24. Uses scientific inquiry skills

Birth – 1: Demonstrates curiosity about objects, in living things and other natural events in the environment. Examples: Recognizes needs, sustains attention and reaches or objects, grasps objects, and moves objects.

1-2: Uses one or more senses to observe and explore objects, living things, and natural events in the environment. Examples: Demonstrates understanding of object permanence, completes actions and watches for response.

2-3: Applies knowledge of objects, living things, and natural events in the environment. Examples: Shows interest in language that describes event or sustains interest in repetition.

3-4: Describes changes in or analyzes objects, living things, and natural events in the environment. Examples: Comparing and contrasting, constructs representations and asks questions.

4-5: Evaluates and describes the relationship between objects, living things, and natural events. Examples: Explains or justifies reason behind prediction. Asks questions to further understanding.

Kindergarten/Gifted and talented children: Explains plans for testing cause and effect. Examples: Designs own experiments and tests. Begins communicating predictions and recording results.

25. Demonstrates knowledge of the characteristics of living things

Birth – 1: Recognizes familiar adults and animals. Examples: Smiles at a care giver. Lifts arms toward care giver. Points at animal and/or smiles.

1-2: Shows awareness of body in space, recognizes and identifies body parts and personal needs. Examples: Shows awareness of a null set, such as living things and non-living things or animal and not an animal. Looks for a reaction when a body part touches another thing in space.

2-3: Applies prior knowledge to natural events. Examples: Interacts of living things based on prior knowledge of characteristics. Uses tools to explore living things.

3-4: Analyzes living things with attention to detail. Examples: Notices more abstract attributes of living things, such as survival techniques. Classifies by two or more characteristics (compares and contrasts).

4-5: Evaluates similarities and differences of living things. Examples: Asks questions, provides evidence for comparison, and uses resources to support learned knowledge.

Kindergarten/Gifted and talented children: Creates representations of living things based on prior knowledge. Examples: Representations of biomes, animals and plants through various media.

26. Demonstrates knowledge of the physical properties of objects and materials.

Birth – 1: Explores using all senses. Examples: Begins to notice objects and events in the environment.

1-2: Shows understanding that objects and materials take space. Examples: Fills and empties containers. Begins to label objects in the environment.
2-3: Applies knowledge of properties of materials to create an effect on them. Examples: Take objects apart and attempts to put them back together. Sorting and classifying, labels or describes phenomena like melting, dissolving, floating/sinking, etc.

3-4: Analyzes the attributes of physical properties and materials. Asks questions and experiments with materials.

4-5: Evaluates similarities and differences of the properties of materials. Examples: Asks questions based on an experience, recalls prior experiences and uses resources to design an experiment.

Kindergarten/Gifted and talented children: Uses prior knowledge to recreate and represent unexplained (in the child’s mind) phenomena.

27. Demonstrates knowledge of Earth’s environment

Birth-1: Recognizes and responds to stimuli in the environment. Examples: Squints in bright light, blinks or turns away from the wind, looks for someone calling their name.

1-2: Investigates and demonstrates understanding of consistent properties of the Earth’s environment. Examples: points or verbalizes about changes in earth’s environment; begins to label materials in the environment such as puddles, rocks, moon, clouds, sun, etc.

2-3: Applies prior knowledge to label changes and properties in the Earth’s environment. Examples: Describes weather changes, collects natural objects and describes them.

3-4: Analyzes patterns in weather and the effects of weather on the Earth’s environment. Examples: Differentiates between two types of similar weather (rainstorm and thunderstorm), examines the cause of fallen tree branches or a sandbox filled with water.

4-5: Evaluates changes to the Earth’s environment. Examples: Conceptualizes seasonal changes, predicts weather changes throughout the course of the day (i.e. “Teacher, look the clouds are darker, I think it might rain.”)

Kindergarten/Gifted and talented children: Evaluates their personal influence on the environment. Examples: Experiments with blowing on dandelions, shows interest in recycling, and puts sand in mud puddle to create a dam.

28. Uses tools and technology to perform tasks

Birth-1: Recognizes self-help tools in the environment and uses them appropriately. Examples: Uses silverware and cups with limited success, holds own bottle, searches for pacifier.

1-2: Utilizes tools for sensory exploration. Examples: Holds writing tools in hand and scribbles, uses tools such as scoops, funnels, and tongs to manipulate materials.

2-3: Uses more complex tools to achieve an outcome with limited success. Examples: Uses scissors, uses writing tools to draw, begin to use silverware independently and successfully.

3-4: Explores more advanced tools and begins to learn the purpose of them but may not be using them for the intended purpose. Examples: Begins to use technology devices, such as a magnifying glass, microscope, ruler, or iPad.
4-5: Uses more advanced tools for their intended purpose and begins to gather information from them. Examples: Measures snow with a ruler and comments on the lines and numbers on the ruler and puts slides under microscope and evaluates the image.

Kindergarten/Gifted and talented children: Plans experiments using tools and records the data. Examples: Measures snow while melting with a ruler and records changes over time, puts slides under microscope and creates a drawn or written representation.

Social Studies

29. Demonstrates Knowledge of Self

Birth- 1: Communicates feelings and needs through vocalizations and nonverbal communication. Examples: Uses appropriate strategies to soothe self, reaches for caregiver, seeks familiar comfort item.

1-2: Recognizes or identifies characteristics of self. Examples: points to body part when named, may be able to initiate and verbally label; expresses preferences or dislikes for foods, toys, people, etc.

2-3: Demonstrates interest in self-help skills, independence, and classifying. Examples: seeks to complete tasks independently, begins to compare self to others by characteristics such as age, gender, and physical features.

3-4: Differentiates characteristics of self and others. Examples: discusses with peer difference in skin color, asks questions for understanding differences, develops friendships with peers with similar physical attributes, may use differences to criticize others due to lack of understanding.

4-5: Values individual characteristics, strengths, and abilities. Examples: seeks to try new things that build on current skills and interests but may give up easily, engages in friendships with peers based more on intrinsic attributes.

Kindergarten/Gifted and talented children: Develops complete understanding of self. Examples: Articulates wants/needs/opinions and justifies or reasons their importance, delays gratification or adapts characteristics when it may be in the best interest of others (i.e. slowing running pace so a friend can keep up).

30. Shows Basic Understanding of People and how they live

Birth- 1: Shows interest in people, objects, and events. Examples: turns toward sights and sounds, expresses emotions related to the stimulus.

1-2: Recognizes and recalls daily routines. Examples: Joins in familiar songs/stories/activities, responds as appropriate when mom/dad/guardian depart for work, runs to door to search for parent after seeing another child’s parent arrive for pick-up.

2-3: Dramatizes or describes familiar objects, people, environments, and recent events. Examples: talks about what was seen on the family walk the previous evening, uses a toy phone to make a call.
3-4: Evaluates roles of people and experiments with personal impact on objects, environment, and events. Examples: Acts out a recent trip to the grocery store but only chooses favorite foods, insists that roles are played by the child most similar to the person in the role (the boy has to play “the dad”).

4-5: Constructs elaborate representations of familiar social contexts. Examples: assigns roles to peers and acts out a scenario for an extended time by pausing play to give peers details and cues, creates supporting materials that extend play such as money from paper or trucks from boxes.

Kindergarten/Gifted and talented children: Explores personal role as a member of the community. Examples: constructs a plan for solving a community problem such as raising money for a sick classmate, assembles a group of friends to help clean up litter on the playground.

31. Explores Change Related to Familiar People or Places

Birth-1: demonstrates variation in behavior when change occurs with routines or caregivers. Examples: smiles when a loved one returns; cries, “zones out”, or becomes overstimulated when nap time is delayed.

1-2: Classifies people, places, and materials as familiar or unknown. Examples: Looks to caregiver before exploring new toy or space, returns to caregiver when a new person approaches, spends extra time exploring a new toy.

2-3: Solves problems related to change in environment, routine, or caregiver. Examples: Seeks comfort item to self-soothe in new situations, dramatizes new experiences through play as a way to process change.

3-4: Analyzes change in environment, routine, or caregiver. Examples: Asks questions when changes occur to deepen understanding, compares changes to the typical routine, begins to find enjoyment in novelty or change and even asks for it (can we eat at a restaurant tonight?).

4-5: Evaluates changes in self, family, and familiar routines. Examples: determines personal position on a change and defends opinion (“I don’t like wearing dresses anymore because I can’t run as fast”), supports friends or family members through a change by helping or offering kind words.

Kindergarten/Gifted and talented children: Develops a plan to create change or cope with change. Examples: Writes a lists of ways he or she is willing to help with a new baby, creates a plan for staying in contact with friends after moving to a new school.

32. Demonstrates Simple Geographic Knowledge

Birth-1: Distinguishes between familiar and unfamiliar environments. Examples: quiet and reserved in a new environment but more vocal in a familiar environment, sleeps soundly in crib at home but sleep is disrupted when sleeping in a crib at school.

1-2: Understands basic layout of a familiar space. Examples: locates an item in its “home”, utilizes whole space for exploration.
2-3: Applies knowledge of familiar spaces to new spaces and explores, initially with support then independently. Examples: expects to find a bathroom in a new classroom since there was one in the old classroom, represents familiar environments through visual arts and dramatic play.

3-4: Compares and contrasts familiar environments and/or new environments. Examples: appraises home and school environments then draws comparisons, distinguishes between familiar and new routes when travelling, converses with peers about characteristics of their homes or bedrooms.

4-5: Evaluates travel plans and location in relation to interests. Examples: selects path for running in a race to maximize speed and reduce injury, moves outdoor block building from the hill to the sidewalk so the tower stops falling over.

Kindergarten/Gifted and talented children: Creates representations of familiar places and routes. Examples: draws a map to a recent field trip site which includes landmarks and directions stated in their own words.

33. Explores the Visual Arts

Birth-1: Explores photos, pictures, textures, and mirror images with all senses. Examples: mouths pictures in books, grabs and squeezes ribbons, focuses on reflection in mirror during tummy time.

1-2: Recognizes photos, drawings, sculptures, etc., as art forms and begins to make own art. Examples: marks on surfaces with writing/drawing tools, runs fingers through paint provided, gesturally identifies components of photographs when named by adults.

2-3: Applies knowledge of familiar people, objects, and creatures to create visual art forms. Examples: creates what appears to adults as abstract art but can briefly describe features or subjects of the work.

3-4: Analyzes knowledge of familiar people, objects, or creatures to add greater detail to art work. Examples: includes more and less obvious body parts in a self-portrait (ears, eye color, etc.), distinguishes between features of subjects in both personal and commercial art, and explores 3-dimensional art.

4-5: Plans, creates, then evaluates work to determine if more detail could be added. Examples: continues sculpting project over many days to add detail or make adjustments; Expresses or describes where or how ideas for the work developed, uses resources such as books, photographs, or tangible artifacts to further work.

Kindergarten/Gifted and talented children: Designs concrete or abstract art with the intention of representing abstract concepts. Examples: paints red jagged lines when intending to express personal anger, uses creation of visual arts as a method for coping with or anticipating life changes.

34. Explores Musical Concepts and Expression

Birth-1: Recognizes and responds to familiar sounds. Examples: Turns head toward the sound of a familiar caregiver’s voice, observes and listens to songs and melodies, explores sound making objects with all senses.
1-2: Understands that objects, people, and creatures can make sounds. Examples: sings simple songs and finger plays, presses keyboard repeatedly to reproduce sounds, experiments with items to see if they make sounds by shaking/throwing/banging.

2-3: Applies knowledge of musical concepts and expression to new experiences. Examples: Makes drum out of mixing bowl and marches around the room, initiates singing during routines such as clean up or handwashing, shows preference for favorite songs or music types, may sing one song repeatedly.

3-4: Distinguishes between key features that compose music and melodies. Examples: Shows increasing awareness of pitch/rhythm/volume/duration, memorizes lyrics and tunes to numerous songs; draws connections between features of music and movements that can accompany them.

4-5: Evaluates and alters the key features that compose music and melodies. Examples: creates new lyrics to familiar tunes, sings at double tempo while group sings to see how it sounds, experiments with placement of instrument to alter the sound (drum on carpet or hard flooring).

Kindergarten/Gifted and talented children: Assembles lyrics, sounds, and melodies to create own music. Examples: makes up own tune and lyrics to sing while doing a specific task, matches pitch of voice to that of the music, formulates drumming pattern to match or complement the beat of a song, combines everyday objects to design an instrument.

35. Explores Dance and Movement Concepts

Birth-1: Recalls soothing movements and responds physically and emotionally. Examples: stops crying when caregiver sways side to side or bounces, turns head from side to side while trying to soothe self to sleep.

1-2: Identifies movement as a way to interact with others and the environment. Examples: pulls body up and sways hips to music while looking to see if adults are watching, kicks and waves arms then waits for a playmate to do the same in a call and response fashion, uses larger movements when experiencing strong emotions.

2-3: Demonstrates understanding of a variety of ways to move the body. Examples: follows directions during an adult led movement activity, initiates dance and movement when a song come on the radio, watches how a peer moves and copies the movement.

3-4: Evaluates and adapts movement style based on social goals. Examples: Experiments with challenging movement concepts (cartwheel) demonstrated by a desired peer, asks parents to enroll in a ballet class because a friend did.

4-5: Defends personal movement style while being open to suggestions from peers. Examples: creates own “silly” dance move and executes it with confidence, adds an extra jump to dance routine at the suggestion of a peer, notices peers watching movement so teaches them the moves.

Kindergarten/Gifted and talented children: Assembles and coordinates a simple movement or dance activity with a group of peers. Examples: choreographs a cheer with friends on the playground, reenacts a favorite music video dance routine from memory.
36. Explores Drama through Actions and Language

Birth-1: Imitates the sounds, facial expressions, and body language of another person. Examples: Sticks out tongue after sister does, briefly stops crying after seeing reflection then resumes crying while continuing to watch the reflection.

1-2: Identifies objects in the environment as literal props and incorporates routine experiences in to play. Examples: picks up cup and pretends to drink, tells doll “nigh nigh” and lays it in a crib.

2-3: Dramatizes familiar events using increased symbolism and accuracy of details. Examples: uses a block to represent a hammer; sequences events in play to include a basic beginning, middle, and end (must pour juice before you can drink from the cup), begins to invite peers to join in dramatic play.

3-4: Experiments with new and familiar concepts through dramatic play as a form of inquiry. Examples: negotiates roles and relationships with peers through drama, demonstrates an understanding that certain behaviors are important to specific roles.

4-5: Evaluates routines, rituals, and celebrations of community and culture by incorporating them in play scenarios. Examples: visits a dramatic play scenario over many days and adds new elements each time, respects the ideas and suggestions of others during dramatic play, supports and explains cultural differences as peers join in the dramatization.

Kindergarten/Gifted and talented children: Constructs an abstract understanding of the importance of dramatization for self and others. Examples: develops roles/actions/behaviors that reflect diversity in the community, pretends an object exists with no prop, takes on more than one dramatic play role at a time, and provides feedback to peers regarding their roles and performance.