

# **PRESTON PUBLIC SCHOOLS**

## **Preschool Curriculum**

### **2019 Revision**

**Mission Statement:** The Preston Preschool Program is committed to providing young children with the skills and behaviors needed to successfully transition into kindergarten. By engaging in free play, varied activities and centers, children develop thinking, reasoning and questioning skills while discovering themselves as learners. Indoor and outdoor investigations allow students to learn about the world around them and to begin to understand how they fit within that world. Adult modeling, guidance and scaffolding provides students with individual and group learning experiences appropriate to their developmental needs. Individual experiences are supported while a sense of community is fostered through cooperation, shared responsibility and respect for diversity. Language-rich activities enable students to develop vocabulary and language structures which will allow them to communicate their thoughts and ideas and interpret the meaning of others. Pre-literacy and numeracy skills are developed through connections to print and speech sounds as well as activities that familiarize students with letters and numbers. Children are encouraged to express themselves with varied art media, music and movement. Opportunities to engage in physical activity are provided every day in order to develop balance, strength and coordination, and students are exposed to healthy eating and hygiene practices. The overall goal of the Preston Preschool Program is to instill in young children an appreciation of learning and provide them with the necessary skills to engage in further learning. This goal extends beyond the classroom and playground to our children's families, since the relationships created with preschool become the basis for home-school connections throughout each child's educational journey.

**The following curriculum revision aligns Connecticut Early Learning and Development Standards with Connecticut Documentation and Observation for Teaching System (DOTS) assessments.**

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Revision Adopted by Preston Board of Education on August 12, 2019.

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<b>Cognition</b>			
<b>Learning Progression</b>	<b>24-36 Months</b>	<b>3 to 4 Years</b>	<b>4 to 5 Years</b>
<i>Strand A: Early learning experiences will support children to develop effective approaches to learning.</i>			
Curiosity and Initiative	(C.36.1) Ask questions and seek answers from a variety of sources.	(C.48.1) Explore and investigate a variety of experiences and topics using different materials.	(C.60.1) Investigate ways to make something happen.
Engagement with Environment, People, and Objects	(C.36.2) Maintain interest in self-selected activities and may seek to engage others or ask questions.	(C.48.2) Maintain interest in exploring specific topics over time.	(C.60.2) Express interest in learning about a specific topic over time.
			(C.60.3) Engage in preferred and some non-preferred activities for longer periods of time. Remain with some high interest activities 15 minutes or longer.
Eagerness to Learn	(C.36.3) Demonstrate enthusiasm for new learning (may be within familiar contexts).	(C.48.3) Seek out new challenges and novel experiences.	(C.60.4) Show pride in accomplishment when reaching mastery of a skill and share experiences with others.
Cooperation with Peers in Learning Experiences	N/A	(C.48.4) Engage in and complete learning activities with peers.	(C.60.5) Plan and complete learning activity with a peer.
		(C.48.5) Help and cooperate in group.	(C.60.6) Model or teach peers how to use materials or complete a task.
<b>Learning Progression</b>	<b>24-36 Months</b>	<b>3 to 4 Years</b>	<b>4 to 5 Years</b>
<i>Strand B: Early learning experiences will support children to use logic and reasoning.</i>			
Cause and Effect	(C.36.4) Vary actions to observe different results (e.g., hit lever harder to see if result changes).	(C.48.6) Manipulate materials and communicate about the impact of own actions.	(C.60.7) Try multiple uses of same materials and observe differing results.
Attributes, Sorting, and Patterns	(C.36.5) Identify differences between objects across multiple characteristics (e.g., texture, color, shape, size).	(C.48.7) Identify similarities and differences in objects, people, events, sounds based on one attribute (e.g., same or different colors, loud or soft sound).	(C.60.8) Compare relative attributes of objects, people, events, sounds (e.g., louder, more, less).
		(C.48.8) Recognize patterns in	(C.60.9) Use familiar patterns to

		routines, objects and/or sounds and replicate sequence using objects or language.	<p>solve problems and reason (e.g., if we go to the library every other day and we went yesterday, today we will...).</p> <p>(C.60.10) Begin to question accuracy of information and sources as evidenced by sharing conflicting information from another source (e.g., when the teacher shares information with class, says, “But my dad says...”).</p>
Problem Solving	<p>(C.36.6) Use objects in new and unexpected ways to solve problems through trial and error.</p> <p>(C.36.7) Use spatial relationships to solve problems (e.g., fit pieces into puzzle).</p>	(C.48.9) Think of and try an alternative strategy when a first attempt at solving a problem is unsuccessful.	(C.60.11) Try multiple strategies to solve a problem and draw on multiple resources (e.g., look at what a peer is doing for ideas).
Symbolic Representation	(C.36.8) Use a similar object to represent another object in play (e.g., pretend a pencil is a spoon).	(C.48.10) Use or make a prop to represent an object (e.g., build a telephone).	(C.60.12) Use dissimilar objects to represent other objects in play or perform an action with an imaginary object (e.g., use stirring action without anything in hand).
	(C.36.9) Act out relational roles in play (e.g., mom or dad with baby).	(C.48.11) Act out actions or scenarios involving familiar roles (e.g., teacher, doctor, firefighter).	(C.60.13) Engage in extended pretend play scenarios and display recognition of the difference between pretend or fantasy situations and reality.
		(C.48.12) Represent people, places, or things through simple drawings, movements and three-dimensional construction.	(C.60.14) Represent people, places, or things through drawings, movements and/or three-dimensional constructions that are increasingly abstract (e.g., may draw a map that includes an “X” that marks the

			location of the treasure).
<b>Learning Progression</b>	<b>24-36 Months</b>	<b>3 to 4 Years</b>	<b>4 to 5 Years</b>
<i>Strand C: Early learning experiences will support children to strengthen executive functioning.</i>			
Choosing and Planning	(C.36.10) Make choices based on preferences.	(C.48.13) With adult assistance, choose activities and plan what to do.	(C.60.15) Make a plan, follow through and review plan based on what they actually did. Indicate reasons for choice, set goals, and follow plan.
Task Persistence	(C.36.11) Complete self-selected short-term activities many times to gain mastery.	(C.48.14) Continue working through moderately difficult activities, despite some frustration.	(C.60.16) Complete longer term and more complex tasks with a focus on the goal, despite frustration.
Cognitive Flexibility	(C.36.12) Realize when something is not working and with adult assistance can try another approach.	(C.48.15) With adult assistance, stop and consider alternatives when encountering a problem.	(C.60.17) Generate or seek out multiple solutions to a problem.
Working Memory	(C.36.13) Remember where recently used objects were placed.	(C.48.16) Engage in games that involve remembering (e.g., memory).	(LR.60.18) Hold in mind the topic of group discussion and contribute personal experience (e.g., when talking about something that is broken says, "My mom used a screwdriver to fix our shelf.").
Regulation of Attention and Impulses	(C.36.14) Maintain focus on high-interest activities in the face of routine distractions.	(C.48.17) Maintain focus on high-interest activities in the face of minor social or sensory distractions.	(C.60.19) Engage in preferred and some non-preferred activities for longer periods of time. Remain with some high-interest activities 15 minutes or longer.
	(C.36.15) With adult support, resist impulses in structured settings for brief, but increasing periods of time.	(C.48.18) With adult reminders can briefly inhibit initial response (e.g., stop imitating inappropriate behaviors of peers, wait turn to respond to question or prompt in group setting).	(C.60.20) Typically resists impulses and can wait longer to respond in more structured settings (e.g., at a restaurant, in circle time in preschool).

<b>Cognition – DOTS Assessments</b>			
Cognitive Flexibility	Uses trial and error to solve problems, but will accept adult assistance to try a new approach when a strategy isn't working.	Tries a new strategy when first strategy is not successful at solving a problem.	Generates multiple potential strategies to solve a problem.
Initiative/Motivation	Shows interest in different activities or topics, seeking new information or seeking out particular objects.	Shows interest in specific activities or topics, seeking new interests but maintaining interest in some materials or topics over time.	Expresses interest in topics over time and actively explores new topics.
Engagement in Learning	Chooses activities and works to complete tasks or gain mastery, maintaining focus in the face of minor routine distractions.	With adult prompting, plans actions/steps needed to complete a selected activity.	Focuses attention to complete activities that involve planning and carrying out multiple steps over time.
Logic and Reasoning	Identifies differences between objects.	Identifies similarities and differences between or among items.	Uses similarities, differences and patterns to solve problems to make decisions.
Symbolic Representation	Engages in pretend play involving realistic and nonrealistic items and/or familiar roles.	Represents people, places and things through play, simple construction or movement.	Uses more complex or abstract representations of people, places, things or events through play, drawing, construction and/or movement.



<b>Social and Emotional Development</b>			
<b>Learning Progression</b>	<b>24-36 Months</b>	<b>3 to 4 Years</b>	<b>4 to 5 Years</b>
<i>Strand A: Early learning experiences will support children to develop trusting, healthy attachments and relationships with primary caregivers.</i>			
Trusting Relationships	(SE.36.1) Approach caregivers for support and comfort, particularly during stressful or frustrating situations.	(SE.48.1) Engage in interactions with less familiar adults.	(SE.60.1) Seek help and approval from a wider array of adults in trusted roles.
Managing Separation	(SE.36.2) Manage most separations without distress and adjust to new settings with support from a trusted adult.	(SE.48.2) Manage most separations without distress and adjust to new settings in the presence of trusted adult.	(SE.60.2) Through expanding relationships with adults (e.g., teacher, play group leader, friends' caregivers), exhibit comfort in exploring more new settings, although they may need to periodically check-in with a familiar adult.
<b>Learning Progression</b>	<b>24-36 Months</b>	<b>3 to 4 Years</b>	<b>4 to 5 Years</b>
<i>Strand B: Early learning experiences will support children to develop self-regulation.</i>			
Regulation of Emotions and Behavior	(SE.36.3) With adult support, use self-soothing techniques to calm.	(SE.48.3) Use strategies to self-soothe with limited adult support.	(SE.60.3) Use strategies to self-soothe across situations with minimal prompting and share strategies with peers or family.
			(SE.60.4) Demonstrate increased ability to consider the social standards of the environment when responding to their emotional state.
Regulation of Impulses and Behavior	(SE.36.4) Begin to control behavior by responding to choice and limits provided by an adult.	(SE.48.4) With adult guidance and support, wait for short period of time to get something wanted (e.g., waiting for turn with a toy or waiting for next step in daily routine).	(SE.60.5) Tolerate small levels of frustration and disappointment, displaying appropriate behavior with adult prompting and support.
	(SE.36.5) Make transitions and follow basic routines and rules with adult supervision.	(SE.48.5) Make transitions and follow basic schedule, routine, and rules with occasional	(SE.60.6) Initiate previously taught strategies to help delay gratification (e.g., sets up turn-

		reminders.	taking with a peer, finds a book to read while waiting for a special activity).
			(SE.60.7) Recall and follow daily routines with little support, including adapting to change in rules and routines.
<b>Learning Progression</b>	<b>24-36 Months</b>	<b>3 to 4 Years</b>	<b>4 to 5 Years</b>
<i>Strand C: Early learning experiences will support children to develop, express, recognize and respond to emotions.</i>			
Emotional Expression	(SE.36.6) Begin to communicate about feelings, including the cause and reaction to these feelings (e.g., “I miss my mommy. I sad,” “He mad you took his toy,” “I said so Papa hug me.”)	(SE.48.6) Express emotions experienced in typical daily routines (e.g., frustration at waiting, excitement about a favored activity, pride) through language and gesturing rather than physical ways.	(SE.60.8) Describe emotions and feelings to trusted adults and peers.
Recognition and Response to Emotions in Others	(SE.36.7) Label a variety of emotions in pictures and others’ expressions.	(SE.48.7) Recognize, label, and respond to a wide variety of emotions in others.	(SE.60.9) Recognize and show acknowledgement of the feelings, needs, and rights of others through behavior (e.g., say “thank you,” share with others, notice issues of fairness).
	(SE.36.8) Show awareness of appropriate responses to the emotional state of others (e.g., may occasionally comfort someone who is upset or may nurture a doll during dramatic play).	(SE.48.8) Make connections between emotional reaction of others and own emotional experiences.	(SE.60.10) Begin to understand that different people may have different emotional reactions.
<b>Learning Progression</b>	<b>24-36 Months</b>	<b>3 to 4 Years</b>	<b>4 to 5 Years</b>
<i>Strand D: Early learning experiences will support children to develop self-awareness, self-concept and competence.</i>			
Sense of Self	(SE.36.9) Identify self, family members, teacher, and some peers by name.	(SE.48.9) Refer to themselves by first and last name and identify some characteristics (e.g., gender, hair color, etc.) and skills.	(SE.60.11) Identify themselves as an individual and a part of a group by sharing individual characteristics and roles within the group (e.g., name family

			members and roles, name team members or classmates).
Personal Preferences	(SE.36.10) May want to keep what belongs to them close by and often will not want to share.	(SE.48.10) Recognize and describe themselves in terms of basic preferences.	(SE.60.12) Describe self by referring to preferences, thoughts, and feelings.
Self-Concept and Competency	(SE.36.11) Regularly engage in familiar tasks. Begin to show independence by frequently attempting to do things on their own even when tasks are difficult for them.	(SE.48.11) Demonstrate confidence in a range of activities, routines, and tasks and take initiative in attempting unfamiliar tasks.	(SE.60.13) Demonstrate increased confidence and a willingness to take risks when attempting new tasks and making decisions regarding activities and materials.
	(SE.36.12) Express feeling of pleasure over accomplishment and share this with others (e.g., “Look what I made.”)		(SE.60.14) Show pride in accomplishments and abilities.
<b>Learning Progression</b>	<b>24-36 Months</b>	<b>3 to 4 Years</b>	<b>4 to 5 Years</b>
<i>Strand E: Early learning experiences will support children to develop social relationships.</i>			
Adult Relationships (see note below)	(SE.36.13) Enjoy sharing new experiences with familiar adults.	(SE.48.12) Communicate with familiar adults and accept or request guidance.	(SE.60.15) Typically use socially appropriate behavior with adults, such as helping, responding to limits, etc.
Play/Friendship	(SE.36.14) Seek out other children and will interact with other children using common materials.	(SE.48.13) Interact with one or more children (including small groups) beginning to work together to build or complete a project.	(SE.60.16) Cooperate with peers through sharing and taking turns.
	(SE.36.15) Show preference for certain peers over time although these preferences may shift.	(SE.48.14) Interact with a variety of children in the program.	(SE.60.17) Show increasing investment in the responses and friendships of peers and modify behavior to enhance peer relationships. (SE.60.18) Seek help from peers and offer assistance when it is appropriate.
Conflict Resolution	N/A	(Se.48.15) Seek and accept adult help to solve conflicts with peers.	(SE.60.19) Engage in developing solutions and work to resolve

			conflicts with peers.
Note: Caregivers guide children during interactions with them, as well as other adults. Therefore, these markers of social relationships with adults are highly dependent upon child temperament, the adult temperament and the adult's guidance and regulation of the interplay.			
<b>Social and Emotional Development – DOTS Assessments</b>			
Regulation	Regulates emotions and behavior during a regular structured day with consistent routines and availability and support of a familiar adult.	Adapts to most common everyday circumstances, but relies on familiar adults when under stress.	Typically soothes self across situations.
Emotional Expression	Uses tone or voice and/or emerging language to communicate about own emotions and emotions of others.	Communicates about emotions of self and others (e.g., minor frustration, anger, sadness, or excitement) using gestures, facial expressions and/or language acceptable in setting and/or own culture.	Discusses emotions and circumstances with trusted adults (it is expected that children of this age will have an inconsistent ability to identify their own emotions).
Sense of Self	Demonstrates a sense of self as an individual who relates to other people or groups.	Exhibits a sense of self as an individual and part of a group.	Exhibits a beginning understanding of individual and group characteristics and roles.
Relationships with Adults	Enjoys interacting with adults and sharing new experiences with familiar adults.	Interacts with familiar adults and uses them to help with adjusting to new settings, situations or people.	Uses adults as a resource, seeking help and approval from adults in trusted roles.
Relationships with Peers	Seeks out other children for interaction.	Interacts with other children on common projects or goals.	Engages in more complex and coordinated interactions with peers.

<b>Physical Development and Health</b>			
<b>Learning Progression</b>	<b>24-36 Months</b>	<b>3 to 4 Years</b>	<b>4 to 5 Years</b>
<i>Strand A: Early learning experiences will support children to develop gross motor skills.</i>			
<b>Mobility*</b>  *Children may use adaptive equipment or an assistive device to achieve independence on these indicators.	(PH.36.1) Walk and run on various surfaces and level changes with balance and control of speed.	(PH.48.1) Walk up and down stairs alternating feet while carrying an object.	(PH.60.1) Alternate direction while running and stop easily without losing balance.
	(PH.36.2) Walk up and down stairs alternating feet on steps with railing held.		
<b>Large Muscle Movement and Coordination</b>	(PH.36.3) Catch and throw a playground ball with an adult a short distance away.	(PH.48.2) Combine several gross motor skills in an organized way, such as moving through an obstacle course or participating in a creative movement activity following directives.	(PH.60.2) Coordinate more complex movements with increasing control, balance, and accuracy (e.g., climbing on playground equipment, pumping a swing, bending, twisting, playing hopscotch, riding tricycle).
	(PH.36.4) Jump with two feet.	(PH.48.3) Hop on one foot.	
	(PH.36.5) Kick a ball in a forward direction.	(PH.48.4) Kick ball at target a short distance away with accuracy and speed.	
		(PH.48.5) Throw small ball overhand at target a short distance away with accuracy.	
<b>Learning Progression</b>	<b>24-36 Months</b>	<b>3 to 4 Years</b>	<b>4 to 5 Years</b>
<i>Strand B: Early learning experiences will support children to develop fine motor skills.</i>			
<b>Visual Motor Integration</b>	(PH.36.6) Use common tools that require eye-hand coordination with precision and for their intended purpose (e.g., hammer peg, twist handle to open latch, put body parts on Mr. Potato).	(PH.48.6) Use smaller objects with precision (e.g., put small pegs in light board, use large needle to sew, use scissors to cut on curved line, etc.).	(PH.60.3) Use coordinated movements to manipulate materials, including cutting and drawing with control and using appropriate hand position to manipulate objects (e.g., thumb up position while using scissors).
<b>Small Muscle Movement and Coordination</b>	(PH.36.7) Use writing tools or paint objects with some control and purpose.	(PH.48.7) Use writing/drawing tools with increased precision to draw simple shapes, pictures, and/or letters. May have	(PH.60.4) Have sufficient control of writing implements to copy simple forms or geometric shapes and write some letters

		immature pencil grasp with 3-5 fingers on pencil shaft.	(e.g., may write own name since these are most familiar). (PH.60.5) Use a mature pencil grasp with 3 fingers on writing implement.
<b>Learning Progression</b>	<b>24-36 Months</b>	<b>3 to 4 Years</b>	<b>4 to 5 Years</b>
<i>Strand C: Early learning experiences will support children to acquire adaptive skills.</i>			
<i>Note: Consideration of cultural beliefs and preferences across these developmental progressions is critical.</i>			
Feeding Routines/Nutrition	(PH.36.8) Feed self with minimal spilling.	(PH.48.8) Pour liquid from a small pitcher.	(PH.60.6) Use butter knife to spread and cut. Open most containers to remove food.
Safety and Responsibility	(PH.36.9) Tell several basic safety rules at home and in familiar settings (e.g., school, library, and playground). Bring other children's rule-breaking to the attention of adults.	(PH.48.9) Understand basic safety rules at home and in familiar settings (e.g., school, library, and playground). Generally follow rules and bring other children's rule-breaking to the attention of adults.	(PH.60.7) Understand the reason for most basic safety rules at home, in familiar settings, and in the community.
Dressing and Hygiene	(PH.36.10) Attempt to complete basic self-care routines (e.g., dressing, undressing, toileting, and washing) although may still need caregiver assistance.	(PH.48.10) Manage most aspects of dressing, toileting, hand washing, and tooth brushing independently with minimal caregiver reminders to guide and support.	(PH.60.8) Typically manage own dressing, toileting, and basic hygiene.
<b>Learning Progression</b>	<b>24-36 Months</b>	<b>3 to 4 Years</b>	<b>4 to 5 Years</b>
<i>Strand D: Early learning experiences will support children to maintain health status and well-being.</i>			
<i>Note: consideration of cultural beliefs and preferences across these developmental progressions is critical.</i>			
Physical Health Status: Children's physical health status impacts learning and development in all areas. Children who possess good overall health (including oral, visual and auditory) with any appropriate supports (such as glasses, hearing aids, or alternative communication systems) have a solid foundation to help them grow and learn. Maintaining good overall health status involves regular screenings, a lack of illness or preventable diseases, age appropriate amounts of sleep and rest and healthy growth patterns (e.g., height and weight).			
Physical Activity	(PH.36.11) Demonstrate increasing strength and endurance sufficient to actively engage in a total of 60 minutes of physical activity spread over the	(PH.48.11) Demonstrate increasing strength and endurance sufficient to actively engage in 60 minutes of moderate to vigorous physical	(PH.60.9) Demonstrate increasing strength and endurance sufficient to actively engage in 60 minutes of moderate to vigorous physical

	course of a day.	activity spread over the course of a day.	activity spread over the course of a day.
Healthy Behaviors	(PH.36.12) Discuss healthy practices including hygiene, nutrition, and sleep.	(PH.48.12) Name examples of healthy practices including hygiene, nutrition, and sleep.	(PH.60.10) Identify healthy practices including hygiene, nutrition, and sleep.
<b>Physical Development and Health – DOTS Assessments</b>			
Gross Motor	Coordinates basic large muscle movements.	Shows basic coordination in mobility and movement.	Coordinates several gross motor movements.
Fine Motor	Uses common household or classroom objects with hand-eye coordination.	Uses smaller objects with more precision.	Uses coordinated movements when manipulating objects.
Self-Help	Actively participates in self-care activities and efforts to stay safe.	Generally manages basic health and self-care and routines with some adult assistance.	Generally manages basic health and self-care routines without adult assistance.
Physical Health	Displays overall health for age level and specific conditions or disabilities: is up to date on well-child checks and screenings; does not have ongoing illnesses or preventable diseases; gets appropriate amounts of sleep; gets appropriate amounts and variety of nutritious foods; exhibits health growth patterns; engages in recommended amounts of physical activity.		

### Early Language, Communication and Literacy

The language, communication and literacy progressions included here are intended to represent common development of language skills in a child’s primary language or modes of communication. Children who are learning multiple languages or children who are learning to communicate in modes of communication different from that of their primary caregiver may demonstrate individual variation in their progress toward these language and literacy goals. Those supporting children who are learning multiple languages may also want to refer to the supplemental Dual Language Learning Framework to be used in conjunction with considering a child’s progress in their primary language or mode of communication through the use of this domain.

Learning Progression	24-36 Months	3 to 4 Years	4 to 5 Years
<i>Strand A: Early learning experiences will support children to understand language (receptive language).</i>			
Word Comprehension	(L.36.1) Demonstrate an understanding of an increased vocabulary, influenced by experiences and relationships.	(L.48.1) Understand words or signs for objects, actions, and visible attributes found frequently in both real and symbolic contexts.	(L.60.1) Understand an increasing variety and specificity of words for objects, actions, and attributes encountered in both real and symbolic contexts.
			(L.60.2) Determine the meanings of unknown words/concepts using the context of conversations, pictures, or concrete objects.
Language Comprehension	(L.36.2) Follow two-step directions.	(L.48.2) Understand increasingly complex sentences that include 2-3 concepts (e.g., “Put the blue paper under the box.”).	(L.60.3) Understand increasingly complex sentences that include 3-4 concepts (e.g., “Plants are living things that will not survive without soil, sunlight, and water.”).
Learning Progression	24-36 Months	3 to 4 Years	4 to 5 Years
<i>Strand B: Early learning experiences will support children to use language (expressive language).</i>			
Vocabulary	(L.36.3) Use nouns and verbs to label experiences, actions, or events.	(L.48.3) Use accepted words for objects, actions, and attributes encountered frequently in both real and symbolic contexts.	(L.60.4) Use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts.
	(L.36.4) Use some personal pronouns when referring to others (e.g., you, he, she).	(L.48.4) Use simple pronouns (e.g., I, me, you, mine, he, she).	(L.60.5) Use more complex words learned through books and personal experiences (e.g., label favorite shirt as chartreuse, or know that a paleontologist
	(L.36.5) May occasionally use more sophisticated words than	(L.48.5) Begin to use some words that are not a part of	



	they typically use in conversational speech but that have been learned through books and personal experiences (e.g., large, fast, angry, car, run).	everyday conversational speech but that are learned through books and personal experiences (e.g., gigantic, rapidly, frustrated, transportation, race or jog).	studies dinosaurs).
Expression of Ideas, Feelings, and Needs	(L.36.6) Use inflection in phrases or sentences to ask a question.	(L.48.6) Communicate about current or removed events and/or objects.	(L.60.6) Use more complex words to describe the relationships between objects and ideas (e.g., position words such as “under” and “beside” and comparative words such as “bigger” and “longer”).
	(L.36.7) Comment on a variety of experiences, interactions, or observations.	(L.48.7) Use increasingly longer, complex sentences that combine phrases or concepts to communicate ideas.	
Language Structure	(L.36.8) Use basic grammar rules including pronouns, plurals, possessives, and regular past tense.*	(L.48.8) Use basic grammar rules including irregular past tense and questions.*	(L.60.7) Use basic grammar rules including subject-verb agreement, tenses, regular and irregular past tense, irregular plurals.*
	(L.36.9) Use speech that is mostly intelligible to familiar adults.	(L.48.9) Use speech that is mostly intelligible to familiar and unfamiliar adults.	(L.60.8) Use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts.
<b>Learning Progression</b>	<b>24-36 Months</b>	<b>3 to 4 Years</b>	<b>4 to 5 Years</b>
<i>Strand C: Early learning experiences will support children to use language for social interaction.</i>			
Conventions of Conversation	(L.36.10) Have conversations with adults and peers that include four or more exchanges.	(L.48.10) Maintain a topic of conversation over the course of several turns.	(L.60.9) Initiate, maintain, and end conversations by repeating what other person says and/or by asking questions.
Language for Interaction	(L.36.11) Converse with adults and peers about common experiences or events.	(L.48.11) Answer simple who, what, where, and why questions.	(L.60.10) Use language to share ideas and gain information.
<b>Learning Progression</b>	<b>24-36 Months</b>	<b>3 to 4 Years</b>	<b>4 to 5 Years</b>
<i>Strand D: Early learning experiences will support children to gain book appreciation and knowledge.</i>			
Interest and Engagement with Books	(L.36.12) Sustain attention for short periods of time while being	(L.48.12) Select fiction and non-fiction books to be read and	(L.60.11) Independently choose to “read” books and select a

	told a story or reading a favorite picture book. (L.36.13) Recite familiar phrases of songs, books, and rhymes; may chime in with rhyme in familiar text or song.	attend with interest.	variety of texts including fiction and nonfiction.
Understanding of Stories or Information  (Stories or information may be shared through oral storytelling, sharing of pictures and/or books).	(L.36.14) Enjoy telling and retelling stories and information.	(L.48.13) Demonstrate comprehension through retelling with use of pictures and props, acting out main events or sharing information learned from nonfiction text.	(L.60.12) With prompting and support, retell familiar stories, including story elements (e.g., setting, characters, events) and/or share key details from information text.
		(L.48.14) Ask and answer simple who, what, where, and why questions related to story or text.	(L.60.13) Identify main components of a story or text (the major plot points of a story or and main topic of an information text).
		(L.48.15) Make predictions and/or ask questions about the text by examining the title, cover, pictures.	(L.60.14) Use connections between self and character, experience, and emotions to increase comprehension.
<b>Learning Progression</b>	<b>24-36 Months</b>	<b>3 to 4 Years</b>	<b>4 to 5 Years</b>
<i>Strand E: Early learning experiences will support children to gain knowledge of print and its uses.</i>			
Book Concepts	(L.36.15) Turn pages of a book.	(L.48.16) Look at pages of a book from left to right (or according to conventions of home language).	(L.60.15) Know how print is read (e.g., left to right, top to bottom, front to back or according to convention of home language).
		(L.48.17) Recognize that print represents spoken words (e.g., first name in print, environmental labels).	(L.60.16) Know that books have titles, authors, illustrators, or photographers. (L.60.17) Recognize words as a unit of print and that letters are grouped to form words.
Print Concepts	(L.36.16) Recognize some familiar signs and symbols in the	(L.48.18) Identify some printed words and/or common symbols	(L.60.18) Identify some familiar printed words out of context.

	environment (e.g., logos, signs for familiar store).	(e.g., bathroom signs) in the context of the environment.	(L.60.19) Begin to use awareness of letter sounds along with pictures to read words in text.
Letter Recognition	N/A	(L.48.19) Recognize some letters especially those in one's own name.	(L.60.20) Recognize and name known letters of the alphabet in familiar and unfamiliar words.
			(L.60.21) Make some letter-sound connections.
<b>Learning Progression</b>	<b>24-36 Months</b>	<b>3 to 4 Years</b>	<b>4 to 5 Years</b>
<i>Strand F: Early learning experiences will support children to develop phonological awareness.</i>			
Phonological Awareness	(L.36.17) Recognize environmental sounds (e.g., animal or vehicle sounds such as "Baa-baa" or "Beep-beep").	(L.48.20) Recognize rhyming words in songs, chants, or poems.	(L.60.22) Produce rhyming words or words that have same initial sound.
		(L.48.21) Identify when initial sounds in words are the same.	(L.60.23) Recognize which words in a set of words begin with the same sound.
		(L.48.22) Distinguish individual words in a sentence.	(L.60.24) Distinguish syllables in words.
<b>Learning Progression</b>	<b>24-36 Months</b>	<b>3 to 4 Years</b>	<b>4 to 5 Years</b>
<i>Strand G: Early learning experiences will support children to convey meaning through drawing, letters and words.</i>			
Drawing and Writing	(L.36.18) Draw simple shapes to represent ideas and write message using controlled linear scribble.	(L.48.23) Draw or "write" to convey an idea, event, or story. "Writing" involves scribbles, letters, and/or letter-like shapes (e.g., make pretend list or use their words to dictate a message to communicate with others).	(L.60.25) Draw original stories with a beginning, middle, and end.
		(L.48.24) Write in a manner that is distinct from drawing. Combine scribbles with letter-like forms.	(L.60.26) Use early developmental spelling. May use one letter for the initial or final sound to represent whole word.

**Early Language, Communication and Literacy – DOTS Assessments**

Receptive Language	Demonstrates an understanding of basic language during everyday routines.	Demonstrates understanding of more complex communication involving 2-3 concepts and/or new vocabulary.	Demonstrates understanding of communication that includes 3-4 concepts.
Expressive Language	Communicates to label experiences, actions or events.	Communicates using more complex language.	Uses a series of related statements, including multiple concepts, to communicate with familiar adults and peers.
Literacy	Listens to books for short periods of time.	Demonstrates interest and engagement in books.	Responds to and understands simple texts.
Print Concepts	Recognizes that familiar signs and symbols in the environment convey meaning.	Demonstrates an awareness that print (letters, words, symbols) is used to represent words or ideas.	Demonstrates an understanding of basic print concepts.
Phonological Awareness	Recognizes familiar environmental sounds and associates sounds with source.	Recognizes similar sounds in words.	Shows an awareness of the parts of words.
Drawing and Writing	N/A	Draws and writes (scribbles, letters and/or letter-like shapes) and assigns meaning to effort.	Associates drawing or writing with communication.

<b>Creative Arts</b>			
<b>Learning Progression</b>	<b>24-36 Months</b>	<b>3 to 4 Years</b>	<b>4 to 5 Years</b>
<i>Strand A: Early learning experiences will support children to engage in and enjoy the arts.</i>			
Music	(C.36.1) Show response to qualities of different music with variations in physical movement (e.g., children walk, bounce, slide, rock, sway in response to qualities of rhythm).	(CA.48.1) Adapt to changes in the basic qualities of music and move in more organized ways to same/different qualities of music.	(CA.60.1) Initiate new musical activities with voices/instruments (e.g., apply new words, add instruments to familiar song).
	(CA.36.2) Respond with voice, body, and/or instruments to longer segments or patterns of music.	(CA.48.2) Imitate or spontaneously sing an entire verse of song.	(CA.60.2) Invent own music (through humming, singing, creating rhythms, etc.).
	(CA.36.3) Repeat parts of simple songs.	(CA.48.3) Initiate new musical activities with voices or instruments (e.g., apply words, initiate their own listening and movement experiences with some adult assistance).	(CA.60.3) Play with familiar rhythms and patterns in a novel way, e.g., explore, initiate pitch (high/low), rhythm (patterns), and dynamics (loud/soft).
		(CA.48.4) Spontaneously sing songs and/or participate in songs with gestures.	(CA.60.4) Create music using their voices and/or a variety of instruments and materials.
Visual Arts	(CA.36.4) Create art in a variety of media with some control and own purpose.	(CA.48.5) Use different materials and techniques to make creations that reflect thought, feelings, experiences, knowledge.	(CA.60.5) Use a variety of tools and materials to represent ideas through the visual arts.
Drama	(CA.36.5) Engage in simple pretend play activities.	(CA.48.6) Act out simple scenarios, taking on a familiar role for brief periods during dramatic play.	(CA.60.6) Assume elaborate roles in dramatic play (e.g., may play multiple roles or may stay in character for extended periods of time).
			(CA.60.7) Use materials and props in unique ways and are creative in finding and using materials as props desired for

			dramatic play.
Dance	(CA.36.6) Demonstrate directional and spatial awareness involving time (fast/slow), space (high, middle, low), or energy (hard/soft) (e.g., moving like a turtle, jumping like a frog, floating like a feather, etc.).	(CA.48.7) Demonstrate increasingly complex dance concepts while learning to move their body in place and through space (e.g., jumping from one place to another, combining several movements like hopping, turning, stamping feet).	(CA.60.8) Use multiple dance concepts as a way to communicate meaning, ideas, and feelings (e.g., use movement to represent leaves falling off trees—sway arms, wiggle fingers, stretch, fall to ground).
Appreciation of the Arts	(CA.36.7) Describe or ask questions about a work of art.	(CA.48.8) Respond to the materials, techniques, ideas, and emotions of 2- and 3-dimensional (e.g., explain a picture or sculpture including several details).	(CA.60.9) Describe the attributes of various arts media (e.g., used a lot of colors and the pain is thick, sculpture is bumpy).
	(CA.36.8) Express interest in and show appreciation for the creative work of others (e.g., through body language, facial expression or oral language).	(CA.48.9) Demonstrate increased appreciation of the work of others and identify preferences.	
<b>Creative Arts – DOTS Assessments</b>			
Appreciation and Engagement in the Arts	Creates with more control and responds to art.	Purposefully creates artwork and communicates about art.	Responds to works of art and uses the arts to represent familiar experiences, people or objects.

<b>Early Mathematical Discovery/Mathematics</b>			
<b>Learning Progression</b>	<b>24-36 Months</b>	<b>3 to 4 Years</b>	<b>4 to 5 Years</b>
<i>Strand A: Early learning experiences will support children to understand counting and cardinality.</i>			
Number Names	(M.36.1) Say or sign number sequence up to at least five. Use other number names but not necessarily in the correct order.	(M.48.1) Say or sign the number sequence up to at least 10.	(M.60.1) Say or sign the number sequence up to at least 20.
Cardinality	(M.36.2) Count two to three objects using one-to-one correspondence.	(M.48.2) Count up to at least five objects using one-to-one correspondence, using the number name of the last object counted to represent the total number of objects in a set.	(M.60.2) Count up to 10 objects using one-to-one correspondence, regardless of the configuration, using the number name of the last object counted to represent the total number of objects in a set.
		(M.48.3) Count out a set of objects up to four.	(M.60.3) Count out a set of objects up to five.
Written Numerals	N/A	(M.48.4) Recognize written numerals up to at least five.	(M.60.4) Recognize written numerals up to at least 10.
Recognition of Quantity	(M.36.3) Name and match a small collection of up to three objects.	(M.48.5) Recognize and name, without counting, the number of objects in small groups of at least 3 or 4 objects.	(M.60.5) Quickly recognize and name, without counting, the number of objects in collections of up to at least five items.
Comparison	(M.36.4) Compare collections of 1 to 4 similar items verbally or nonverbally.	(M.48.6) Compare sets of 1 to 5 objects using a visual matching or counting strategy and describing the comparison as more, less than, or the same.	(M.60.6) Compare sets of up to 10 objects using a visual matching or counting strategy and describing the comparison as more, less than, or the same.
<b>Learning Progression</b>	<b>24-36 Months</b>	<b>3 to 4 Years</b>	<b>4 to 5 Years</b>
<i>Strand B: Early learning experiences will support children to understand and describe relationships to solve problems (operations and algebraic thinking).</i>			
Number Operations	(M.36.5) Use some vocabulary related to relative quantity (e.g., “more,” “less”).	(M.48.7) Understand that adding (or taking away) one or more objects to (from) a group will increase (or decrease) the objects in the group.	(M.60.7) Use real-world situations and concrete objects to model and solve addition (e.g., putting together) and subtraction (e.g., taking away) problems up through five.

			(M.60.8) Recognize and describe parts contained in larger numbers by composing number combinations up to at least five (e.g., recognize how many have been secretly taken away from a group of five objects).
<b>Learning Progression</b>	<b>24-36 Months</b>	<b>3 to 4 Years</b>	<b>4 to 5 Years</b>
<i>Strand C: Early learning experiences will support children to understand the attributes and relative properties of objects (measurement and data).</i>			
Measurement	(M.36.6) Have an increasing vocabulary related to number, size, and quantity (e.g., use words such as “tall,” “long”).	(M.48.8) Recognize measurable attribute of an object such as length, weight, or capacity.	(M.60.9) Compare the measurable attributes of two or more objects (e.g., length, weight, and capacity) and describe the comparison using appropriate vocabulary (e.g., longer, shorter, same length, heavier, lighter, same weight, holds more, holds less, holds the same amount).
			(M.60.10) Begin to use strategies to determine measurable attributes (e.g., length or capacity of objects). May use comparison, standard, or non-standard measurement tools.
Data	N/A	(M.48.9) Sort objects into two groups, count, and compare the quantity of the groups formed (e.g., indicate which is more).	(M.60.11) Represent data using a concrete objects or picture graph according to one attribute.
Sorting and Classifying	(M.36.7) Sort on the basis of one attribute with adult support.	(M.48.10) Sort and classify objects by one attribute into two or more groups (e.g., color, size, shape).	(M.60.12) Sort and classify a set of objects on the basis of one attribute independently and describe the sorting rule. Can re-sort and classify the same set of objects based on a different



			attribute.
<b>Learning Progression</b>	<b>24-36 Months</b>	<b>3 to 4 Years</b>	<b>4 to 5 Years</b>
<i>Strand D: Early learning experiences will support children to understand shapes and spatial relationships (geometry and spatial sense).</i>			
Spatial Relationships	(M.36.8) Find objects or locations based upon landmarks and position words (e.g., “Your blanket is on the couch.”)	(M.48.11) Use positional vocabulary (e.g., up/down, in/out, on/off, under) to identify and describe the location of an object.	(M.60.13) Use relational vocabulary of proximity (e.g., beside, next to, between, above, below, over and under) to identify and describe the location of an object.
Identification of Shapes	(M.36.9) Match familiar shapes with different size and orientation.	(M.48.12) Identify 2-dimensional shapes (starting with familiar shapes such as circle and triangle) in different orientations and sizes.	(M.60.14) Identify and describe a variety of 2-dimensional and 3-dimensional shapes with mathematical names (e.g., ball/sphere, box/rectangular prism, can/cylinder) regardless of orientation and size.
Composition of Shapes	N/A	(M.48.13) Combine two or more shapes to create a new shape or to represent an object in the environment.	(M.60.15) Complete a shape puzzle or a new figure by putting multiple shapes together with purpose.

**Early Mathematical Discovery/Mathematics – DOTS Assessments**

Counting and Cardinality	Demonstrates emerging counting skills.	Counts 5 objects accurately, using one-to-one correspondence and knows number sequence to 10.	Counts 5 to 10 objects in various arrangements and knows number sequence up to 20.
Number Operations	Demonstrates an understanding of small quantities.	Demonstrates beginning understanding of number operations.	Demonstrates a sense of number operations.
Measurement	Describes objects by size using words for different measurement attributes (e.g., length or height, weight, volume or capacity, and area).	Directly compares two objects by size using words for different measurement attributes (e.g., taller, shorter, heavier, lighter, holds more, holds less, and/or covers more, covers less).	Compares and describes in more precise language two or more objects based upon use of strategies to determine measureable attributes (e.g., direct comparison, use of standard or non-standard measures, or exploration).
Geometry	Matches familiar shapes with varying size and orientation.	Demonstrates awareness of attributes of simple shapes.	Demonstrates basic understanding of attributes of geometric figures.

<b>Early Scientific Inquiry/Science</b>			
<b>Learning Progression</b>	<b>24-36 Months</b>	<b>3 to 4 Years</b>	<b>4 to 5 Years</b>
<i>Strand A: Early learning experiences will support children to apply scientific practices.</i>			
Questioning and Defining Problems	(S.36.1) Ask simple questions related to things observed through the senses (“what” and “why”).	(S.48.1) Ask more detailed questions including the relationship between two things or cause and effect relationships.	(S.60.1) Define a problem to be solved, including details and limitations to be considered (e.g., “We need to figure out how to reach that shelf, but we aren’t allowed to stand on the chairs.”).
Investigating	(S.36.2) Manipulate materials and comment on the impact of own action.	(S.48.2) Intentionally vary actions in order to observe the effect of these actions on materials.	(S.60.2) Engage in collaborative investigations to describe phenomena or to explore cause and effect relationships.
			(S.60.3) Gather data by drawing, counting, or otherwise documenting observations.
Using Evidence	(S.36.3) Provide personal reasons or evidence for decisions or opinions (e.g., “I made this picture green because my mom likes green.”)	(S.48.3) Cite examples to support their ideas (e.g., “I think the plant will die because when I forgot to water my plant it died.”)	(S.60.4) Give evidence from observations and investigations.
			(S.60.5) Begin to distinguish evidence from opinion.
<b>Learning Progression</b>	<b>24-36 Months</b>	<b>3 to 4 Years</b>	<b>4 to 5 Years</b>
<i>Strand B: Early learning experiences will support children to engage in the process of engineering.</i>			
Design Cycle	(S.36.4) Gather information to help determine if something has been designed by humans.	(S.48.4) Identify a problem and, with adult assistance, design a solution (e.g., device or process) to address that problem.	(S.60.6) Identify a problem and, with adult assistance, design a solution, test, and refine design elements.
<b>Learning Progression</b>	<b>24-36 Months</b>	<b>3 to 4 Years</b>	<b>4 to 5 Years</b>
<i>Strand C: Early learning experiences will support children to understand patterns, process and relationships of living things.</i>			
Unity and Diversity of Life	(S.36.5) Observe features of plants and animals and explore function of features.	(S.48.5) Compare and contrast basic features of living things (e.g., body parts and their uses) between and across groups.	(S.60.7) Group and classify living things based upon features, providing evidence to support groupings.
		(S.48.6) Recognize changes in living things over their lifespan by observing similarities and	(S.60.8) Demonstrate an understanding of how living things grow and change through

		differences between babies and adults.	predictable states (e.g., birth, growth, reproduction, death).
Living Things and Their Interactions with the Environment and Each Other	(S.36.6) Observe how a variety of living things obtain food as a source of energy for surviving.	(S.48.7) Explore how animals depend upon the environment for food, water, and shelter.	(S.60.9) Provide examples of how animals depend on plants and other animals for food.
<b>Learning Progression</b>	<b>24-36 Months</b>	<b>3 to 4 Years</b>	<b>4 to 5 Years</b>
<i>Strand D: Early learning experiences will support children to understand physical sciences.</i>			
Energy, Force, and Motion	(S.36.7) Observe different ways objects move (e.g., roll, bounce, spin, slide) and what happens when they interact (collide).	(S.48.8) Investigate how objects' speed and direction can be varied.	(S.60.10) Make predictions and conduct simple experiments to change direction, speed, and distance objects move.
			(S.60.11) Determine cause and effect of push/pull/collision that make objects start, stop, and change direction.
Matter and its Properties	(S.36.8) Observe and describe attributes of materials that are related to their function(e.g., flexibility, transparency, strength).	(S.48.9) Compare and contrast attributes of common materials related to their function (e.g., flexibility, transparency, strength).	(S.60.12) Evaluate the appropriateness of a material for a given purpose based upon its properties.
			(S.60.13) Observe how heating and cooling cause changes to properties of materials (e.g., Ice melts when we bring it inside. Plastic becomes brittle when it is left outside in the cold.)
<b>Learning Progression</b>	<b>24-36 Months</b>	<b>3 to 4 Years</b>	<b>4 to 5 Years</b>
<i>Strand E: Early learning experiences will support children to understand features of earth.</i>			
Earth's Features and the Effects of Weather and Water	(S.36.9) Describe common features of the earth (e.g., sky, land, and water) and what is found there (e.g., birds, fish, stars).	(S.48.10) Observe, record, and note patterns regarding weather and the effects of the immediate environment (e.g., Rain over a period of days causes flooding. Sunny days cause the flower bed to dry out.).	(S.60.14) Give examples of ways in which weather variables (hot/cold temperatures, amount and intensity of precipitation, wind speed) affect us and/or cause changes to earth's features (e.g., The stream has greater water flow after snow melts).
		(S.48.11) Investigate how water interacts with other earth	

		materials (e.g., sand, dirt, pebbles).	
Earth and Human Activity	(S.36.10) Give examples of natural resources that humans use to survive (e.g., food, water).	(S.48.12) Investigate how humans use design solutions to adapt natural resources to meet basic needs (e.g., cut trees to build houses, make applesauce out of apples).	(S.60.15) Explore how humans' use of natural resources impacts the environment (e.g., If we catch all the salmon, this can no longer be a food source. Cutting down trees can cause erosion.).
<b>Early Scientific Inquiry/Science – DOTS Assessment</b>			
Sciences Practices	Shows interest in learning about what they have observed.	Seeks answers and discusses evidence related to their own questions and observations.	Engages in simple investigations and communicates results.

### Social Studies

Note: Precursors to the skills reflected in social studies can be found in the domain of Social and Emotional and Cognition.

Learning Progression	24-36 Months	3 to 4 Years	4 to 5 Years
<i>Strand A: Early learning experiences will support children to understand self, family and a diverse community.</i>			
Individual Development and Identity	N/A	(SS.48.1) Identify physical characteristics of self (e.g., eyes, hair, skin, etc.)	(SS.60.1) Demonstrate an understanding that there are similarities and differences among people and families.
		(SS.48.2) Demonstrate an understanding of self as part of a family (e.g., parents, grandparents, siblings, caregivers).	
Culture	N/A	(SS.48.3) Identify cultural characteristics of self, family, and community (e.g., home language, foods, modes of transportation, shelter, etc.)	(SS.60.2) Demonstrate understanding that there are similarities and differences among the cultural characteristics of people, families, and communities (e.g., languages, foods, art, customs, modes of transportation and shelter).
Learning Progression	24-36 Months	3 to 4 Years	4 to 5 Years
<i>Strand B: Early learning experiences will support children to learn about people and the environment.</i>			
Power, Authority, and Governance	N/A	(SS.48.4) Demonstrate an understanding of some reasons for basic rules in the home, cultural community, and/or classroom.	(SS.60.3) Demonstrate understanding of the reasons for rules and laws in the home, cultural community, and/or classroom.
People, Places, and Environments	N/A	(SS.48.5) Demonstrate awareness that people share the environment with other people, animals, and plants and have the responsibility to care for them.	(SS.60.4) Demonstrate awareness that people have a responsibility to take care of the environment through active participation in activities such as recycling.
		(SS.48.6) Describe, draw, or construct aspects of the	(SS.60.5) Describe, draw, or construct aspects of the

		geography of the classroom and/or home.	classroom, home and/or community (including roads, building, bodies of water, etc.)
Civic Ideals and Practices.	N/A	(SS.48.7) Participate in jobs and responsibilities at home, classroom, or community.	(SS.60.6) Demonstrate an understanding of why certain responsibilities are important and participate in fulfilling responsibilities at home, classroom, or community (e.g., cleaning up, caring for pets).
<b>Learning Progression</b>	<b>24-36 Months</b>	<b>3 to 4 Years</b>	<b>4 to 5 Years</b>
<i>Strand C: Early learning experiences will support children to develop an understanding of economic systems and resources.</i>			
Individuals, Groups, and Institutions	N/A	(SS.48.8) Demonstrate awareness of a variety of jobs in the community and the work associated with them through conversation and/or play.	(SS.60.7) Demonstrate awareness of the tools and technologies associated with a variety of roles and jobs; expressing interest in different careers.
Production, Distribution, and Consumption	N/A	(SS.48.9) Demonstrate beginning understanding of commerce through exploring the roles of buying and selling in play.	(SS.60.8) Demonstrate understanding of the basic relationship of money for the purchase of food, shelter, goods, and services, moving toward an understanding of the difference between wants and needs.
Science, Technology, and Society	N/A	(SS.48.10) Understand the use of tools, including technology, for a variety of purposes.	(SS.60.9) Begin to be aware of technology and how it affects life.
<b>Learning Progression</b>	<b>24-36 Months</b>	<b>3 to 4 Years</b>	<b>4 to 5 Years</b>
<i>Strand D: Early learning experiences will support children to understand change over time.</i>			
Time, Continuity, and Change	N/A	(SS.48.11) Demonstrate a basic understanding of sequence of events and time periods (e.g., using terms such as time of day, yesterday, today, and tomorrow).	(SS.60.10) Demonstrate a beginning understanding of past, present, and future as it relates to one's self, family, and community.
		(SS.48.12) Demonstrate a	(SS.60.11) Demonstrate a

		beginning understanding of change over time through discussing topics such as their own growth and how they have changed.	beginning understanding of change over time through discussing, representing, or playing, about expanding topics such as their own growth and family history.
<b>Social Studies – DOTS Assessments</b>			
Social Studies	N/A	Demonstrates an understanding of self in relationships to the broader world.	Demonstrates an understanding that individuals and groups share similarities and have differences.