutting, rolling) • Use age appropriate digital media applications to create works of art • Use recording devices (e.g. digital camera, video recorder) to capture works in progress and finished works of art 	Picking Up Pompoms: Squeezing and Sorting (AP)
Standard Area 9.2 Historical and Cultural Context of Works in the Arts (1)	General Development Information
Perspective 9.2. PK.D Explain that instruments or art forms represent cultural perspectives. <ul style="list-style-type: none"> • Explore instruments from different cultures • Participate in discussions about where various instruments and art forms originate • Identify cultures represented by various art forms 	Encouraging Muscial Creativity (PH) Culture: Where it All Comes From (PH)
Standard Area 9.3 Critical Response to Works of Art (2)	General Development Information
Identification 9.3. PK.F Recognize and name a variety of art forms. <ul style="list-style-type: none"> • Identify a photo, painting, drawing, dance, and songs 	Brain Development as Ages 3 Through 6 (PER) Developmental Sequences in Art (PH)
Critical Response 9.3.PK.G Formulate and share an opinion about others' art products. <ul style="list-style-type: none"> • Observe, applaud or comment on the works of others • Share an opinion about art work when asked, "What do you think this is about?" 	Brain Boosts for Early Learning (PH)
Standard Area 9.4 Aesthetic response to Works in the Arts (1)	
Emotional Response 9.4.PK.B Demonstrate an emotional response to viewing or creating various art works. <ul style="list-style-type: none"> • Respond through body language, facial expression or oral language • Respond through humming, swaying, tapping foot to others' work • Respond at appropriate times (laugh, sigh) at others' performance 	Responding (PER) Emotions, Understanding and Expression (PER)
Health and Wellness and Physical Development: Learning About My Body (13)	
Standard Area 10.1 Concepts of Health (4)	General Development Information
Interaction of Body Systems 10.1.PK.B Identify and locate body parts. <ul style="list-style-type: none"> • Participate in body identification games and songs (e.g. Hokey Pokey) • Point to specific body parts when asked • Draw pictures that include some body parts • Participate in discussions about the functions of specific body parts 	Rhymes and Songs (PH) Relevant Activity Pages Creative Movement: Exploring Movement and Dancing (AP) Movin' and Groovin': Dancing and Exploring Movement (AP)
Nutrition 10.1. PK. C Identify foods that keep our body healthy.	Nutrition, Food Groups and Portion Sizes (PER) Your Child's Nutritional Needs (PH)

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<ul style="list-style-type: none"> Identify healthy and non-healthy foods Classify foods by their food groups (e.g. fruits, vegetables, dairy) Make healthy food choices 	<p>The Benefits of Breakfast (PH) Your Child's Nutritional Needs (PH) Family Food Choices (PH)</p>
<p>Alcohol, Tobacco and Chemical Substances 10.1.PK.D</p> <p>Identify and discuss the purposes of medicine.</p> <ul style="list-style-type: none"> Identify that medicine can be used to stay healthy Discuss times when medicine may be needed Discuss safety practices related to proper medicine use 	<p>Poisoning (PH) The School Nurse (PH)</p>
<p>Health Problems and Disease Prevention 10.1.PK.E</p> <p>Identify and discuss common health problems.</p> <ul style="list-style-type: none"> Participate in discussions about infectious (e.g. colds, flu, chicken pox, pink eye) and non-infectious illnesses (e.g. asthma, allergies) Discuss the concept of "germs" Participate in activities that exemplify the spread of germs 	<p>Talking About Germs (PH) The Medical Home (PER) Talking to Your Doctor About Health Concerns. (PH)</p>
Standard Area 10.2 Healthful Living (2)	
<p>Health Practices, Products and Services 10.2.PK.A</p> <p>Identify fundamental practices for good health.</p> <ul style="list-style-type: none"> Practice basic hygiene routines with adult reminders (e.g. hand washing, tooth brushing, cover nose and mouth when sneezing) Explain that we need to eat well, get rest and exercise to stay healthy Identify people that help keep us healthy (e.g. doctor, nurse or dentist, gym teacher) Identify specific practices that support body development and function (e.g., exercise, good nutrition, rest) 	<p>Dental Care and Concerns (PER) Talking About Germs (PH) Keeping Fit (PER) Health at School (PER) The School Nurse (PH) Immunizations (PH)</p>
<p>Health and the Environment 10.2.PK.E</p> <p>Identify environmental factors that affect health.</p> <ul style="list-style-type: none"> Discuss plants, insects and animals that could be harmful; share personal experiences when relevant Identify harmful substances Discuss how we protect our bodies in different seasons (e.g. use sunscreen in summer, wear warm clothing in winter) 	<p>Experimenting With Everyday Object (PH) Playing in the Sun (PH)</p>
Standard Area 10.3 Safety and Injury Prevention (2)	
<p>Safe and Unsafe Practices 10.3.PK.A</p> <p>Recognize safe and unsafe practices</p> <ul style="list-style-type: none"> Identify and follow basic safety rules (e.g. on playground, in classroom, on field trip, crossing street) Identify the consequence of an unsafe behavior Identify and avoid unsafe practices (e.g. playing with matches, talking to strangers) Explain how community helpers (e.g. firefighter, police officer) can keep us safe 	<p>"Stranger" Safety and "What If? Questions (PH) Playground Safety (PH) Helping Your Child Recognize Danger (PH)</p>
<p>Emergency Responses 10.3.PK.B</p> <p>Recognize emergency situations and discuss appropriate responses.</p> <ul style="list-style-type: none"> Identify procedures for a variety of emergencies (fire, tornado, 	<p>After-Hours Illnesses Safety and Schools (PH) Fire Safety (PH)</p>

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<p>intruder, medical emergency)</p> <ul style="list-style-type: none"> ● Participate in discussions that differentiate between emergencies and non-emergencies ● Practice emergency procedures 	
<p>Standard Area 10.4 Physical Activity: Gross Motor Coordination (2)</p>	<p>General Development Information</p>
<p>Control and Coordination 10.4.PK.A Demonstrate coordination of body movements in active play.</p> <ul style="list-style-type: none"> ● Combine large motor movements with the use of equipment (e.g. ride a tricycle, using feet to pedal, catch a ball, throw a bean bag or ball overhand with aim, kick a ball) ● Move and stop with control ● Use outdoor gross motor equipment ● Run with control and direction ● Engage in gross motor games (e.g. Hokey Pokey, London Bridge, Simon Says) ● Perform a variety of movement alongside and with a partner 	<p>Playground Safety (PH)</p> <p>Relevant Activity Pages Creative Movement: Exploring Movement and Dancing (AP) How's Your Motor Running? Moving Your Body and Exploring Emotions (AP) Freeze dance: Starting and Stopping (AP)</p>
<p>Balance and Strength 10.4.PK.B Exhibit balance while moving on the ground or using equipment.</p> <ul style="list-style-type: none"> ● Engage in large motor activities that require strength and balance (e.g. marching, hopping, running, jumping, dancing, walking tip toe) ● Walk on a balance beam ● Climb stairs using alternating feet ● Participate in an obstacle course going through tunnels, over or under equipment 	<p>Perceptual Development (PER) Bringing All the Senses Together (PH) Your Child in Motion (PH)</p>
<p>Standard Area 10.5 Concepts, Principles and Strategies of Movement: Fine Motor Development (3)</p>	<p>General Development Information</p>
<p>Strength Coordination and Muscle 10.5.PK.A Use hands, fingers and wrists to manipulate objects.</p> <ul style="list-style-type: none"> ● Practice manual self-help skills (e.g. zipping, snapping, buttoning) ● Practice using scissors ● Use tongs or tweezers to pick up objects ● Manipulate smaller objects (e.g. pegs into a pegboard, puzzle pieces, stringing beads) 	<p>Strength and Endurance for Fingers and Hands (PH)</p> <p>Relevant Activity Pages Hands and Fingers Frenzy: Exercising Small Muscles and Finger Painting (AP) Scissors Station: Cutting and Snipping Practice (AP) Caring for Teddy: Dressing and Learning Self-Help Skills (AP)</p>
<p>Eye/Hand Coordination 10.5.PK.B Coordinate eye and hand movements to perform a task.</p> <ul style="list-style-type: none"> ● Act out finger plays with hands and fingers ● Use scissors to cut on a straight line ● Complete self-help skills such as zip, snap or button ● Manipulate smaller objects (e.g. pegs into a pegboard, puzzle pieces, stringing beads) ● Use tools to pour (e.g. funnels, basters, and pitchers) 	<p>Encouraging Fine Motor Coordination and Mastery (PH)</p> <p>Relevant Activity Pages Scissors Station: Cutting and Snipping Practice (AP) Scrap Art: Developing Eye-Hand Coordination and Making a Collage (AP)</p>
<p>Use of Tools 10.5.PK.C Use tools that require use of fingers, hands, and/or wrists to accomplish a task.</p>	<p>3 to 4 Years: Your Child's Fine Motor Development (PH)</p> <p>Relevant Activity Pages</p>

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<ul style="list-style-type: none"> • Use writing and drawing implements with functional grasp (pincer grasp) • Use a variety of art tools (e.g. glue sticks, paint brushes, scissors) for a specific purpose • Use tools (e.g. broom, dust pan brush, gardening tools) to complete classroom jobs • Use utensils for eating appropriately • Use cup or glass for drinking 	Clean It Up! Picking Up and Helping Out (AP) Colander Chaos: Using Fingers and Practicing Pincer Grip (AP) Color Drop: Matching and Maneuvering (AP)
Social and Emotional Development (12)	
Standard Area 16.1 Self-Awareness and Self- Management (4)	
Manages Emotions and Behaviors 16.1.PK.A Distinguish between emotions and identify socially accepted ways to express them. <ul style="list-style-type: none"> • Recognize and label basic feelings • Express feelings that are appropriate to the situation • Express feelings verbally or through play and artistic representation • Name a range of feelings (e.g. excited, scared, angry, surprised) • Control negative responses by expressing them in appropriate ways (e.g. talking with a peer or telling a teacher) 	General Development Information Emotion, Understanding and Expression (PER) My Child's Feelings (PH) Self-Concept and Awareness (PER) Your Child's Developing Sense of Self (PH) Relevant Activity Pages This Is Me! (AP) Me Poster (AP)
Influences of Personal Traits on Life 16.1.PK.B Recognize that everyone has personal traits which guide behavior and choices. <ul style="list-style-type: none"> • Demonstrate awareness of self and one's own preferences • Know and state independent thoughts and feelings • Show pride in own accomplishments • Demonstrate confidence in own abilities (e.g. "I can kick that ball really far") • Choose materials and activities based on preferences and personal interests 	Child Development Chart (PH) Your Child's Temperament (PH) Parenting Behaviors: Growing and Changing (PER)
Resiliency 16.1.PK.C Recognize that everyone makes mistakes and that using positive coping skills can result in learning from the experience. <ul style="list-style-type: none"> • Stay calm when something does not go the way intended • Strive to correct mistakes • Move forward with a second attempt at something after the first attempt was unsuccessful • Ask for help with a task after an unsuccessful attempt 	Stress (PH) Understanding Stress and Its Effects on Children (PER) Recognizing Stress in Your Child (PH) Relevant Activity Pages Don't Blow Down the Joker (AP) Relaxation Socks (AP)
Goal Setting 16.1.PK.D Establish goals independently and recognize their influence on choices. <ul style="list-style-type: none"> • Set and discuss goals for play and activities when asked 	A Positive Approach to Discipline and Guidance (PER)
Standard 16.2 Establishing and Maintaining Relationships (5)	
Relationships 16.2.PK.A Interact with peers and adults in a socially acceptable manner. <ul style="list-style-type: none"> • Engage in reciprocal conversation with familiar peer and adult • Respond to familiar adult's questions and directions 	General Development Information Relationships With Peers, Caregivers and Other Adults (PER) Friendships and Peers Interactions (PH) Parents as Peacemakers (PH)

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<ul style="list-style-type: none"> • Demonstrate appropriate affection for familiar adults and peers • Seek out companionship from another child • Use words denoting friendship • Ask a child to play (e.g. “Do you want to make a block house with me?”) • Play cooperatively with a few peers for a sustained period of time • Respond with empathy to others who are upset • Share and take turns • Respect feelings and belongings of others 	<p><u>Relevant Activity Pages</u> Cheer Up Game: Understanding and Growing Empathy (AP)</p>
<p>Diversity 16.2. PK.B</p> <p>Identify similarities and differences between self and others.</p> <ul style="list-style-type: none"> • Understand that each person has a set of unique characteristics • Make drawings of people, including self-portraits, depicting body parts, clothing, and other physical characteristics • Label personal characteristics • Discuss the similarities and differences between self and others • Understand that family structures may differ from one family to another • Understand that the thoughts and feelings of others may differ from own • Demonstrate respect for children’s differences, including differences in thoughts and feelings 	<p>Family Culture (PER) Culture: Where it All Came From (PH) Our Families Values and Beliefs (PH)</p> <p><u>Relevant Activity Pages</u> Family Quilt: Identifying with a Group and Creating (AP)</p>
<p>Communication 16.2.PK.C</p> <p>Engage in reciprocal communication with adults and peers.</p> <ul style="list-style-type: none"> • Communicate using detail related to topic being discussed including topics of personal interest, and special events • Pose questions related to topic being discussed • Respond to questions posed by adults and peers • Allow wait time before responding • Engage in turn taking 	<p>Communicating (PER) Communicating with Your Child (PH) Helping Your Child Understand and Use Language (PH)</p> <p><u>Relevant Activity Pages</u> Picture Story: Listening and Imagining (AP)</p>
<p>Managing Interpersonal Conflicts 16.2. PK.D</p> <p>Recognize that conflict occurs and distinguish between appropriate and inappropriate ways to resolve conflict. *See also 5.2.PK.B</p> <ul style="list-style-type: none"> • Use appropriate words and actions to express one’s own desires • Identify a problem and discuss possible solutions • Solve simple conflicts with peers with independence (share, take turns, apologize, try something else, ask for help) • Begin to negotiate conflicts that arise using words before seeking help • Use words during a conflict instead of physically responding • Accept and attempt teacher’s or others’ ideas about new strategies to solve a conflict 	<p>Relationship With Peers, Caregivers and Other Adults (PER) Friendships and Peer Interactions (PH) Learning to Handle Stress Through Role Play (PH) Why Play Is Important (PH)</p> <p><u>Relevant Activity Pages</u> Sharing Circle (AP)</p>
<p>Support: Asking for Help 16.2.PK.E</p> <p>Ask for and accept offers of help when needed or appropriate.</p> <ul style="list-style-type: none"> • Attempt tasks independently before asking for help • Recognize when help is needed • Recognize appropriate sources of help (e.g. familiar adult, community helpers, peers) • Ask for adult help to solve a problem or to complete a task 	<p>Supporting Your Child’s Learning (PH) 5 to 6 Years: Your Child’s Social-Emotional Development (PH) Helping Your Child Understand and Use Language (PH)</p>

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<ul style="list-style-type: none"> Respond appropriately to offers of help (e.g. "That's okay, I can do it" or "yes, thank you") 	
Standard Area 16.3 Decision Making and Responsible Behavior (3)	General Development Information
<p>Decision Making Skills 16.3.PK.A</p> <p>Interpret the consequences of choices.</p> <ul style="list-style-type: none"> Recognize unsafe situations and tell an adult Tell a peer when a rule is broken Warn a peer about a safety risk on the playground Encourage two friends who are having a dispute to "use their words and work it out" Discuss the reasons for having rules 	<p>Executive Function: Our Brain's President (PH) Brain Development at Ages 3 Through 6 (PER) Relationship With Peers, Caregivers and Other Adults (PER)</p>
<p>Understanding Social Norms 16.3.PK.B</p> <p>Recognize there are socially acceptable ways to behave in different places.</p> <ul style="list-style-type: none"> Make transitions between places and people with minimal distress Use inside voices while indoors and outside voices when outdoors Cooperate in both large and small group activities that are facilitated by adult Apply classroom rules to new situations Adjust to changes in routines and activities Follow rules and routines in classroom and other settings with reminders 	<p>Using Activity Pages Around Social-Emotional Development (PER) Helping Your Child Build a Sense of Self (PH) Helping Your Child Learn Self-Regulation (PH) FINE SMILE (PH)</p> <p><u>Relevant Activity Pages</u> This is Me! (AP) Cheer Up Game (AP)</p>
<p>Responsible Active Engagement 16.3.PK.C</p> <p>Actively engage in assisting others when appropriate.</p> <ul style="list-style-type: none"> Respond with empathy to others who are upset Recognize when someone needs help and offer assistance Respect another's attempts to complete tasks independently 	<p>Stretch Talk: Building and Expanding Vocabulary (AP) Attachment (PER) Interacting with Your Growing, Changing Child (PH)</p> <p><u>Relevant Activity Pages</u> Cheer Up Game: Understanding and Growing Empathy (AP)</p>