NORTH DAKOTA PRE-KINDERGARTEN CONTENT STANDARDS

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Dear Colleagues:

I'd like to introduce you to North Dakota's first ever Pre-Kindergarten Content Standards. Work on this ground-breaking document united North Dakota's early learning stakeholders in an endeavor that will benefit our state's children for many years to come.

North Dakota children's interests are first and foremost in every program and service provided by the North Dakota Department of Public Instruction (ND DPI). Their futures begin with early childhood learning—a vital step toward helping to ensure every graduate of our state's public education system is college and career ready. What children learn in their early years provides them with the solid foundation they need to be successful throughout their educational careers.

Standards help guide curriculum and aid educators in choosing appropriate lessons and materials. Even so, it is essential to remember that "a child's work is play." How lessons are delivered is equally as important as their content. As the National Association for the Education of Young Children states, "A teacher's moment-by-moment actions and interactions with children are the most powerful determinant of learning outcomes and development." From the very beginning, through every moment of every day, preparing our children for success in their educations and their adult lives must come first.

The North Dakota Century Code mandates that the state superintendent supervise development and alignment of course content standards and assessment of students. To accomplish this, the ND DPI facilitated collaboration with a working group of pre-kindergarten teachers, administrators, consultants, higher education, Head Start and other personnel representing early learning and special education to develop this ground-breaking Pre-Kindergarten Content Standards document. Their work was guided by public comment and multiple levels of review by national and state experts in early childhood education.

I express my gratitude to the many professionals who devoted their knowledge, expertise and time to this project. Developing meaningful and useable content standards is a long and arduous undertaking. Your dedication to providing excellence in education to North Dakota's up-and-coming generations is greatly appreciated.

It is now up to all of us, as a community, to work together to help our children achieve the goals set forth in these standards. Our children are ready and able, as are our educators, to achieve the goals set out in this document. These standards add value not just for today's pre-kindergarteners, but also for future generations of our youngest learners.

Kirsten Baesler

Kirsten Baesler, State Superintendent

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Introduction: North Dakota Department of Public Instruction Pre-kindergarten Content Standards

The North Dakota Department of Public Instruction (NDDPI) is pleased to introduce the *North Dakota Pre-kindergarten Content Standards,* hereafter referred to as "Standards." The Standards build upon an earlier document, *Guidelines for Inclusive Preschool Practices: A Developmental Framework*, developed through a collaborative effort by the NDDPI's Special Education and Federal Title Program units. The Standards were guided, in part, by comments received during a statewide public comment and review period and were subjected to multiple levels of review by national and state experts in the early childhood educational field. Additionally, the Standards were evaluated against and aligned with the North Dakota Kindergarten Standards, The Head Start Child Outcomes Framework and the North Dakota Early Learning Guidelines to ensure that the Standards are useful, accessible, and reflect an intentional integration of developmental knowledge and skills appropriate for preschool-aged children. Finally, the Standards are intended to be a living document; review of the Standards may become necessary to assure that the Standards reflect the most current and comprehensive research on early childhood.

Learning about oneself, developing social skills and achieving motivation are all part of intellectual development

The Pre-kindergarten Content Standards: Purposes, Intentions, & Roles

The Standards reflect North Dakota's commitment to provide high quality early childhood educational programs. Such programs foster the development of the solid foundation necessary for lifelong learning and academic success. The purposes and intentions outlined below are consistent with reports from several national groups dedicated to the study and development of state-level early learning standards (NAEYC & NAECS/SDE, 2002; Shore, Bodrova, & Long, 2004).

Purposes:

1. To provide a base of quality expectations using common language and concepts that may be easily implemented in new programs or integrated into existing programs for children ages 4-5 years old.
2. To support educators and families alike in establishing and reinforcing developmentally-appropriate teaching practices that emphasize a balance of play and structure in order to prepare students for the expectations of kindergarten.

3. To serve as a resource for policy makers on the learning and development of pre-kindergarten aged children, in order to ensure well-informed decision making on issues that may have an impact on this population.

Intentions:

1. Provide a common set of expectations for children's learning and development across various types of preschool settings;
2. Provide a continuum of what children should know and be able to do from pre-kindergarten to kindergarten and beyond;
3. Inform and guide developmental support, instruction, assessment, and intervention;
4. Support appropriate teaching practices and provide a guide for gauging children's progress; and
5. Guide families and caregivers in planning and implementing developmental learning activities.

Roles:

1. **Individual Growth and Development**
   Early learning and development proceed at varying rates. When children engage in challenging play and learning experiences, they are more likely to advance. Additionally, when children develop and maintain secure and positive relationships with teachers or caregivers, learning experiences are further enhanced. The Standards are intended to aid early learning professionals in the enrichment of programs that foster challenging play and learning experiences. Through teacher-child interactions and observation of a child's interaction with peers during play and learning, teachers have the ability to recognize the unique set of strengths a child possesses, as well as areas where he or she may require additional support. Children with disabilities may require more individualized instruction in order to demonstrate progress within the Standard's domains. Furthermore, adaptive or assistive technology may be necessary in order for all children to fully participate in high quality early learning experiences.

2. **Family Engagement**
   The Standards are intended to be a bridge between early child care and education professionals and families. Parent and family engagement within the pre-kindergarten setting aides early childhood professionals in identifying each child's unique circumstances, builds further trust with the family, and encourages continued learning at home. The National Association for the Education of Young Children (NAEYC) recommends that programs implement a comprehensive program-level system that involves the family within the alignment of standards, assessment, and curriculum. Programs are encouraged to engage in two-way conversations with families in order to encourage familial participation in decision making and goal setting for their child.

3. **Curriculum Decisions**

The National Association for the Education of Young Children and the National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE) position statement recommends that early learning programs should "Implement curriculum that is thoughtfully planned, challenging, engaging, developmentally appropriate, culturally and linguistically responsive, comprehensive, and likely to promote positive outcomes for all young children." The Standards will serve as a guide for choosing an effective curriculum where children are actively engaged; the goals are obtainable and benefit all children, and build on prior experiences. Instructional teams should determine to what extent the Standards align to the curriculum's content and whether the curriculum is evidence-based to ensure a comprehensive, high quality program.

4. **Assessment Decisions**

The Standards serve as a valuable tool for early childhood professionals in the collection and analysis of data for the purposes of assessing child progress and development and identifying areas of need which may require additional interventions. The National Association for the Education of Young Children and the NAECS/SDE position statement recommends ethical, appropriate, valid, and reliable assessments as a key component of all early childhood programs. Programs utilizing assessments should carefully choose instruments that are reliable and valid and developmentally, linguistically, and culturally appropriate for the children served. Regardless of the assessment preference of an early childhood program, the assessment should be aligned to the Standards to ensure maximum understanding of a child's progress across all areas of child development and early learning.

Key Implementation and Design Considerations

An Integrated Model of Play

Learning in early childhood occurs through play. While play is the focal point in the *Approaches to Play and Learning* domain, it is ultimately the underlying foundation of the Standards. Offering a variety of opportunities for play in a structured pre-kindergarten environment fosters the probability of valuable experiences occurring, through which children learn about themselves, others, and their environment. Placing an emphasis on play does not detract from academic learning; rather, this emphasis on play facilitates learning during early childhood. Play does not compete with the foundational skills addressed in the academic standards. Through mature make-believe play, standards can be addressed, preparing young students for the academic rigors of kindergarten. The most recent position statement on *Developmentally Appropriate Practice in Early Childhood Programs Serving Children Birth through 8* (NAEYC, 2009) describes the foundational and long-term benefits of play, including the development of self-regulation skills, language, and cognitive, and social competence. Therefore, integrating play *into* the Standards offers an avenue for each student to demonstrate his or her capacity to meet the Standard's expectations.

Programming and Instructional Time

Each pre-kindergarten program has carefully designed the hours of programming to best meet the needs of the population it serves. Therefore, the time constraints each program operates within vary and will dictate the manner in which a program chooses to implement the Standards. While the Standards define specific expectations, each domain should not be viewed in isolation; rather, several domains can and should be addressed through a rich variety of pre-planned structured and unstructured play opportunities.

Domain Cross-Referencing Connections

Rather than adopting the isolated content standards design of the K-12 standards, the Standards are designed to incorporate all subject matters into one cohesive document. Because of this unique organizational structure, it is common for a domain to cross-reference other domains. To promote greater clarity and practical use of the standards, cross-references are kept at a minimum; however, the document does contain specific instances where it is appropriate to navigate throughout the document utilizing cross-reference connections. For example, *Physical Development 5.2 Working With Others* is also included in the domain *Social Emotional*.

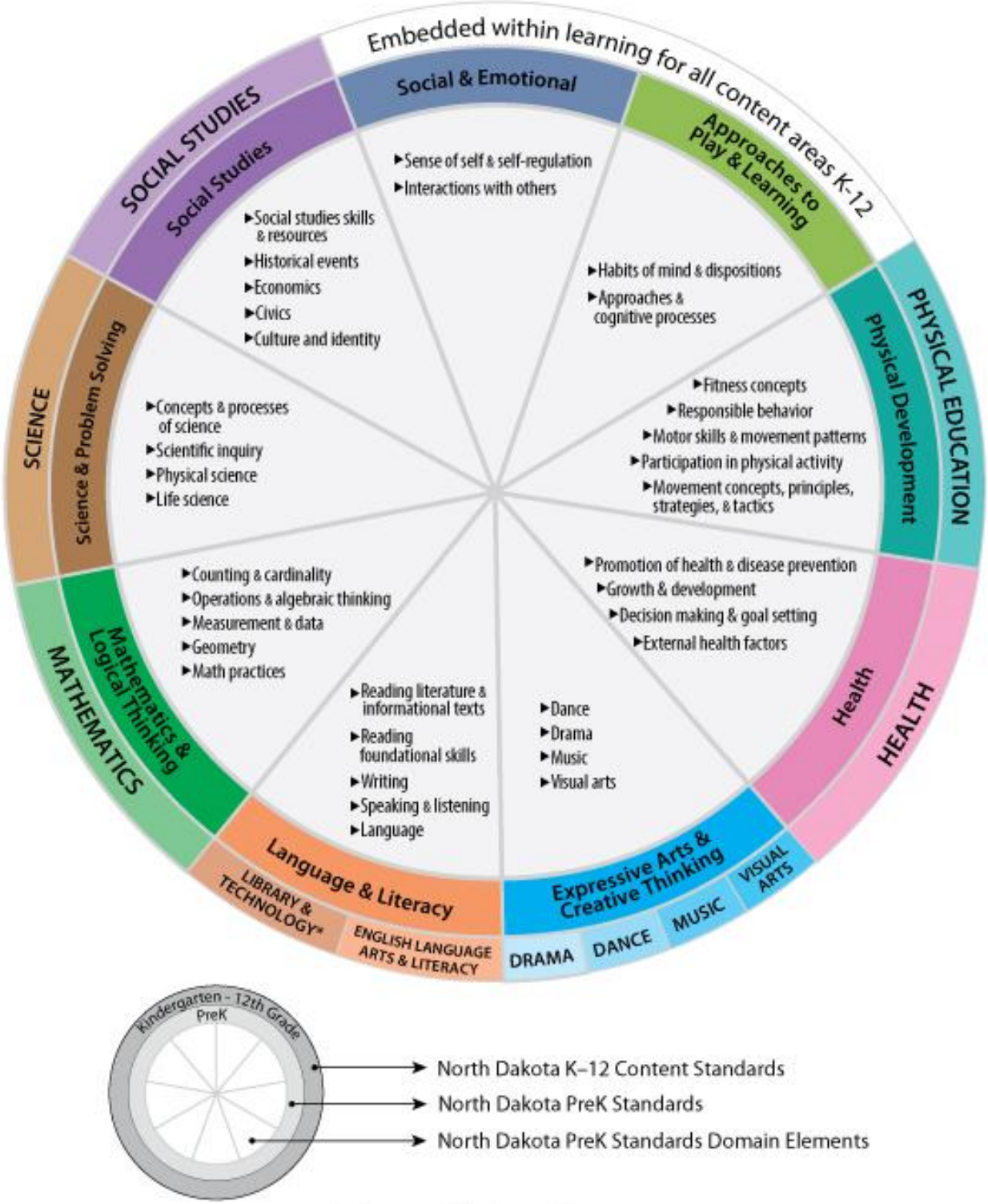
Technology and Interactive Media

Rather than creating a separate domain addressing a child's proficiency in the use of technology, technology and media components are intentionally embedded throughout the Standards. The National Association for the Education of Young Children position statement, *Technology and Interactive Media as Tools in Early Childhood Programs Serving Children from Birth through Age 8,* supports the integration of technology and interactive media, stating that the integration of technology and media into early childhood education should be . . . "built upon solid developmental foundations" so that "educators are positioned to improve program quality by intentionally leveraging the potential of technology and media for the benefit of every child" (NAEYC and Fred Rogers Center for Early Learning and Children's Media at Saint Vincent College, 2012). Essentially, technology should be selected and integrated based on the needs and targeted learning objectives of local programs, as well as the needs of each child.

"Developmentally appropriate practices derive from deep knowledge of child development principles and of the program's children in particular, as well as the context within which each of them is living. The younger the child, the more necessary it is for practitioners to acquire this particular knowledge through relationships with children's families."(NAEYC, 2009 Developmentally Appropriate Practices Position Statement)

North Dakota Pre-Kindergarten Content Standards

This graphic illustrates the essential domains of learning within the North Dakota Pre-Kindergarten Content Standards. It represents the progression of these domains across ages, rather than the relative importance of each domain within any one age group. The complex connections within and among domains are more fully explored throughout the standards.



*Technology embedded across all PreK Domains.

Domains indicate the major area of development.

Domain Elements describe the major categories of knowledge and skills in each Domain.

Indicators describe the knowledge and skills that are typically attained by the end of preschool.

Examples provide possible ways children may exhibit the knowledge or skill.

Topics serve to further group related knowledge and skills

Connections reference when skills in one indicator are related to skills in another.

Social and Emotional Development		**SED**
1. Students demonstrate a developing sense of self and the ability to self- regulate.		
Self-Concept		
SED.1.1	Recognize personal abilities, characteristics, culture, and preferences. *Connection: Skill related to Social Studies (SS.5.1)*	• Tell own name, age, and gender. • Describe own family and talents. • State their point of view, likes/dislikes, talents, and opinions using words, signs, or pictures. • Indicates a desire to grow up or complete adult tasks and jobs. • Participate in and talks about own cultural traditions.
Self-Regulation		
SED.1.2	Connect own [illegible] and begin to differentiate between right and wrong.	[illegible]bout instances in which actions affect others. • Predict possible consequences. • Discuss ways to solve or prevent problems (e.g., identify sharing or taking turns as a way to prevent conflict). • Show forethought when engaging in activities (e.g., discuss plans, prepare play areas). • Respond appropriately to questions or statements of *when* and *why* regarding their personal behaviors.
SED.1.3	Show increasing ability to regulate and communicate own feelings and emotions.	• With guidance, think out loud and talk about emotions (e.g., identify feelings, but may not be able to explain why). • Begin to take care of own emotional needs (e.g., accept and ask for hugs, self-soothes when needed). • Communicate emotions in an appropriate manner, including drawing or other non-verbal outlets. • Talk about fears (e.g., mechanical toys, vacuum cleaner, thunder, dark, being alone). • Demonstrate some ability to control intense feelings.
	[illegible]llow [illegible] classroom materials purposefully and respectfully, manage transitions and adapt to changes in routine). *Connection: Skill related to Physical Development (PD.5.1), Health (H.2.3), and Social Studies (SS.4.2).*	• Identify appropriate and inappropriate behavior in different situations (e.g., in the classroom, on the playground). • Refrain from disruptive behaviors. • Accept suggestions and follows simple directions. • Make choices about own behavior when presented with alternatives. • Increasingly able to differentiate between appropriate and inappropriate risk taking.

Social and Emotional Development SED

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Self-Regulation

SED.1.2	Connect own behavior to its consequences and begin to differentiate between right and wrong.	• Talk about instances in which actions affect others. • Predict possible consequences. • Discuss ways to solve or prevent problems (e.g., identify sharing or taking turns as a way to prevent conflict). • Show forethought when engaging in activities (e.g., discuss plans, prepare play areas). • Respond appropriately to questions or statements of *when* and *why* regarding their personal behaviors.
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SED.1.4	Regulate physical actions (e.g., follow classroom rules and routines, use classroom materials purposefully and respectfully, manage transitions and adapt to changes in routine). *Connection: Skill related to Physical Development (PD.5.1), Health (H.2.3), and Social Studies (SS.4.2).*	• Identify appropriate and inappropriate behavior in different situations (e.g., in the classroom, on the playground). • Refrain from disruptive behaviors. • Accept suggestions and follows simple directions. • Make choices about own behavior when presented with alternatives. • Increasingly able to differentiate between appropriate and inappropriate risk taking.

Self-Reliance and Resiliency

SED.1.5	Demonstrate self-confidence in own abilities.	• Show emotional security through positive statements about themselves and their abilities. • Experiment with own potential to attempt new challenges and tasks. • Show confidence in their capacity to accomplish tasks and take on new tasks.
SED.1.6	Adapt to new environments with appropriate emotions and behaviors.	• Change tone of voice (e.g., inside/outside voice) and sentence structure to match situation. • With guidance and support, think out loud and talk through a new situation. • Identify ways that a new experience is similar to the past. • Show self-confidence in adapting to and coping with change.
SED.1.7	Show self-direction, independence, and initiative.	• Invent new activities or games or modifications to games. • Independently follow familiar routines. • Initiate appropriate tasks without being reminded. • Make activity choices without teacher's help.

2. Students demonstrate a developing ability to interact with others.

Social Competence

SED.2.1	Use words, in English and/or home language, and non-verbal communication to communicate needs, ideas, experiences, and emotions.	• Use words and/or non-verbal cues, gestures, actions, and expressions to communicate thoughts, feelings, or personal health needs. • Express a range of emotions.

Social and Emotional Development — SED

SED.2.2	Communicate with peer or adult when encountering challenges.	• Ask adult for help if something is out of reach. • Negotiate with peer before calling for teacher.
SED.2.3	Use acceptable and constructive methods to resolve conflicts and disagreements with peers.	• Ask for help from other people when solving social problems. • Talk about ways to solve or prevent problems and discuss situations that illustrate that actions have consequences. • Wait for turn for adult attention. • Demonstrate negotiation and conflict resolution strategies described in stories they have heard.
Interactions with Peers and Adults		
SED.2.4	Begin to develop peer friendships through group activities, tasks, and play.	• May enjoy playing alone, but near other children. • May have a best friend. • Indicate respect for the feelings, opinions, and perspectives of others.
SED.2.5	Develop positive relationships with adults.	• Attach appropriately to nurturing adults. • Show signs of trusting appropriately (e.g., does not hug strangers). • Show respect and reciprocate feelings of trust with adults.
SED.2.6	With guidance and support, recognize and respect the feelings, opinions, and needs of others, and offer help.	• Show care for others and demonstrate a desire to be helpful (e.g., comfort a friend who is crying). • Gain awareness of the cultural traditions and perspectives of other people. • Show a basic understanding that other people have rights (e.g., stand up for a friend). • Interact with others regardless of differences.
SED.2.7	Work cooperatively with others and exhibit appropriate social behavior (e.g., use names, share, take turns, show respect). *Connection: Skill related to Physical Development (PD.5.2)*	• Show some age-appropriate cooperative play without adult supervision. • Negotiate roles and tasks when working with peers or during group play. • Demonstrate basic concepts of fairness (e.g., everyone gets a piece of fruit). • Read simple social cues (e.g., respond to and make verbal greetings). • Show respect for property and rights of others (e.g., ask permission to use others' possessions, use classroom toys and materials appropriately).

Approaches to Play & Learning — APL

1. Students demonstrate habits of mind and dispositions important to learning.

Initiative and Curiosity		
APL.1.1	Show interest and eagerness in discovering and learning new things.	• Ask questions about persons and things. • Choose to participate in a variety of familiar and new experiences. • Ask definitions of words. • Express wonder about the natural world.
Engagement and Persistence		
APL.1.2	Sustain attention, interest, and focus on activities and engagement with experiences.	• Complete favorite tasks and activities with interest. • Attend while being read to for short periods of time. • Remain engaged in an activity for increasingly long periods of time.
APL.1.3	Persist with goals, plans, and a variety of learning experiences.	• Increasingly able to make and follow through on plans. • With encouragement, continue the task (e.g., completing a puzzle, building a tower or structure, dressing self) at hand through frustration or challenges, such as when previous attempts have not been successful.
APL.1.4	Filter out and ignore most distractions and interruptions.	• Participate in crafts or other activities with minimal distractions. • Resist distractions, maintain attention, and continue the task at hand.

Approaches to Play & Learning		APL
APL.1.5	Know how to seek and/or accept help or information from others when encountering a challenge or solving a problem.	• Ask for help after trying to solve a social and/or cognitive problem on his or her own. • Seek information for further understanding.
Flexibility and Risk Taking		
APL.1.6	Approach tasks with flexibility.	• With prompting and support, able to generate ideas, suggestions, and possible solutions for questions, tasks, and challenges. • Change plans if a better idea is thought of or proposed.
APL.1.7	With some support and guidance, differentiate between appropriate and inappropriate risk taking.	• Identify dangerous activities. • Choose to participate in an increasing variety of experiences.
2. Students engage in learning through a variety of approaches and cognitive processes.		
Imagination, Invention, and Creativity		
APL.2.1	Approach tasks with imagination and inventiveness.	• Experiment through repeated exposure to the same or similar materials and activities. • Use a variety of strategies to solve problems (e.g., compare and contrast possible solutions). • Work out problems mentally rather than through trial and error (e.g., use a strategy such as matching colors, to identify the correct puzzle piece without trying them first).
APL.2.2	Explore and experiment with a wide variety of materials and activities.	• Use and combine materials in novel ways to explore, play, and solve problems. • Actively explore (e.g., stack, squeeze, roll, fill and empty) a variety of materials (e.g., blocks, play dough, boxes). • Use a computer software program to complete a learning activity. • Use a CD player, or other media platform to listen to songs or stories.
APL.2.3	Engage in cooperative activities.	• Refer more frequently to the activities of others. • Join in cooperative games with others and invites others to play.
Pretend play		
APL.2.4	Substitutes one object for another in pretend play or pretends with objects that may or may not be present	• Use a block to stand for a hammer during play • Uses gestures or hands to stand for props, such as a hand for talking on a telephone
APL.2.5	Uses imagination to create a variety of ideas, role plays, and fantasy situations	• Take on various roles with real or imaginary objects, including household objects and technological tools. • Engage in planning about what the play scenario will be, and how the scenario will unfold.
APL 2.6	Engages in elaborate sustained imagined play and can distinguish between real life and fantasy	• Engage in play scenarios with sequenced actions • Identify things that are real and things that are make-believe.
Analysis and Evaluation		
APL.2.7	Make simple connections based on prior knowledge and experiences.	• Make simple predictions based upon prior experience and learning (e.g., round objects roll downhill). • Apply prior experience and learning to new situations (e.g., “If I want crispy cereal, I need to eat it right after I add milk.) • Compare objects. • With prompting and support, understand simple logical problems (e.g., working with patterns, naming a described object when given clues). • Incorporate experiences with technology into play (e.g., building structures on the computer, then also building them in the block center).

Physical Development PD

1. Students demonstrate motor skills and movement patterns needed to perform a variety of physical activities.

Movement Skills		
PD.1.1	Combine large motor movements (e.g., pulling, throwing, catching, kicking, rolling, riding) with the use of equipment (e.g., balls, bean bags, playground equipment).	• Play and climb on jungle gyms, slides, and swings. • Pedal and steer a small tricycle or bike. • Run and maneuver through an obstacle course. • Catches, throws, and kicks a large ball.
PD.1.2	Engage in a variety of activities that require fine motor skills (e.g., art projects, manipulative toys, dressing).	• Engage in a variety of art projects (e.g., drawing, painting, printing, cutting, gluing, manipulating play dough). • Play with a variety of manipulative toys (e.g., puzzles, blocks, wooden hammers, Lego's®). • Practice fastening seatbelt in automobile. • Gain independence in dressing and undressing (e.g., uses zippers, buttons, and snaps; puts on boots and mittens; attempts tying shoes).
Control in Movement		
PD.1.3	Develop large body muscle control and coordination by engaging in a variety of physical activities (e.g., jumping, skipping, running, hopping, galloping, climbing, crawling, rolling).	• Participate in movement games such as "Red Light, Green Light," "Ring Around the Rosie," and "Freeze Tag," where children can run and stop or change direction while in motion. • Pretend to be various jumping creatures (e.g., rabbit, kangaroo, frog, grasshopper). • Perform a variety of movement skills both independently and with a partner.
PD.1.4.	Demonstrate a growing sense of balance (e.g., stands on one foot, walks on a balance beam).	• Practice walking upstairs and downstairs alternating feet, with or without holding on to rail. • Balance on different body parts at different levels, becoming "like" a statue while making symmetrical and nonsymmetrical shapes.
PD.1.5	Use eye-hand coordination to complete tasks (e.g., stringing beads, doing puzzles, using clay, tracing, lacing, cutting with scissors, pouring).	• Use scissors to make purposeful cuts. • Demonstrate meal time skills (e.g., unscrewing cap off bottle, using knife to spread and cut, holding glass while pouring milk, eating with utensils).
PD.1.6	Manipulate a variety of objects (e.g., clothing, blocks) and tools (e.g., writing and art tools, utensils).	• Feed self with spoon and small fork. • Practice using writing and art tools (e.g., pencils, crayons, scissors, markers, paint brushes).

2. Students understand and apply movement concepts, principles, strategies, and tactics to learn and perform physical activities.

Movement Concepts		
PD.2.1	Demonstrate awareness of space and directionality in relationship to stationary and moving objects or boundaries (e.g., walls, lines, circles, bases) and respond to spatial directions.	• Avoid bumping into obstacles. • Get a drink from a faucet. • Maneuver through an obstacle course. • Play games such as "Follow the Leader" and "Simon Says" responding to directional and positional words (e.g., up, down, over, under, top, bottom, outside, behind).

3. Students participate in regular physical activity.

Benefit of Physical Activity		
PD.3.1 *Connection: Skill related to Health (H.2.1)*	Identify the benefits and effects of exercise (e.g., positive feelings, increased stamina).	• Tell why it is important to get a lot of physical activity. • List some physical effects of exercise such as getting tired, red faced, and thirsty.
Participates in Physical Activity		
PD.3.2	Participate in structured (e.g., games) and unstructured (e.g., playground) daily physical activities.	• Participate in activities that increase the heart rate and require stretching the muscles. • Share space and equipment with other children during physical activities • Cooperate in simple games (e.g., Follow the Leader; Tag).

Physical Development PD

4. Students understand and apply fitness concepts to achieve and maintain a health-enhancing level of physical fitness.

Physiological Response to Physical Activity

PD.4.1	Exhibit strength, flexibility, and stamina/ endurance when participating in exercises for large motor skills.	• Engage in repetitive practice of gross motor skills. • Perform a sequence of large motor skills. • Hang with both arms, lifting feet off the ground (e.g. holding onto a trapeze bar or monkey swing). • Sustain upright posture when sitting, kneeling, and standing.
PD.4.2	Exhibit control, strength, and dexterity in hand muscles.	• Use an appropriate grasp on scissors and writing utensils. • Use markers, crayons, pencils, and paint brushes. • Use a hand hole punch on materials of increasing thickness. • Engage in repetitive practice of fine motor skills.

5. Students exhibit responsible personal and social behavior in physical activity settings.

Procedures and Personal Responsibility

PD.5.1	Follow simple safety rules under teacher instruction and supervision during structured physical activities. *Connection: Skill related to Social and Emotional Development (SED.1.4), Health (H.2.3), and Social Studies (SS.4.2).*	• Respond appropriately to instructions from adults when playing games. • Follow rules for physical games and activities. • Use safe procedures when using physical education and play equipment.

Working With Others

PD.5.2	Work cooperatively with others in play and group physical activities. *Connection: Skill related to Social and Emotional Development (SED.2.7)*	• Take turns during physical activities. • Use names when addressing peers during physical activities and active play. • Identify roles for self and others during physical activities and games.

Health H

1. Students understand the fundamental concepts of growth and development.

Human Growth and Development

H.1.1	Recognize that people, including self, are growing and developing.	• Talk about how rest and exercise support healthy development. • Describe and discuss changes that occur in people, including themselves, as they grow from infancy to early childhood (e.g., height, weight, mobility). • Comment on own growth or some aspect of health (e.g., "When I have snack, I get energy; after jumping jacks, I need to rest.'")

Body Systems

H.1.2	Identify the functions of basic body parts and systems (e.g., mouth is used to eat and talk).	• Draw a person with multiple body parts. • Point to body parts such as shoulder, heel, hand, neck, arms, elbow, knee, chin, and legs.

2. Students understand concepts related to the promotion of health and the prevention of disease.

Personal Health

H.2.1	Develop awareness of behaviors that promote health and well-being (e.g., eating nutritious foods, sufficient rest, avoidance of unhealthy substances). *Connection: Skill related to Physical Development (PD.3.1)*	• Participate in health education for families and children. • With assistance from an adult, decide on a personal health goal such as eating less candy and more vegetables or exercising more. • Tell why it is important to eat fruits and vegetable or use medicine safely. • Communicate own health needs with words or gestures.

Health			H
Disease and Illness			
H.2.2	Perform basic self-help tasks that promote good hygiene (e.g., hand and face washing and drying, eating, dressing, brushing teeth, toileting).	• Use the toilet, with help as needed. • Follow routines for personal care tasks. • Explain the purpose for good hygiene, such as washing body and cleaning teeth. • Demonstrate ways to prevent the spread of germs (e.g., coughing into clothing, blowing nose).	
Safety and Injury Prevention			
H.2.3	Know health and safety rules (e.g., rules for traffic and pedestrian safety, proper use of classroom materials, behavior in the classroom and on the playground). *Connection: Skill related to Social and Emotional Development (SED.1.4), Physical Development (PD.5.1), and Social Studies (SS.4.2).*	• Name ways to reduce injuries on the playground. • Knows why it is important to wear a seat belt. • Identify ways to be safe around traffic (e.g., using the crosswalk, looking both ways before crossing a street). • Discuss basic boundaries regarding personal safety around strangers.	
H.2.4	Follow rules in emergency situations and recognize potentially dangerous objects and substances.	• Practice the procedure for fire and tornado drills and "lock downs." • Talk about incidents that require a call to 911. • Name items that require precaution (e.g., medicine, poison, broken glass, matches, weapons).	
3. Students understand the effect of external factors on the health of individuals, families, communities, and the environment.			
External Influences on Health			
H.3.1	Knows ways to keep their environment clean and healthy.	• Participate in environmental protection activities (e.g., reduce, reuse, recycle, doesn't litter, pick up litter, conserves). • Tell why it is important to keep passage ways clear of clutter.	
4. Students demonstrate the ability to use decision making and goal setting skills to enhance health.			
Goal Setting			
H.5.1	Exhibit knowledge about foods and nutrition (e.g., foods that are healthy or unhealthy).	• Discuss nutritious meals and snacks and the difference between healthy and unhealthy food. • Create class books, charts, collages, or displays with pictures of healthy/unhealthy foods, or a picture menu of health food choices. • Work with peers to distinguish food on a continuum from most healthy to least healthy.	
H.5.2	Make healthy choices (e.g., eats veggies and fruits) and engage in healthy practices (e.g., routines for personal hygiene).	• Help to prepare a variety of healthy snacks and meals, and talk about ingredients. • Differentiate between signs of hunger and fullness and stop eating when full. • Sample a wide variety of nutritious foods. • Demonstrate strategies to prevent the spread of germs (e.g., washing hands) and tell why they are important.	

Expressive Arts and Creative Thinking			ART
1. Students engage in dance.			
Movement Elements			
ART.1.1	Coordinate movements in response to beat or rhythm in music.	• March and dance to music. • Move fast or slow in response to music. • Participate in chants, songs, and rhymes that direct movements (e.g., *Head and Shoulders, Knees, and Toes*).	

Expressive Arts and Creative Thinking		ART
2. Students engage in drama.		
Acting		
ART.2.1	Use a variety of materials and play processes in dramatic play and assume different roles or characters.	• Role-play using dress-up clothes, realistic props, and everyday objects that may stand for something else. • Observe and listen in order to imitate (e.g., watch a video on travel and then pretend to be a pilot, mimic language used by characters in a book or movie). • Pretend and dramatize. • Participate in creative movements to express emotions, such as happiness.
3. Students engage with music.		
Singing		
ART.3.1	Sing to music.	• Vocalize and hum songs. • Remember the words to a familiar song and sing along when it is played.
Instrumental Performance		
ART.3.2	Play simple musical instruments.	• Play kazoos, shakers, and drums. • Pretend to play instruments during imaginative play.
Listening		
ART.3.3	Listen to music with attention.	• Listen to songs sung by person or played on a radio, CD player, or other form of media. • Listen to songs and music from different cultures.
4. Students engage in visual arts.		
Visual Art Media, Techniques, and Processes		
ART.4.1	Use a variety of media and techniques to create art, including a variety of two-dimensional and three-dimensional processes.	• Paint, draw, color, and cut paper. • Shape, roll, pull, and pat play dough or clay. • Observe, imitate, and copy patterns.
Subject Matter, Theme, Symbols, and Ideas in Visual Art		
ART.4.2	Create art work that depicts objects and events and/or expresses feelings, thoughts, and ideas.	• Describe the content of their drawings. • Respond to field trip or class experience by drawing or coloring related images.
Connections		
ART.4.3	Share and discuss own art work with others, including opinions, likes, and dislikes about artistic creations.	• Talk about the color or shapes in their art or the art of others. • Choose artwork for display in the classroom, school, or community or for a personal book, class book or portfolio, and explain why they chose it.

Language and Literacy		LL
1. Students read a variety of literature and informational texts.		
Key Ideas and Details		
LL.1.1	Recall and retell information from a book with attention to the main events or major ideas.	• Select specific details in a story and repeats them. • Complete a sentence that repeats itself in a familiar story. • Represent stories told or read aloud through various media or during play. • Imitate the language in storybooks (e.g., repetitive language patterns, sound effects, and words from familiar stories).

Language and Literacy		LL
LL.1.2	Respond to books in a variety of ways (e.g., make predictions, relate to personal experiences).	• Relate own life and prior knowledge to books. • Compare information in a book to information in other books. • Act out scenes from a book. • Predict story events or outcomes.
Craft and Structure		
LL.1.3	Know that books and other reading materials have titles, authors, and often, illustrators.	• Talk about the title and author of a book or webpage. • Talk about how the pictures in a book, magazine, or electronic media were made. • With support, listen to age-appropriate online materials, eBooks, or book applications.
Integration of Knowledge and Ideas		
LL.1.4	With prompting and support, compare two or more books on the same topic (e.g., trucks, germs, rainbows) or theme (e.g., sharing, holidays).	• With prompting and support, discuss differences in how the characters, buildings, and other story elements are depicted in the two versions of the same story (e.g., two different versions of *The Three Little Pigs*) or books on the same topic or theme. • If applicable, compare a book written in the home language(s) of children with the same book written in English.
LL.1.5	Understand that illustrations and pictures convey meaning.	• Talk about the pictures in books and how they relate to the story. • Compare the pictures in two books on the same topic or with similar characters.
Range of Reading and Level of Text Complexity		
LL.1.6	Know that reading is valuable and enjoyable.	• Initiate stories and respond to stories told or read aloud. • Show preferences for favorite book. • Pretend to read familiar books in ways that mimic adult reading.
LL.1.7	Participate in group reading activities and listen to a variety of literature (e.g., stories, poetry, drama, rhymes, songs) and informational texts (e.g., books about real people and places, procedures, letters).	• Review and use a variety of informational texts (e.g., directions, recipes, menus, shopping lists, chore charts, invitations, group or center lists, signs) during play and class activities. • Recite or sing familiar rhymes or refrains. • Dramatize stories heard. • If applicable, read books and respond to materials in their home language(s), as well as in English.
2. Students apply basic skills in reading foundations.		
Print Concepts		
LL.2.1	Know that print conveys meaning.	• Recognize examples of print that tell people what to do (e.g., instructions, signs). • Identify print and simple symbols that are used to organize classroom activities (e.g., where to store things, when they will have a turn).
LL.2.2	Understand some basic print conventions and characteristics of books.	• Demonstrate the proper way to handle books (e.g., hold the book upright; turn pages from front to back, one at a time, return to proper place when done).
LL.2.3	Know that letters have names and there are upper and lower case forms.	• Develop familiarity with the forms of alphabet letters. • Identify letters in first and last name. • Sort and manipulate magnetic letters. • Find particular letters in words. • Rapidly name a sequence of random letters.
LL.2.4	Understand that the sounds of language are represented in print by letters and words.	• Tell the basic differences among letters, numbers, and words. • Identify letters as letters and groups of letters as words.

Language and Literacy		LL
Phonological Awareness		
LL.2.5	Discriminate between words and syllables in words.	• Identifies and discriminates between words. • Practice clapping to indicate syllable boundary in spoken names and other words. • Identify some individual sounds in words (e.g., initial or ending sound).
LL.2.6	Recognize that spoken words can be separated into separate sounds and that separate sounds can be combined into spoken words.	• Correctly produce phonemes • Verbally identify the beginning sound of name. • Recognize matching (phonemes) and rhyming sounds. • Practice blending by saying whole word when teacher gives separately spoken syllables while writing to dictation.
Phonics and Word Recognition		
LL.2.7	Know that each letter has its own sound(s) and identify some letter sounds.	• Link letters with sounds in play activities. • Identify the letter name that corresponds with the sound pronounced by the teacher. • Identify beginning sound of an object's name when shown the object or a picture.
LL.2.8	Recognize familiar print in the environment (e.g., traffic signs, store logos, own name).	• Verbally identify labels in classroom and home (e.g., cereal, names, calendar). • Recognize print in everyday life, such as numbers, letters, and familiar signs.
3. Students write for a variety of purposes and audiences.		
Text Types and Purposes		
LL.3.1	Know that writing communicates meaning and information for different purposes.	• Write or trace in a variety of forms (e.g., sign-in sheets, name cards, cards with words and pictures, check marks or rebus symbols on chart, table or list). • Create signs, notes, lists, labels, or other print items to convey meaning, perhaps with nonconventional spellings.
LL.3.2	Use knowledge of letters to write, copy, or trace familiar words (e.g., own name, *mom, dad, no, yes*)	• Make some real letters. • Practice identifying, copying, or writing their first name. • Use known letters and approximations of letters.
Production and Distribution of Writing		
LL.3.3	Use writing tools and materials (e.g., pencils, crayons, chalk, markers, computers, paper)	• Build fine motor skills with finger paint, clay, or rubber stamps. • Draw or pretend to write on a whiteboard or Smartboard. • Pretend to write following natural progression of left to right, top to bottom.
LL.3.4	Use scribbles, shapes, pictures, letters, and dictation to represent thoughts and ideas.	• Draw random symbols and letter-like marks to express thoughts and feelings. • Dictate stories, poems, and personal narratives. • Record the results of an experiment using pictures, rebus symbols, or check marks on a chart. • Write letters or letter-like symbols. • Sequence a story using at least three pictures. • Use nonconventional or estimated spelling when conventional spelling is not known.
Research to Build and Present Knowledge		
LL.3.5	Use a variety of ways to find information and solve problems.	• Ask why, what, when, where, and how questions to accomplish a variety of purposes. • Listen to gather ideas and information. • Identify and use sources for information, including technological tools. • With guidance and support, use technology to find information and solve problems.

Language and Literacy		LL
4. Students apply a variety of speaking and listening skills.		
Comprehension and Collaboration		
LL.4.1	Engage in conversations.	• Communicate information using home language and/or English. • Listen to the ideas of others. • Respond to others' utterance in an appropriate way. • Speak clearly enough to be understood in English and/or home language. • Ask questions, take turns speaking, and make relevant comments. • Use appropriate levels of volume, time, inflection, and expression when engaging in conversations.
LL.4.2	Listen for a variety of purposes (e.g., to understand messages, to gain information, to perform a task, for enjoyment, to learn what happened in a story, to converse with an adult or peer).	• Respond appropriately to questions (e.g., *who, when, where*). • Restate or use words and ideas heard in the language of peers and adults. • Relay simple messages. • Follow commands and instructions.
Presentation of Knowledge and Ideas		
LL.4.3	Use non-verbal cues to communicate needs, opinions, ideas, experiences, and emotions.	• Use gestures or actions to covey an experience. • Use devices, signs, pictures, or symbols to communicate ideas and information.
5. Students understand and apply the characteristics of language.		
Conventions of Standard English		
LL.5.1	Apply basic grammatical structures in spoken language.	• String words together to create simple, complete sentences. • Use "s" to make regular plural nouns. • Use pronouns (e.g., *"I," "me," "you," "mine"*), with increasing accuracy. • Use verbs for the past and present tense, with increasing accuracy.
Knowledge of Language		
LL.5.2	Use language for a variety of purposes (e.g., to speak, sing, act out, share information, and recite familiar texts.)	• Recite familiar stories, songs, rhymes, and fingerplays. • Share information in small groups.
Vocabulary Acquisition and Use		
LL.5.3	Understand and use new vocabulary and descriptive language to describe feelings, thoughts, experiences, and observations.	• Use English and/or home language to communicate. • Name and sort objects and ideas using general and specific language. • Listen to stories and books with rich language and discuss the meaning of unknown words. • Play vocabulary and word games to extend vocabulary knowledge.

Mathematics and Logical Thinking		MTH
1. Students understand counting and cardinality.		
Number Names and the Count Sequence		
MTH.1.1	Demonstrate an understanding that numbers are always in the same order: 1, 2, 3 (*stable order counting principle*), and that the order when counting objects does not affect the total (*order irrelevance counting principle*).	• Recite numbers in the correct order up to 20. • Demonstrate ability to state the number that comes next up to 9 or 10. • Recognize that one can count a row from left to right or right to left.

Mathematics and Logical Thinking		MTH
MTH.1.2	Use number names with written numerals.	• Recognize and name writing number symbols from zero through 10. • Point to and name written numerals to 10.
MTH.1.3	Relates numbers and quantities to the everyday environment.	• Answer questions about how many objects or people. • Count body parts, stairs, and other things in the environment. • Point to objects while counting.
Count Objects		
MTH.1.4	Demonstrate understanding of one-to-one correspondence between objects and numbers.	• Assign one, and only one, number word to each counted object 1 to 10. • Count objects and materials (e.g., napkins for snack time).
MTH.1.5	Name the number of items in a small set without counting each object (perceptual and conceptual subitizing)	• Identify sets up to 5 (e.g., fingers, blocks, objects) without counting the individual items. • Identify particular patterns of small numbers on die or dominos without counting the individual dots.
Compare Numbers		
MTH.1.6	Demonstrates ability to compare quantities of objects.	• Compare quantities in two sets of objects and describe the comparison with terms, such as *more, less*, or the *same*. • For more than/less than relations with totals ≤ 5, act out or show situation.
2. Students begin to develop an understanding of operations and algebraic thinking.		
Addition as adding to, and subtraction as taking from		
MTH.2.1	Recognize that the number of objects can change when they are added or taken away from a group.	• Find the sum when joining two sets of objects. • Place 10 or fewer objects into groups and recognize the change in quantity.
MTH.2.2	Use objects to solve simple addition (e.g., joining; combining two parts to make a whole) and subtraction (e.g., separating) problems within 5.	• Demonstrate understanding of "add to" problems (i.e., change plus), such as two blocks and two blocks make four blocks. • Demonstrate understanding of "take from" problems (i.e., change minus), such as four apples take away one apple is three apples. • Recognize the solution to put-together and take-apart problems, such as seeing that three apples is the same as two apples and one apple. • Identify the partners for 3 (2 and 1). • Identify the partners for 4 (3 and 1, 2 and 2).
Patterns		
MTH.2.3	Recognize, duplicate, and extend simple patterns of objects, sounds, and movements using manipulatives.	• Use pattern cards to reproduce patterns. • Use manipulatives such as beads, colored cubes, or mosaic tiles to create patterns. • Recognize and create a variety of repeating patterns (e.g., abab, abba) and growing patterns.
3. Students understand measurement and data.		
Compare measurable attributes		
MTH.3.1	Compare objects based on their attributes (e.g., two- or three-dimensional, containers which hold more or less of something).	• Describe objects using size, shape, or color words. • Compare simple shapes based line, sides, corners, size, shape, and color. • Compare the speed, weight, or height of objects.
MTH.3.2	Use standard or nonstandard measurement techniques to measure objects.	• Compare the size of a part of their body (e.g., foot, fist) to the size of a plant, animal, or object. • Compare the length, weight, and amount of content in familiar objects (e.g., the room is as long as 10 children).
Classify objects		
MTH.3.3	Order objects by size and length.	• Stack rings on a peg in order of size. • Sort and order a variety of manipulatives such as objects or toys (e.g., order blocks from smallest to largest).
4. Students begin to develop geometric thinking.		

Mathematics and Logical Thinking — MTH

Identify and describe shapes		
MTH.4.1	Identifies, draws, builds, and names common two- or three- dimensional shapes.	• Find simple shapes (e.g., circle, square, triangle) in the environment. • Draw or represent shapes with available materials (e.g., crayons, play dough, popsicle sticks, blocks, computer applications). • Identify shapes in age-appropriate computer games and applications on various media platforms. • Match and sort shapes. • Describe and name shapes using the number of sides or corners (up to the number that students can count).
Spatial Sense		
MTH.4.2	Use vocabulary to describe or indicate directionality, order, or position of objects.	• Use words *above/ below*, *inside /outside*, *next to*, *behind*, between, over, under, in front, and beside. • Experiment with directionality using available materials (e.g., *around* the sandbox, *near* the block area, *under* the slide).
MTH.4.3	Demonstrate understanding of spatial sense for solving problems when completing activities.	• Use geometric blocks (parquetry blocks) to fill in a template. • Complete puzzles.
5. Students use math practices.		
Strategies and multiple solutions (e.g., logical thinking)		
MTH.5.1	Uses simple strategies to solve mathematical problems.	• Use one-to-one correspondence to pass out snack items, one for each place. • Divide four cookies into two piles of two to share with friend.
MTH.5.2	Choose which strategies and thinking skills should be used when solving a problem.	• Think out loud and talk through a situation. • Listen to suggestions for solving problems, and decide whether or not the suggestion should be used. • Attempt a variety of strategies to solve problems.

Science and Problem Solving — SCI

1. Students understand the unifying concepts and processes of science.		
Consistency and Change		
SCI.1.1	Know and describe the sequence of daily routines.	• Indicate that snack is before story time, and we go outside after playtime.
SCI.1.2	Recognize and inquire about simple cause and effect relationships (e.g., if you go outside when it is raining you will get wet).	• Discuss examples of cause and effect (e.g., light switch, jumping up is always followed by coming back down). • Ask questions (e.g., how and why cubes form when water is put in freezer).
SCI.1.3	Observe and describe changes (e.g., ice to water) that occur in the world, including changes to living things and natural processes (e.g., weather, day/night cycle).	• Investigate sunlight and shadows and describe the effects of the sun or sunlight as it changes position. • Identify various weather conditions and seasons and how conditions affect what they wear and what they do. • Use appropriate vocabulary to describe nature (e.g., sun, clouds, moon, stars).
2. Students use the process of science inquiry.		
Scientific Inquiry		
SCI.2.1	Use simple tools (e.g., magnifying glass, binoculars, maps, eye droppers, computers) and simple machines (e.g., lever, wheel, axle, pulley, wedge) to investigate their environment.	• Use a magnifying glass to conduct simple investigations (e.g., differences in leaves), with guidance about what to look for or compare. • Use binoculars in small groups of 2 or 3 children on a common goal (e.g., look for a specific object in the yard). • Use simple machines in everyday play (e.g. see-saw, toys with wheels and axle). • Use computer applications to conduct simple investigations.
SCI.2.2	Use their five senses to manipulate materials and learn about the environment.	• Observe, listen to, touch, and smell objects or sounds in nature.

Science and Problem Solving SCI

		• Sort living things by simple characteristics (e.g., behavior, environment, appearance). • Discuss ways that living things change.
SCI.2.3	Gather and record simple information through discussions and drawings about their environment (e.g., weather).	• Observe daily weather pattern and describes if it is warm or cold, raining, snowing, or sunny. • Draw what they learned about materials or the environment (e.g., create a collage, construction, or mural showing which objects floated and which sank). • Draw their own interpretations of materials observed (e.g., the details in a shell or flower).
SCI.2.4	Make predictions and generate ideas based on past experience, observations, and information.	• Complete patterns. • Predict what will happen when an object is dropped, thrown, or rolled. • Talk about where their ideas originate.
3. Students understand the basic concepts and principles of physical science		
Properties of Matter		
SCI.3.1	Use words to identify, describe, and compare objects based on physical characteristics.	• Collect a variety of objects in nature, observe them carefully, and describe differences in shape, color, texture, and size.
SCI.3.2	Observe and describe the physical properties of materials (e.g., liquids or solids found in the everyday environment).	• Talk about the differences between liquids and solids, including that liquids take the shape of their container. • Describe the properties of water in its natural state as found in the daily environment (e.g., puddles, snow).
Students understand the basic concepts and principles of life science		
Characteristics of Organisms		
SCI.4.1	Develop awareness of the needs of living things.	• Observe and describe how to care for classroom pets or plants. • Identify the things that plants and animals need to survive (e.g., food, water, air, and sun). • Identify differences between living and non-living things.

Social Studies SS

1. Students apply social studies skills and resources.		
Map Skills		
SS.1.1	Identify characteristics of the places where they live, play, and learn.	• Identify basic, common geographic features (e.g., street signs, roads, buildings) found in the local environment. • State geographic information about oneself (e.g., the town in which he or she lives, address, phone number). • Identify natural features of the environment (e.g., rivers, lakes, mountains). • Say that they live in the United States of America and/or North Dakota. • Engage in conversations about characteristics of their local community.
SS.1.2	Understand that maps, visuals, and objects can represent places.	• Represent things in environment with available materials, moving from simple to complex representations (e.g., building a bridge, structure, or road from blocks). • Construct and describe simple maps of their immediate neighborhood (e.g., treasure hunt map). • Use simple pictures or objects to represent terrains (e.g., mountains, rivers).

Social Studies		SS
2. Students understand important historical events.		
Concepts of Time		
SS.2.1	Demonstrate a basic understanding of past, present, and future.	• Use "ed" on verbs to include past tense (e.g., *walked, cooked*). • Respond appropriately to terms related to time (e.g., *before, after, now, soon, later, first/last, yesterday/today/tomorrow, morning/night, in a few minutes*). • List a simple sequence of events. • Anticipate recurring activities.
People and Events		
SS.2.2	Demonstrate a basic understanding of how things, people, and places change over time and connect new ideas to past experiences and events.	• Tell others about events that happened in the past (e.g., visiting a relative or special place). • Refer more frequently to objects and events removed in time (e.g., the last time it snowed, prior Christmas celebration). • Relate new experiences to the past (e.g. 5th birthday as compared to their 4th birthday).
3. Students understand economic concepts and the characteristics of various economic systems.		
Community Workers		
SS.3.1	Know that people perform various kinds of work to earn money to buy things they need.	• Engage in pretend play with money (e.g., buying food, shelter, other goods and services). • Use objects, such as cash registers and other occupational tools, to role play various occupations. • Observe and discuss the various kinds of work people do outside and inside their homes.
4. Students understand the development, functions, and forms of various political institutions and the role of the citizen in government and society.		
Citizenship		
SS.4.1	Share responsibility for caring for their environment (e.g., cleaning, recycling).	• Expand knowledge of and respect for the environment. • Place common objects in the appropriate rooms of a house. • Talk about the need to protect and be good stewards of natural resources (e.g., water, soil, air, plants, animals). • Discuss why it is important to not disrupt the plants encountered when on a walk.
SS.4.2 *Connection: Skill related to Social and Emotional Development (SED.1.4), Physical Development (PD.5.1), and Health (H.2.3).*	Demonstrate an awareness of rules and routines in the classroom, community, and family life.	• Discuss rules in their own experiences and in stories. • Talk about rules in the community (e.g., cars stop at red lights and stop signs). • Identify and anticipate the consequences of not following the rules. • Create acceptable rules for group activities.
SS.4.3	Function as a member of the classroom community by contributing to the well-being of the group (e.g., taking care of property, respecting the rights of others, and keeping one another safe).	• Put toys and materials away. • Accept suggestions and follow simple directions. • Follow routines independently and complete familiar routines. • Show respect for property and rights of others by asking permission to use others' possessions.
SS.4.4	Begin to understand various group decision-making processes (e.g., voting, consensus, handshake, "boss").	• Demonstrate respect for the ideas, opinions, and thoughts of others, even when different from their own. • Work cooperatively with others in completing a task. • Confidently express individual ideas, opinions, and thoughts. • With guidance and support, develop a value system (e.g., utilize values in making decisions such as fairness).

Social Studies		SS
5. Students understand the importance of culture, individual identity, and group identity.		
Identity and Culture		
SS.5.1	Understand relationships and roles within families, homes, and classroom. *Connection: Skill related to Social and Emotional Development (SED.1.1)*	• Identify attributes of self (e.g., as a member of a family, gender, full name, age, talents). • Describe what a family is using familiar words. • Identify the roles and responsibilities of various family members or class members. • Share family's rules, daily routines, home language, and traditions, while recognizing that different families practice different traditions.
SS.5.2	Know about communities to which they belong (e.g., roles of community members, ways communities interact).	• Talk about groups of people in their community (e.g., groups who live, play, and work together). • Recognize, describe, and dramatize the roles of individuals in the community. • Discuss the various ways people communicate and travel.
SS.5.3	Demonstrate awareness of differences among families (e.g., ethnicity, routines, language, traditions).	• Enjoy stories, poems about different people. • Talk about similarities and differences in people. • Identify and appreciate own ethnicity and cultural traditions (e.g., know they are of the _____ tribe and value their tribal traditions).
SS.5.4	Identify basic types of media and technology used at home, school, and work.	• Describe uses for various types of media and technology. • Pretend to use technology tools during imaginative play. • Use available age appropriate technology tools, with support and guidance.

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