TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Curriculum Committee
of the
Trumbull Board of Education

Regular Meeting

Trumbull Early Childhood Education Center (TECEC) Library
(PLEASE NOTE CHANGE OF LOCATION)
Thursday, February 22, 2018 – 8:15 am

AGENDA

I.   Call to Order/Introduction

II.   Public Comment

III.   Approval/Minutes – Special Meeting 1/25/2018

IV.   New Business

        a.   Unified Pre-Kindergarten Curriculum Guide

        b.   Report, Assistant Superintendent of Curriculum, Instruction, & Assessments

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Curriculum Committee
of the
Trumbull Board of Education

Special Meeting

Trumbull High School Main Office Conference Room
Thursday, January 25, 2018 – 8:15 a.m.

MINUTES

I.   Call to Order/Introduction – The meeting was called to order by Ms. Petitti at 8:21 a.m.

<u>Members present</u>
M. Petitti, chair
L. Timpanelli
M. Ward
J. Budd, Ph.D., ex officio

<u>Other</u>
F. Basbagill, Mathematics Department Chair, Trumbull High School
E. Capobianco, mathematics teacher, Trumbull High School
T. Edwards, Science Department Chair, Trumbull High School
K. Durand, art teacher, Trumbull High School
V. Artese, social studies teacher, Trumbull High School
M. Steinberg, Coordinator of Pupil Personnel Services
R. Smith, special education teacher, Hillcrest Middle School
M. Seperack, special education teacher, Trumbull High School

II.   Public Comment – There was no Public Comment.

III.   Approval/Minutes – Special Meeting 11/16/2017 – Mr. Ward moved to approve the
        minutes as presented. Ms. Timpanelli seconded the motion. The motion was unanimously
        agreed to.

IV.   New Business

        a. Multivariable Calculus Curriculum Guide
            Ms. Capobianco presented an overview of this new curriculum guide, including
            its connection to physics and its challenging assessments for students ready for
            this level of college-level mathematics work. Ms. Basbagill noted the hard work
            of Ms. Capobianco in preparing students for success at this level. Ms. Petitti
            commended the rigor of the course. Mr. Ward moved to bring the curriculum

guide to the Board of Education for approval at its meeting scheduled for February 13, 2018, and Ms. Timpanelli seconded. The motion was unanimously agreed to.

b. New Course Text Proposal: *Earth* (Core: Integrated Physical Science)
c. New Course Text Proposal: *Physical Science with Earth Science*, 2nd ed. (Core: Integrated Physical Science)

Mr. Edwards outlined the proposed uses of class sets of these texts in the new grade 9 science course for all Trumbull High School students. In the context of integrating earth and space sciences with physical science, elements from both of these textbooks are necessary to support new ways of teaching. Ms. Petitti noted the appealing charts and graphs, and Mr. Ward supported the use of updated texts in the curriculum. Ms. Timpanelli commended the potential of additional transition work between middle school and high school science. Ms. Petitti moved to bring the new course text proposals to the Board of Education for approval at its meeting scheduled for February 13, 2018, and Ms. Timpanelli seconded. The motion was unanimously agreed to.

d. AP Studio Art: 2-D Design Curriculum Guide

Ms. Durand explained the scope of Advanced Placement Studio Art: 2-D Design as a strong integration of students' previous art courses and interests, and its potential for all types of two-dimensional art forms. Ms. Timpanelli emphasized her support for the evolving art program at Trumbull High School. Mr. Ward moved to bring this new curriculum guide to the Board of Education for approval at its meeting scheduled for February 13, 2018, and Ms. Petitti seconded. The motion was unanimously agreed to.

e. Global Insights Curriculum Guide

Mr. Artese outlined the evolution of this revised curriculum guide in relation to the previous guide of 10 years prior. He noted students' strong interest in the subject matter as a reason for the course's expansion over time. Ms. Timpanelli supported the inclusion of guest speakers in the curriculum. Ms. Timpanelli moved to bring the curriculum guide to the Board of Education for approval at its meeting scheduled for February 13, 2018, and Ms. Petitti seconded. The motion was unanimously agreed to.

f. Grades 6-8 STRIDE Curriculum Guide

Ms. Steinberg sketched the importance of this course to student success in the middle school program, and Ms. Smith presented an overview of the seven recursive focus areas to be covered with increasing student independence over grades 6-8. Ms. Timpanelli noted her interest in helping all students succeed at the earliest possible ages. Ms. Timpanelli moved to bring this new curriculum guide to the Board of Education for approval at its meeting scheduled for February 13, 2018, and Ms. Petitti seconded. The motion was unanimously agreed to.

g. New Course Text Proposal: *The Boy in the Striped Pajamas* (Core: English 9-10)

Ms. Seperack indicated the likely success of this high-interest work of historical fiction for students in her course. Mr. Ward and Ms. Petitti praised elements of the text. Ms. Timpanelli moved to bring the new course text proposal to the Board of Education for approval at its meeting scheduled for February 13, 2018, and Ms. Petitti seconded. The motion was unanimously agreed to.

h. Report, Assistant Superintendent of Curriculum, Instruction, & Assessments
Dr. Budd developed his comments regarding the recent Tri-State Visitation Report discussed at the January 23, 2018, Board of Education meeting. Ms. Petitti, Ms. Timpanelli, and Mr. Ward noted their support for the curriculum initiatives that had been recognized in the report, and their interest in continuing strong support for teaching & learning in Trumbull.

Mr. Ward moved to adjourn the meeting at 9:41 a.m.; Ms. Timpanelli seconded. The motion was unanimously agreed to.

TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

UNIFIED PRE-KINDERGARTEN
Ages 3-4

2018

(Last revision date: 2011)

Curriculum Writing Team

Matthew Wheeler, Ed.D.	**Coordinator, Trumbull Early Childhood Education Center (TECEC)**
Heather Hart	**Teacher, Trumbull Early Childhood Education Center (TECEC)**
Madelyn Kennedy	**Teacher, Trumbull Early Childhood Education Center (TECEC)**
Heatherly Law	**Teacher, Trumbull Early Childhood Education Center (TECEC)**
Dawn Matos	**Teacher, Trumbull Early Childhood Education Center (TECEC)**
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Jonathan S. Budd, Ph.D., Assistant Superintendent of Curriculum, Instruction, & Assessments

UNIFIED PRE-KINDERGARTEN
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CORE VALUES AND BELIEFS

The Trumbull School Community engages in an environment conducive to learning which believes that all students will **read** and **write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

INTRODUCTION & PHILOSOPHY

The Trumbull Public School System, in partnership with the community, strives to meet the educational needs of all students within a challenging and supportive academic environment that empowers each student to become a life-long learner and to live and participate in a democratic, diverse, and global society.

The highly qualified staff at the Trumbull Early Childhood Education Center believes that every child is unique, and are dedicated to providing specialized instruction that builds a foundation of essential skills and initiates a passion for learning. We focus on holistic development, creating experiences that foster social, emotional, physical, and intellectual growth, helping each child build a positive self-image and reach his or her fullest potential. We do this within a safe and nurturing environment utilizing a transdisciplinary team approach at home, in school, and in the community.

The curriculum is derived from the 2014 Connecticut Early Learning and Development Standards (CTELDS) and recommended best practices from the National Association of Educating Young Children (NAEYC). In addition, the curriculum is aligned with Trumbull's curricular benchmarks for kindergarten; see Appendices A and B. The 2018 curriculum revision also addresses current pre-readiness needs of the student population.

Trumbull's program structure, which is based on best practice, consists of two separate grade levels for 3-year-old and 4-year-old students. Since the State of Connecticut offers a framework for pre-kindergarten students from birth to five, identify the range of skills can be associated with grade-level expectations. Identifying the skills most children should have in their repertoire prior to their next grade-level experience, the curriculum takes into account that children exhibit a wide range of development. The curriculum specifically addresses the domains of mathematics, social studies, language arts, science, and social-emotional development, and has been carefully designed to be implemented utilizing a thematic approach that is student- initiated and teacher-facilitated, which research has proven to be the most effective manner for educating young children.

We are sensitive to the needs of each child and are thus cognizant that lessons may need differentiation in order for many students to make progress based upon their individual needs. The curriculum is meant to be a guide when preparing, implementing, and assessing students in the various domains. Development occurs on a continuum, and this curriculum is responsive to each child's needs.

Following the recommended guidelines of the National Association of Educating Young Children (NAEYC), the Connecticut Early Learning and Development Standards (CTELDS), and developmentally appropriate practices, assessment for pre-kindergarten students utilizes a broad range of procedures to gather evidence of student achievement; multiple forms of evidence are collected over time, sensitive to each child's special needs, home language, learning style, and developmental stage. This multi-faceted approach includes observation, work samples, portfolios, anecdotal records of children's conversations and behavior in group settings, samples of artwork and drawings, photographs, recordings, and teacher and parent interviews. All evidence is analyzed to determine children's progress toward the learning standards and teachers' next instructional decisions for individual children as well as for an entire class.

Within the first month of school, universal developmental screening is conducted to identify students who may be at risk for possible learning challenges as well as those who may be gifted. The Brigance Preschool Screen, designed for children from birth to age seven, provides information on a child's physical health and development, mathematics and science, language development and literacy, and social and emotional skills. Information from this assessment is analyzed by the team to determine each child's plan and to identify classroom needs going forward.

KNOWLEDGE & SKILLS

Social & Emotional Development
Students will . . .
- develop healthy and trusting relationships with caregivers.
- develop social relationships with peers.
- develop self-awareness, determination, and self-regulation.
- develop the skill to recognize and respond to emotions in self and others.

Language Arts
Students will . . .
- develop pre-literacy and literacy skills, comprehend and respond to literal questions related to literature, and express ideas and experiences.
- develop an understanding of the English language.
- communicate their experiences, ideas, and feelings by speaking.
- use different forms of writing such as drawing, letter-like forms, invented spelling, and conversational forms.

Mathematics

Students will . . .

- develop skills to identify patterns and functions, collect data, and interpret quantitative relationships.
- demonstrate number sense and develop skills to understand how measurements and geometric relationships help them make sense of their environment.
- organize and express an understanding of common properties and attributes of objects.

Science

Students will . . .

- develop skills of inquiry, comparison, and observation of themselves and the world around them.
- recognize and solve problems through active exploration, including trial and error and interacting with peers and adults.

Social Studies

Students will . . .

- understand the world around them, and how they interact with the world, including themselves in the context of their family, school, neighborhood, and community.

3-YEAR-OLDS, DOMAIN 1: SOCIAL AND EMOTIONAL DEVELOPMENT

GOALS

The following domain goals derive from the 2014 Connecticut Early Learning and Development Standards (CTELDS) for Social and Emotional Development.

Strand A: Early learning experiences will support children to develop trusting healthy attachments and relationships with primary caregivers.

Trusting Relationships: SE.48.1	Engage in interactions with less familiar adults.
Managing Separation: SE.48.2	Manage most separations without distress and adjust to new settings in the presence of a trusted adult.

Strand B: Early learning experiences will support children to develop self-regulation.

Regulation of Emotions and Behavior: SE.48.3	Use strategies to self-soothe with limited adult support.
Regulation of Impulses and Behavior: 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).
Regulation of Impulses and Behavior: SE.48.5	Make transitions and follow basic schedule, routines, and rules with occasional reminders.

Strand C: Early learning experiences will support children to develop, express, recognize, and respond to emotions.

Emotional Expression: 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.
Recognition and Response to Emotions in Others: SE.48.7	Recognize, label, and respond to a wide variety of emotions in others.
Recognition and Response to Emotions in Others: SE.48.8	Make connections between emotional reaction of others and own emotional experiences.

Strand D: Early learning experiences will support children to develop self-awareness, self-concept, and competence.

Sense of Self: SE.48.9	Refer to themselves by first and last name and identify some characteristics (e.g., gender, hair color, etc.) and skills.
Personal Preferences: SE.48.10	Recognize and describe themselves in terms of basic preferences.
Self-Concept and Competency: SE.48.11	Demonstrate confidence in a range of activities, routines, and tasks and take initiative in attempting unfamiliar tasks.

Strand E: Early learning experiences will support children to develop social relationships.

Adult Relationships: SE.48.12	Communicate with unfamiliar adults and accept or request guidance.
Play/Friendship: SE.48.13	Interact with one or more children (including small groups) beginning to work together to build or complete a project.
Play/Friendship: SE.48.14	Interact with a variety of children in the program.
Conflict Resolution: SE.48.15	Seek and accept adult help to solve problems with peers.

The following domain goals derive from the 2014 Connecticut Early Learning and Development Standards (CTELDS) for Cognition.

Strand A: Early learning experiences will support children to develop effective approaches to learning.

Eagerness to Learn: C.48.3	Seek out new challenges and novel experiences.
Cooperation with Peers in Learning Experiences: C.48.4	Engage in and complete learning activities with peers.
Cooperation with Peers in Learning Experiences: C.48.5	Help and cooperate in groups.

Strand C: Early learning experiences will support children to strengthen executive function.

Choosing and Planning:
C.48.13

With adult assistance, choose activities and plan what to do.

Cognitive Flexibility:
C.48.15

With adult assistance, stop and consider alternatives when encountering a problem.

3-YEAR-OLDS, DOMAIN 1: SOCIAL AND EMOTIONAL DEVELOPMENT
Trimester 1

Trimester Goals

At the completion of this trimester, students will:

Trusting Relationships: SE.48.1	Engage in interactions with less familiar adults.
Managing Separation: SE.48.2	Manage most separations without distress and adjust to new settings in the presence of a trusted adult.
Regulation of Emotions and Behavior: SE.48.3	Use strategies to self-soothe with limited adult support.
Regulation of Impulses and Behavior: 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).
Regulation of Impulses and Behavior: SE.48.5	Make transitions and follow basic schedule, routines, and rules with occasional reminders.
Emotional Expression: 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.
Recognition and Response to Emotions in Others: SE.48.7	Recognize, label, and respond to a wide variety of emotions in others.
Recognition and Response to Emotions in Others: SE.48.8	Make connections between emotional reaction of others and own emotional experiences.
Sense of Self: SE.48.9	Refer to themselves by first and last name and identify some characteristics (e.g., gender, hair color, etc.) and skills.
Personal Preferences: SE.48.10	Recognize and describe themselves in terms of basic preferences.

Self-Concept and Competency: SE.48.11	Demonstrate confidence in a range of activities, routines, and tasks and take initiative in attempting unfamiliar tasks.
Adult Relationships: SE.48.12	Communicate with unfamiliar adults and accept or request guidance.
Play/Friendship: SE.48.13	Interact with one or more children (including small groups) beginning to work together to build or complete a project.
Play/Friendship: SE.48.14	Interact with a variety of children in the program.
Conflict Resolution: SE.48.15	Seek and accept adult help to solve problems with peers.
Eagerness to Learn: C.48.3	Seek out new challenges and novel experiences.
Cooperation with Peers in Learning Experiences: C.48.4	Engage in and complete learning activities with peers.
Cooperation with Peers in Learning Experiences: C.48.5	Help and cooperate in groups.
Choosing and Planning: C.48.13	With adult assistance, choose activities and plan what to do.
Cognitive Flexibility: C.48.15	With adult assistance, stop and consider alternatives when encountering a problem.

Assured Assessments

SE.48.1	Individualized assessment: Wave to adult
SE.48.2	Individualized assessment: With adult assistance, calm down
SE.48.3	Individualized assessment: While upset, seek close proximity from adult
SE.48.4	Individualized assessment: With visual, wait for 5 seconds to get something wanted

SE.48.5	Individualized assessment: With adult assistance (verbal prompts), make transitions and follow basic schedule, routines, and rules
SE.48.6	Individualized assessment: Seek adult assistance for comfort
SE.48.7	Individualized assessment: Recognize, label, and respond to emotions on feelings poster
SE.48.8	Individualized assessment: Reference a peer's emotional reaction
SE.48.9	Individualized assessment: Learn personal information
SE.48.10	Individualized assessment: Learn individual preferences
SE.48.11	Individualized assessment: Seek adult assistance
SE.48.12	Individualized assessment: Use gestures
SE.48.13	Individualized assessment: Observe a peer in play
SE.48.14	Individualized assessment: Interact with a familiar peer
SE.48.15	Individualized assessment: Learn conflict resolution options from adult
C.48.3	Individualized assessment: Listen to verbal prompts to try new experiences
C.48.4	Individualized assessment: With modeling, engage in learning activities with one peer
C.48.5	Individualized assessment: With modeling, engage in group activities with one peer
C.48.13	Individualized assessment: With modeling, will choose and plan what to do
C.48.15	Individualized assessment: Will observe classroom-based problem-solving

Resources

- Curriculum-based & classroom materials (SE.48.1, SE.48.2, SE.48.4, SE.48.5, SE.48.6, SE.48.7, SE.48.8, SE.48.9, SE.48.10, SE.48.11, SE.48.12, SE.48.13, SE.48.14, SE.48.15, C.48.3, C.48.5, C.48.13, C.48.15)
- Books (SE.48.2, SE.48.3, SE.48.6, SE.48.8)
- Tucker the Turtle visuals (SE.48.2, C.48.15)
- *Second Step* listening rules cards and song (SE.48.2)
- Songs (SE.48.3, SE.48.13, SE.48.14, SE.48.15, C.48.3)

- Digital timer (SE.48.4)
- *Second Step* feelings poster (SE.48.7, SE.48.8)

Time Allotment

- First trimester (September – November)

3-YEAR-OLDS, DOMAIN 1: SOCIAL AND EMOTIONAL DEVELOPMENT
Trimester 2

Trimester Goals

At the completion of this trimester, students will:

Trusting Relationships: SE.48.1	Engage in interactions with less familiar adults.
Managing Separation: SE.48.2	Manage most separations without distress and adjust to new settings in the presence of a trusted adult.
Regulation of Emotions and Behavior: SE.48.3	Use strategies to self-soothe with limited adult support.
Regulation of Impulses and Behavior: 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).
Regulation of Impulses and Behavior: SE.48.5	Make transitions and follow basic schedule, routines, and rules with occasional reminders.
Emotional Expression: 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.
Recognition and Response to Emotions in Others: SE.48.7	Recognize, label, and respond to a wide variety of emotions in others.
Recognition and Response to Emotions in Others: SE.48.8	Make connections between emotional reaction of others and own emotional experiences.
Sense of Self: SE.48.9	Refer to themselves by first and last name and identify some characteristics (e.g., gender, hair color, etc.) and skills.
Personal Preferences: SE.48.10	Recognize and describe themselves in terms of basic preferences.

Self-Concept and Competency: SE.48.11	Demonstrate confidence in a range of activities, routines, and tasks and take initiative in attempting unfamiliar tasks.
Adult Relationships: SE.48.12	Communicate with unfamiliar adults and accept or request guidance.
Play/Friendship: SE.48.13	Interact with one or more children (including small groups) beginning to work together to build or complete a project.
Play/Friendship: SE.48.14	Interact with a variety of children in the program.
Conflict Resolution: SE.48.15	Seek and accept adult help to solve problems with peers.
Eagerness to Learn: C.48.3	Seek out new challenges and novel experiences.
Cooperation with Peers in Learning Experiences: C.48.4	Engage in and complete learning activities with peers.
Cooperation with Peers in Learning Experiences: C.48.5	Help and cooperate in groups.
Choosing and Planning: C.48.13	With adult assistance, choose activities and plan what to do.
Cognitive Flexibility: C.48.15	With adult assistance, stop and consider alternatives when encountering a problem.

Assured Assessments

SE.48.1	Individualized assessment: Introduce self to adult
SE.48.2	Individualized assessment: Self-calm within 5 minutes
SE.48.3	Individualized assessment: While upset, ask calmly for adult help
SE.48.4	Individualized assessment: With visual, wait for 10 seconds to get something wanted

SE.48.5	Individualized assessment: With reference to visuals and minimal verbal reminders, make transitions and follow basic schedule, routines, and rules
SE.48.6	Individualized assessment: Use visuals of feelings, sometimes paired with gestures, to express emotions
SE.48.7	Individualized assessment: Recognize, label, and respond to emotions in books
SE.48.8	Individualized assessment: Reference emotions on feelings poster
SE.48.9	Individualized assessment: Begin to share personal information with adult prompting
SE.48.10	Individualized assessment: Begin to share individual preferences with adult prompting
SE.48.11	Individualized assessment: Begin to engage in unfamiliar tasks with adult prompting
SE.48.12	Individualized assessment: Mimic adult models
SE.48.13	Individualized assessment: Parallel-play with a peer
SE.48.14	Individualized assessment: Interact with more than one familiar peer in a small group
SE.48.15	Individualized assessment: With adult assistance, use visuals to select conflict resolution option
C.48.3	Individualized assessment: Follow gesture to try new experiences
C.48.4	Individualized assessment: With modeling, engage in learning activities with small group
C.48.5	Individualized assessment: With modeling, engage in group activities with small group
C.48.13	Individualized assessment: With verbal reminders, will choose and plan what to do
C.48.15	Individualized assessment: Will practice classroom-based problem-solving

Resources

- Curriculum-based & classroom materials (SE.48.1, SE.48.2, SE.48.4, SE.48.5, SE.48.6, SE.48.7, SE.48.8, SE.48.9, SE.48.10, SE.48.11, SE.48.12, SE.48.13, SE.48.14, SE.48.15, C.48.3, C.48.5, C.48.13, C.48.15)
- Books (SE.48.2, SE.48.3, SE.48.6, SE.48.8)
- Tucker the Turtle visuals (SE.48.2, C.48.15)
- *Second Step* listening rules cards and song (SE.48.2)
- Songs (SE.48.3, SE.48.13, SE.48.14, SE.48.15, C.48.3)
- Digital timer (SE.48.4)
- *Second Step* feelings poster (SE.48.7, SE.48.8)

Time Allotment

- Second trimester (December – mid-March)

3-YEAR-OLDS, DOMAIN 1: SOCIAL AND EMOTIONAL DEVELOPMENT
Trimester 3

Trimester Goals

At the completion of this trimester, students will:

Trusting Relationships: SE.48.1	Engage in interactions with less familiar adults.
Managing Separation: SE.48.2	Manage most separations without distress and adjust to new settings in the presence of a trusted adult.
Regulation of Emotions and Behavior: SE.48.3	Use strategies to self-soothe with limited adult support.
Regulation of Impulses and Behavior: 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).
Regulation of Impulses and Behavior: SE.48.5	Make transitions and follow basic schedule, routines, and rules with occasional reminders.
Emotional Expression: 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.
Recognition and Response to Emotions in Others: SE.48.7	Recognize, label, and respond to a wide variety of emotions in others.
Recognition and Response to Emotions in Others: SE.48.8	Make connections between emotional reaction of others and own emotional experiences.
Sense of Self: SE.48.9	Refer to themselves by first and last name and identify some characteristics (e.g., gender, hair color, etc.) and skills.
Personal Preferences: SE.48.10	Recognize and describe themselves in terms of basic preferences.

Self-Concept and Competency: SE.48.11	Demonstrate confidence in a range of activities, routines, and tasks and take initiative in attempting unfamiliar tasks.
Adult Relationships: SE.48.12	Communicate with unfamiliar adults and accept or request guidance.
Play/Friendship: SE.48.13	Interact with one or more children (including small groups) beginning to work together to build or complete a project.
Play/Friendship: SE.48.14	Interact with a variety of children in the program.
Conflict Resolution: SE.48.15	Seek and accept adult help to solve problems with peers.
Eagerness to Learn: C.48.3	Seek out new challenges and novel experiences.
Cooperation with Peers in Learning Experiences: C.48.4	Engage in and complete learning activities with peers.
Cooperation with Peers in Learning Experiences: C.48.5	Help and cooperate in groups.
Choosing and Planning: C.48.13	With adult assistance, choose activities and plan what to do.
Cognitive Flexibility: C.48.15	With adult assistance, stop and consider alternatives when encountering a problem.

Assured Assessments

SE.48.1	Individualized assessment: Engage with adult
SE.48.2	Individualized assessment: Manage separation without upset
SE.48.3	Individualized assessment: While upset, seek eye contact from adult
SE.48.4	Individualized assessment: With visual, wait for 15 seconds to get something wanted

SE.48.5	Individualized assessment: With occasional gestural reminders, make transitions and follow basic schedule, routines, and rules
SE.48.6	Individualized assessment: Independently use words or gestures to express emotions
SE.48.7	Individualized assessment: Recognize, label, and respond to emotions in peers
SE.48.8	Individualized assessment: Reference emotions independently
SE.48.9	Individualized assessment: Share personal information independently
SE.48.10	Individualized assessment: Share individual preferences independently
SE.48.11	Individualized assessment: Engage in unfamiliar tasks independently
SE.48.12	Individualized assessment: Use words and willingly accept or request guidance
SE.48.13	Individualized assessment: Independently interact with a peer within a small working group
SE.48.14	Individualized assessment: Independently interact with a large group of peers
SE.48.15	Individualized assessment: Ask adult for help to resolve conflict
C.48.3	Individualized assessment: Initiate new experiences
C.48.4	Individualized assessment: Independently engage in learning activities with peers
C.48.5	Individualized assessment: Independently help and cooperate in large group
C.48.13	Individualized assessment: With gestural reminders, will choose and plan what to do
C.48.15	Individualized assessment: With adult assistance, will refer to accessible classroom-based problem-solving materials

Resources

- Curriculum-based & classroom materials (SE.48.1, SE.48.2, SE.48.4, SE.48.5, SE.48.6, SE.48.7, SE.48.8, SE.48.9, SE.48.10, SE.48.11, SE.48.12, SE.48.13, SE.48.14, SE.48.15, C.48.3, C.48.5, C.48.13, C.48.15)

- Books (SE.48.2, SE.48.3, SE.48.6, SE.48.8)
- Tucker the Turtle visuals (SE.48.2, C.48.15)
- *Second Step* listening rules cards and song (SE.48.2)
- Songs (SE.48.3, SE.48.13, SE.48.14, SE.48.15, C.48.3)
- Digital timer (SE.48.4)
- *Second Step* feelings poster (SE.48.7, SE.48.8)

Time Allotment

- Third trimester (mid-March – June)

3-YEAR-OLDS, DOMAIN 2: LANGUAGE ARTS

GOALS

The following domain goals derive from the 2014 Connecticut Early Learning and Development Standards (CTELDS) for Language Arts.

Strand A: Early learning experiences will support children to understand language (receptive language).

Word Comprehension: L.48.1	Understand words or signs for objects, actions, and visible attributes found frequently in both real and symbolic contexts.
Language Comprehension: L.48.2	Understand increasingly complex sentences that include 2-3 concepts (e.g., "Put the blue paper under the box.").

Strand B: Early learning experiences will support children to use language (expressive language).

Vocabulary: L.48.3	Use accepted words for objects, actions, and attributes encountered frequently in both real and symbolic contexts.
Vocabulary: L.48.4	Use simple pronouns (e.g., I, me, you, mine, he, she).
Vocabulary: L.48.5	Begin to use some words that are not a part of everyday conversational speech but that are learned through books and personal experiences (e.g., gigantic, rapidly, frustrated, transportation, race, or jog).
Expression of Ideas, Feelings, and Needs: L.48.6	Communicate about current or removed events and/or objects.
Expression of Ideas, Feelings, and Needs: L.48.7	Use increasingly longer, complex sentences that combine phrases or concepts to communicate ideas.
Language Structure: L.48.8	Use basic grammar rules including irregular past tense and questions.
Language Structure: L.48.9	Use speech that is mostly intelligible to familiar and unfamiliar adults.

Strand C: Early learning experiences will support children to use language for social interaction.

Conventions of Conversation: L.48.10	Maintain a topic of conversation over the course of several turns.
Language for Interaction: L.48.11	Answer simple who, what, where, and why questions.

Strand D: Early learning experiences will support children to gain book appreciation and knowledge.

Interest and Engagement with Books: L.48.12	Select fiction and nonfiction books to be read and attend with interest.
Understanding of Stories or 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.
Understanding of Stories or Information: L.48.14	Ask and answer simple who, what, where, and why questions related to story or text.
Understanding of Stories or Information: L.48.15	Make predictions and/or ask questions about the text by examining the title, cover, pictures.

Strand E: Early learning experiences will support children to gain knowledge of print and its uses.

Book Concepts: L.48.16	Look at pages of a book from left to right (or according to conventions of home language).
Book Concepts: L.48.17	Recognize that print represents spoken words (e.g., first name in print, environmental labels).
Print Concepts: L.48.18	Identify some printed words and/or common symbols (e.g., bathroom signs) in the context of the environment.
Letter Recognition: L.48.19	Recognize some letters, especially those in one's own name.

Strand F: Early learning experiences will support children to develop phonological awareness.

Phonological Awareness: L.48.20	Recognize rhyming words in songs, chants, or poems.
Phonological Awareness: L.48.21	Identify when initial sounds in words are the same.
Phonological Awareness: L.48.22	Distinguish individual words in a sentence.

Strand G: Early learning experiences will support children to convey meaning through drawing, letters, and words.

| Drawing and Writing: 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 words to dictate a message to communicate with others). |
| Drawing and Writing: L.48.24 | Write in a manner that is distinct from drawing. Combine scribbles with letter-like forms. |

3-YEAR-OLDS, DOMAIN 2: LANGUAGE ARTS
Trimester 1

Trimester Goals

At the completion of this trimester, students will:

Word Comprehension: L.48.1	Understand words or signs for objects, actions, and visible attributes found frequently in both real and symbolic contexts.
Language Comprehension: L.48.2	Understand increasingly complex sentences that include 2-3 concepts (e.g., "Put the blue paper under the box.").
Vocabulary: L.48.3	Use accepted words for objects, actions, and attributes encountered frequently in both real and symbolic contexts.
Vocabulary: L.48.4	Use simple pronouns (e.g., I, me, you, mine, he, she).
Vocabulary: L.48.5	Begin to use some words that are not a part of everyday conversational speech but that are learned through books and personal experiences (e.g., gigantic, rapidly, frustrated, transportation, race, or jog).
Expression of Ideas, Feelings, and Needs: L.48.6	Communicate about current or removed events and/or objects.
Expression of Ideas, Feelings, and Needs: L.48.7	Use increasingly longer, complex sentences that combine phrases or concepts to communicate ideas.
Language Structure: L.48.8	Use basic grammar rules including irregular past tense and questions.
Language Structure: L.48.9	Use speech that is mostly intelligible to familiar and unfamiliar adults.
Language for Interaction: L.48.11	Answer simple who, what, where, and why questions.
Interest and Engagement with Books: L.48.12	Select fiction and nonfiction books to be read and attend with interest.

Understanding of Stories or 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.
Understanding of Stories or Information: L.48.14	Ask and answer simple who, what, where, and why questions related to story or text.
Understanding of Stories or Information: L.48.15	Make predictions and/or ask questions about the text by examining the title, cover, pictures.
Book Concepts: L.48.16	Look at pages of a book from left to right (or according to conventions of home language).
Book Concepts: L.48.17	Recognize that print represents spoken words (e.g., first name in print, environmental labels).
Letter Recognition: L.48.19	Recognize some letters, especially those in one's own name.
Phonological Awareness: L.48.20	Recognize rhyming words in songs, chants, or poems.
Phonological Awareness: L.48.21	Identify when initial sounds in words are the same.
Phonological Awareness: L.48.22	Distinguish individual words in a sentence.
Drawing and Writing: 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 words to dictate a message to communicate with others).
Drawing and Writing: L.48.24	Write in a manner that is distinct from drawing. Combine scribbles with letter-like forms.

Assured Assessments

L.48.1	Curriculum-based assessment: Identify vocabulary in curriculum content via pictures paired with words
L.48.2	Curriculum-based assessment: Follow a 1-step directive

L.48.3	Individualized assessment & Observation: Use complete phrases (minimum three words) to express thoughts and begin to participate in structured group discussions
L.48.4	Individualized assessment & Observation: Use simple pronouns I, you, me, my, mine
L.48.5	Observation: Explore making simple connections between self and text, and explore using pictures to make simple predictions
L.48.6	Individualized assessment & Observation: Share a personal experience with others by telling one detail from a picture
L.48.7	Individualized assessment & Observation: Use complete phrases (minimum three words) to express thoughts and begin to participate in structured group discussions
L.48.8	Individualized assessment & Observation: Explore simple irregular verbs (ate, ran, wrote, read, etc.)
L.48.9	Individualized assessment & Observation: Use intelligible speech 75% of the time
L.48.11	Curriculum-based assessment: Respond to literal question that uses "what"
L.48.12	Individualized assessment & Observation: Independently choose a book to read; Independently "read" books
L.48.13	Observation: With visual support (e.g., books/props for recall), explore characters and plots
L.48.14	Observation: Ask literal questions that use "what"
L.48.15	Observation: Explore making simple connections between self and text, and explore using pictures to make simple predictions
L.48.16	Individualized assessment & Observation: Demonstrate initial book awareness (e.g., holding book upright, turning pages)
L.48.17	Curriculum-based assessment: Recognize first letter in first name
L.48.19	Curriculum-based assessment: Recognize first letter in first name
L.48.20	Observation: Explore rhymes through songs, chants, and/or poems
L.48.21	Observation: Explore sounds through songs, books, and conversation

L.48.22	Individualized assessment & Observation: Rather than using 1-word phrase, communicate by using up to 4-word sentence (e.g., rather than saying "car," will say "I want red car.")
L.48.23	Observation: Explore copying pre-writing skills (e.g., vertical line, horizontal line, circle, and +)
L.48.24	Observation: Explore copying pre-writing skills (e.g., vertical line, horizontal line, circle, and +)

Resources

- Curriculum-based & classroom materials & common objects (L.48.1, L.48.2, L.48.3, L.48.7, L.48.20, L.48.21, L.48.23, L.48.24)
- Books (L.48.1, L.48.3, L.48.5, L.48.6, L.48.11, L.48.12, L.48.13, L.48.14, L.48.15, L.48.16)
- Picture cards (L.48.1, L.48.6)
- Rhymes (L.48.3)
- Songs (L.48.3)
- Alphabet letters (L.48.17, L.48.19)
- *Fundations* curriculum (L.48.17, L.48.19, L.48.21, L.48.23, L.48.24)

Time Allotment

- First trimester (September – November)

3-YEAR-OLDS, DOMAIN 2: LANGUAGE ARTS
Trimester 2

Trimester Goals

At the completion of this trimester, students will:

Word Comprehension: L.48.1	Understand words or signs for objects, actions, and visible attributes found frequently in both real and symbolic contexts.
Language Comprehension: L.48.2	Understand increasingly complex sentences that include 2-3 concepts (e.g., "Put the blue paper under the box.").
Vocabulary: L.48.3	Use accepted words for objects, actions, and attributes encountered frequently in both real and symbolic contexts.
Vocabulary: L.48.4	Use simple pronouns (e.g., I, me, you, mine, he, she).
Vocabulary: L.48.5	Begin to use some words that are not a part of everyday conversational speech but that are learned through books and personal experiences (e.g., gigantic, rapidly, frustrated, transportation, race, or jog).
Expression of Ideas, Feelings, and Needs: L.48.6	Communicate about current or removed events and/or objects.
Expression of Ideas, Feelings, and Needs: L.48.7	Use increasingly longer, complex sentences that combine phrases or concepts to communicate ideas.
Language Structure: L.48.8	Use basic grammar rules including irregular past tense and questions.
Language Structure: L.48.9	Use speech that is mostly intelligible to familiar and unfamiliar adults.
Conventions of Conversation: L.48.10	Maintain a topic of conversation over the course of several turns.
Language for Interaction: L.48.11	Answer simple who, what, where, and why questions.

Interest and Engagement with Books: L.48.12	Select fiction and nonfiction books to be read and attend with interest.
Understanding of Stories or 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.
Understanding of Stories or Information: L.48.14	Ask and answer simple who, what, where, and why questions related to story or text.
Understanding of Stories or Information: L.48.15	Make predictions and/or ask questions about the text by examining the title, cover, pictures.
Book Concepts: L.48.16	Look at pages of a book from left to right (or according to conventions of home language).
Book Concepts: L.48.17	Recognize that print represents spoken words (e.g., first name in print, environmental labels).
Print Concepts: L.48.18	Identify some printed words and/or common symbols (e.g., bathroom signs) in the context of the environment.
Letter Recognition: L.48.19	Recognize some letters, especially those in one's own name.
Phonological Awareness: L.48.20	Recognize rhyming words in songs, chants, or poems.
Phonological Awareness: L.48.21	Identify when initial sounds in words are the same.
Phonological Awareness: L.48.22	Distinguish individual words in a sentence.
Drawing and Writing: 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 words to dictate a message to communicate with others).
Drawing and Writing: L.48.24	Write in a manner that is distinct from drawing. Combine scribbles with letter-like forms.

Assured Assessments

L.48.1	Curriculum-based assessment: Identify vocabulary in curriculum content via pictures paired with words
L.48.2	Curriculum-based assessment: Follow 2-step directives
L.48.3	Individualized assessment & Observation: Respond to simple questions related to personal experiences; Repeat simple phrases from familiar short poems, rhymes, and songs
L.48.4	Individualized assessment & Observation: Use simple pronouns her, his, theirs (possessive pronouns with gender)
L.48.5	Observation: Explore making simple connections between self and text, and explore using pictures to make simple predictions
L.48.6	Individualized assessment & Observation: Share a personal experience with others by telling an action from a picture
L.48.7	Individualized assessment & Observation: Respond to simple questions related to personal experiences; Repeat simple phrases from familiar short poems, rhymes, and songs
L.48.8	Individualized assessment & Observation: Imitate simple irregular verbs (ate, ran, wrote, read, etc.)
L.48.9	Individualized assessment & Observation: Use intelligible speech 80% of the time
L.48.10	Observation: Contribute one idea about a topic
L.48.11	Curriculum-based assessment: Respond to literal questions that use "what" and "who"
L.48.12	Individualized assessment & Observation: Independently choose a book to read; Independently "read" books
L.48.13	Observation: With visual support (e.g., books/props to retell characters and events), retell one action from a story, and answer literal questions "who" and "what" related to a story
L.48.14	Curriculum-based assessment: Ask literal questions that use "what" and "who"

L.48.15	Observation: Explore making simple connections between self and text, and explore using pictures to make simple predictions
L.48.16	Individualized assessment & Observation: Demonstrate increased book awareness (e.g., holding book upright, turning pages, and demonstrating interest in reading-related activity, such as independently choosing a book)
L.48.17	Curriculum-based assessment: Label first letter in first name
L.48.18	Curriculum-based assessment: Recognize by pointing to environmental print in familiar labels/signs
L.48.19	Curriculum-based assessment: Label first letter in first name
L.48.20	Observation: Explore rhymes through songs, chants, and/or poems
L.48.21	Observation: Explore sounds through songs, books, and conversation
L.48.22	Individualized assessment & Observation: Rather than using 1-word phrase, communicate by using up to 4-word sentence (e.g., rather than saying "car," will say "I want red car.")
L.48.23	Curriculum-based assessment: Copy and trace pre-writing lines (e.g., vertical line, horizontal line, circle, and +); Explore representing name on paper; Explore tracing simple shapes and diagonal lines
L.48.24	Curriculum-based assessment: Copy and trace pre-writing lines (e.g., vertical line, horizontal line, circle, and +); Explore representing name on paper; Explore tracing simple shapes and diagonal lines

Resources

- Curriculum-based & classroom materials & common objects (L.48.1, L.48.2, L.48.3, L.48.7, L.48.14, L.48.20, L.48.21, L.48.23, L.48.24)
- Books (L.48.1, L.48.3, L.48.5, L.48.6, L.48.11, L.48.12, L.48.13, L.48.14, L.48.15, L.48.16)
- Picture cards (L.48.1, L.48.6)
- Rhymes (L.48.3)
- Songs (L.48.3)
- Alphabet letters (L.48.17, L.48.19)
- *Fundations* curriculum (L.48.17, L.48.18, L.48.19, L.48.21, L.48.23, L.48.24)
- Printed words (L.48.18)

Time Allotment

- Second trimester (December – mid-March)

3-YEAR-OLDS, DOMAIN 2: LANGUAGE ARTS
Trimester 3

Trimester Goals

At the completion of this trimester, students will:

Word Comprehension: L.48.1	Understand words or signs for objects, actions, and visible attributes found frequently in both real and symbolic contexts.
Language Comprehension: L.48.2	Understand increasingly complex sentences that include 2-3 concepts (e.g., "Put the blue paper under the box.").
Vocabulary: L.48.3	Use accepted words for objects, actions, and attributes encountered frequently in both real and symbolic contexts.
Vocabulary: L.48.4	Use simple pronouns (e.g., I, me, you, mine, he, she).
Vocabulary: L.48.5	Begin to use some words that are not a part of everyday conversational speech but that are learned through books and personal experiences (e.g., gigantic, rapidly, frustrated, transportation, race, or jog).
Expression of Ideas, Feelings, and Needs: L.48.6	Communicate about current or removed events and/or objects.
Expression of Ideas, Feelings, and Needs: L.48.7	Use increasingly longer, complex sentences that combine phrases or concepts to communicate ideas.
Language Structure: L.48.8	Use basic grammar rules including irregular past tense and questions.
Language Structure: L.48.9	Use speech that is mostly intelligible to familiar and unfamiliar adults.
Conventions of Conversation: L.48.10	Maintain a topic of conversation over the course of several turns.
Language for Interaction: L.48.11	Answer simple who, what, where, and why questions.

Interest and Engagement with Books: L.48.12	Select fiction and nonfiction books to be read and attend with interest.
Understanding of Stories or 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.
Understanding of Stories or Information: L.48.14	Ask and answer simple who, what, where, and why questions related to story or text.
Understanding of Stories or Information: L.48.15	Make predictions and/or ask questions about the text by examining the title, cover, pictures.
Book Concepts: L.48.16	Look at pages of a book from left to right (or according to conventions of home language).
Book Concepts: L.48.17	Recognize that print represents spoken words (e.g., first name in print, environmental labels).
Print Concepts: L.48.18	Identify some printed words and/or common symbols (e.g., bathroom signs) in the context of the environment.
Letter Recognition: L.48.19	Recognize some letters, especially those in one's own name.
Phonological Awareness: L.48.20	Recognize rhyming words in songs, chants, or poems.
Phonological Awareness: L.48.21	Identify when initial sounds in words are the same.
Phonological Awareness: L.48.22	Distinguish individual words in a sentence.
Drawing and Writing: 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 words to dictate a message to communicate with others).
Drawing and Writing: L.48.24	Write in a manner that is distinct from drawing. Combine scribbles with letter-like forms.

Assured Assessments

L.48.1	Curriculum-based assessment: Identify vocabulary in curriculum content via pictures paired with words
L.48.2	Curriculum-based assessment: Follow 2-step directives
L.48.3	Individualized assessment & Observation: Respond to simple questions related to personal experiences; Repeat simple phrases from familiar short poems, rhymes, and songs
L.48.4	Individualized assessment & Observation: Use simple pronouns he, she, they
L.48.5	Observation: Explore making simple connections between self and text, and explore using pictures to make simple predictions
L.48.6	Individualized assessment & Observation: Share a personal experience with others by telling an action from a picture
L.48.7	Individualized assessment & Observation: Respond to simple questions related to personal experiences; Repeat simple phrases from familiar short poems, rhymes, and songs
L.48.8	Individualized assessment & Observation: Use simple irregular verbs (ate, ran, wrote, read, etc.)
L.48.9	Individualized assessment & Observation: Use intelligible speech 90% of the time
L.48.10	Observation: Maintain conversation on topic for two exchanges
L.48.11	Curriculum-based assessment & Observation: Respond to literal questions that use "where" and "what do," and explore "why" questions
L.48.12	Individualized assessment & Observation: Independently choose a book to read; Independently "read" books
L.48.13	Observation: With visual support (e.g., books/props to retell characters and events), retell one action from a story, and answer literal questions "who" and "what" related to a story; Explore asking questions related to story or text
L.48.14	Curriculum-based assessment & Observation: Ask literal questions that use "where" and "what do," and explore "why" questions

L.48.15	Observation: Explore making simple connections between self and text, and explore using pictures to make simple predictions
L.48.16	Individualized assessment & Observation: Demonstrate increased book awareness (e.g., holding book upright, turning pages, and demonstrating interest in reading-related activity, such as independently choosing a book)
L.48.17	Curriculum-based assessment: Recognize by pointing to environmental print in familiar labels/signs
L.48.18	Curriculum-based assessment: Recognize by pointing to environmental print in familiar labels/signs
L.48.19	Curriculum-based assessment: Recognize first name; Explore matching letters in first name
L.48.20	Individualized assessment: Using pictures/objects, when presented with a field of two, identify the rhyme match
L.48.21	Observation: Explore sounds through songs, books, and conversation
L.48.22	Individualized assessment & Observation: Rather than using 1-word phrase, communicate by using up to 4-word sentence (e.g., rather than saying "car," will say "I want red car.")
L.48.23	Curriculum-based assessment: Copy and trace pre-writing lines (e.g., vertical line, horizontal line, circle, and +); Explore representing name on paper; Explore tracing simple shapes and diagonal lines
L.48.24	Curriculum-based assessment: Copy and trace pre-writing lines (e.g., vertical line, horizontal line, circle, and +); Explore representing name on paper; Explore tracing simple shapes and diagonal lines

Resources
- Curriculum-based & classroom materials & common objects (L.48.1, L.48.2, L.48.3, L.48.7, L.48.14, L.48.20, L.48.21, L.48.23, L.48.24)
- Books (L.48.1, L.48.3, L.48.5, L.48.6, L.48.11, L.48.12, L.48.13, L.48.14, L.48.15, L.48.16)
- Picture cards (L.48.1, L.48.6)
- Rhymes (L.48.3)
- Songs (L.48.3)
- Alphabet letters (L.48.17, L.48.19)
- *Fundations* curriculum (L.48.17, L.48.18, L.48.19, L.48.23, L.48.24)
- Printed words (L.48.18)

Time Allotment
- Third trimester (mid-March – June)

3-YEAR-OLDS, DOMAIN 3: MATHEMATICS

GOALS

The following domain goals derive from the 2014 Connecticut Early Learning and Development Standards (CTELDS) for Mathematics.

Strand A: Early learning experiences will support children to understand counting and cardinality.

Number Names: M.48.1	Say or sign the number sequence up to at least 10.
Cardinality: 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.
Cardinality: M.48.3	Count out a set of objects up to four.
Written Numerals: M.48.4	Recognize written numerals up to at least 5.
Recognition of Quantity: M.48.5	Recognize and name, without counting, the number of objects in small groups of at least 3 or 4 objects.
Comparison: 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.

Strand B: Early learning experiences will support children to understand and describe relationships to solve problems (operations and algebraic thinking).

Number Operations: M.48.7	Understand that adding to (or taking away) one or more objects from a group will increase or decrease the objects in the group.

Strand C: Early learning experiences will support children to understand the attributes and relative properties of objects (measurement and data).

Measurement: M.48.8	Recognize measurable attribute of an object such as length, weight, or capacity.
Data: M.48.9	Sort objects into two groups, count, and compare the quantity of the groups formed (e.g., indicate which is more).

| Sorting and Classifying:
M.48.10 | Sort and classify objects by one attribute into two or more groups (e.g., color, size, shape). |

Strand D: Early learning experiences will support children to understand shapes and spatial relationships (geometry and spatial sense).

Spatial Relationships: M.48.11	Use positional vocabulary (e.g., up/down, in/out, on/off, under) to identify and describe the location of an object.
Identification of Shapes: M.48.12	Identify 2-dimensional shapes (starting with familiar shapes such as circle and triangle) in different orientations and sizes.
Composition of Shapes: M.48.13	Combine two or more shapes to create a new shape or to represent an object in the environment.

The following domain goals derive from the 2014 Connecticut Early Learning and Development Standards (CTELDS) for Cognition.

Strand B: Early learning experiences will support children to use logic and reasoning.

| Attributes, Sorting, and Patterns:
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). |
| Attributes, Sorting, and Patterns:
C.48.8 | Recognize patterns in routines, objects, and/or sounds and replicate sequence using objects or language. |

The following domain goal derives from recommended best practices for early childhood education.

| Composition of Shapes | Explore simple shape and jigsaw puzzles and explain reasoning. |

3-YEAR-OLDS, DOMAIN 3: MATHEMATICS
Trimester 1

Trimester Goals

At the completion of this trimester, students will:

Number Names: M.48.1	Say or sign the number sequence up to at least 10.
Recognition of Quantity: M.48.5	Recognize and name, without counting, the number of objects in small groups of at least 3 or 4 objects.
Measurement: M.48.8	Recognize measurable attribute of an object such as length, weight, or capacity.
Sorting and Classifying: M.48.10	Sort and classify objects by one attribute into two or more groups (e.g., color, size, shape).
Spatial Relationships: M.48.11	Use positional vocabulary (e.g., up/down, in/out, on/off, under) to identify and describe the location of an object.
Identification of Shapes: M.48.12	Identify 2-dimensional shapes (starting with familiar shapes such as circle and triangle) in different orientations and sizes.
Composition of Shapes: M.48.13	Combine two or more shapes to create a new shape or to represent an object in the environment.
Attributes, Sorting, and Patterns: 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).
Attributes, Sorting, and Patterns: C.48.8	Recognize patterns in routines, objects, and/or sounds and replicate sequence using objects or language.
Composition of Shapes	Explore simple shape and jigsaw puzzles and explain reasoning.

Assured Assessments

M.48.1   Curriculum-based assessment: Rote count to 3

M.48.5   Curriculum-based assessment: Recognize and name one object

M.48.8   Observation: Explore concepts related to properties of objects

M.48.10   Curriculum-based assessment: Match all eleven colors

M.48.11   Curriculum-based assessment: Receptively identify up/down, in/out, on/off, under

M.48.12   Curriculum-based assessment: Receptively identify circles, squares; Expressively identify circles

M.48.13   Observation: Explore combining two or more shapes to create new shape

C.48.7   Curriculum-based assessment: Match eleven colors; Receptively identify colors: red, blue, green, yellow; Expressively identify colors: red, blue, yellow

C.48.8   Curriculum-based assessment: Mirror AB pattern of physical movement

               Curriculum-based assessment: Complete four-piece puzzle

Resources

- Math manipulatives (M.48.5, M.48.8, M.48.10, M.48.12, M.48.13, C.48.7, C.48.8)
- Positional and vocabulary-related objects (M.48.11)
- Inset, slide, and interlocking puzzles

Time Allotment

- First trimester (September – November)

3-YEAR-OLDS, DOMAIN 3: MATHEMATICS
Trimester 2

Trimester Goals

At the completion of this trimester, students will:

Number Names: M.48.1	Say or sign the number sequence up to at least 10.
Cardinality: 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.
Cardinality: M.48.3	Count out a set of objects up to four.
Written Numerals: M.48.4	Recognize written numerals up to at least 5.
Recognition of Quantity: M.48.5	Recognize and name, without counting, the number of objects in small groups of at least 3 or 4 objects.
Comparison: 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.
Number Operations: M.48.7	Understand that adding to (or taking away) one or more objects from a group will increase or decrease the objects in the group.
Measurement: M.48.8	Recognize measurable attribute of an object such as length, weight, or capacity.
Data: M.48.9	Sort objects into two groups, count, and compare the quantity of the groups formed (e.g., indicate which is more).
Sorting and Classifying: M.48.10	Sort and classify objects by one attribute into two or more groups (e.g., color, size, shape).
Spatial Relationships: M.48.11	Use positional vocabulary (e.g., up/down, in/out, on/off, under) to identify and describe the location of an object.

Identification of Shapes: M.48.12	Identify 2-dimensional shapes (starting with familiar shapes such as circle and triangle) in different orientations and sizes.
Composition of Shapes: M.48.13	Combine two or more shapes to create a new shape or to represent an object in the environment.
Attributes, Sorting, and Patterns: 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).
Attributes, Sorting, and Patterns: C.48.8	Recognize patterns in routines, objects, and/or sounds and replicate sequence using objects or language.
Composition of Shapes	Explore simple shape and jigsaw puzzles and explain reasoning.

Assured Assessments

M.48.1   Curriculum-based assessment: Rote count to 5

M.48.2   Curriculum-based assessment: 1-to-1 counting up to three objects

M.48.3   Curriculum-based assessment: Represent quantity of three objects in a set by counting using 1:1 correspondence

M.48.4   Curriculum-based assessment: Recognize numerals 1 & 2

M.48.5   Curriculum-based assessment: Recognize and name two objects

M.48.6   Curriculum-based assessment & Individualized assessment: Compare sets of 10 objects to determine which set has "more"

M.48.7   Curriculum-based assessment: Count as one more object is added to 5

M.48.8   Observation: Recognize light/heavy

M.48.9   Individualized assessment & Observation: Make accurate statements about graphs; identify groups with "more"

M.48.10   Curriculum-based assessment: Sort non-identical objects by one attribute (e.g., color)

M.48.11   Curriculum-based assessment: Receptively identify over, front, back; Expressively identify in, out, on

M.48.12	Curriculum-based assessment: Receptively identify triangles; Expressively identify squares
M.48.13	Observation: Explore combining two or more shapes to create new shape
C.48.7	Curriculum-based assessment: Receptively identify colors: orange, purple, pink; Expressively identify colors: green, orange
C.48.8	Curriculum-based assessment: After teacher models AB pattern with objects three times, student will reproduce pattern from left to right
	Curriculum-based assessment: Complete four-piece puzzle

Resources

- Math manipulatives (M.48.2, M.48.3, M.48.5, M.48.6, M.48.7, M.48.8, M.48.9, M.48.10, M.48.12, M.48.13, C.48.7, C.48.8)
- Numerals paired with objects (M.48.4)
- Seven-day calendar (M.48.7)
- Number line (M.48.7)
- Positional and vocabulary-related objects (M.48.11)
- Inset, slide, and interlocking puzzles

Time Allotment

- Second trimester (December – mid-March)

3-YEAR-OLDS, DOMAIN 3: MATHEMATICS
Trimester 3

Trimester Goals

At the completion of this trimester, students will:

Number Names: M.48.1	Say or sign the number sequence up to at least 10.
Cardinality: 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.
Cardinality: M.48.3	Count out a set of objects up to four.
Written Numerals: M.48.4	Recognize written numerals up to at least 5.
Recognition of Quantity: M.48.5	Recognize and name, without counting, the number of objects in small groups of at least 3 or 4 objects.
Comparison: 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.
Number Operations: M.48.7	Understand that adding to (or taking away) one or more objects from a group will increase or decrease the objects in the group.
Measurement: M.48.8	Recognize measurable attribute of an object such as length, weight, or capacity.
Data: M.48.9	Sort objects into two groups, count, and compare the quantity of the groups formed (e.g., indicate which is more).
Sorting and Classifying: M.48.10	Sort and classify objects by one attribute into two or more groups (e.g., color, size, shape).
Spatial Relationships: M.48.11	Use positional vocabulary (e.g., up/down, in/out, on/off, under) to identify and describe the location of an object.

Identification of Shapes: M.48.12	Identify 2-dimensional shapes (starting with familiar shapes such as circle and triangle) in different orientations and sizes.
Composition of Shapes: M.48.13	Combine two or more shapes to create a new shape or to represent an object in the environment.
Attributes, Sorting, and Patterns: 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).
Attributes, Sorting, and Patterns: C.48.8	Recognize patterns in routines, objects, and/or sounds and replicate sequence using objects or language.
Composition of Shapes	Explore simple shape and jigsaw puzzles and explain reasoning.

Assured Assessments

M.48.1	Curriculum-based assessment: Rote count to 10
M.48.2	Curriculum-based assessment: 1-to-1 counting up to five objects
M.48.3	Curriculum-based assessment: Represent quantity of five objects in a set by counting using 1:1 correspondence
M.48.4	Curriculum-based assessment: Recognize numerals 3, 4, & 5
M.48.5	Curriculum-based assessment: Recognize and name three objects
M.48.6	Curriculum-based assessment & Individualized assessment: Compare sets of 10 objects to determine which set has "less"
M.48.7	Curriculum-based assessment: Count as one more object is added to 7
M.48.8	Observation: Recognize float/sink
M.48.9	Individualized assessment & Observation: Make accurate statements about graphs; identify groups with "less"
M.48.10	Curriculum-based assessment: Sort non-identical objects by one attribute (e.g., shape)
M.48.11	Curriculum-based assessment: Receptively identify in, front, behind; Expressively identify down, up, under

M.48.12	Curriculum-based assessment: Expressively identify triangles
M.48.13	Observation: Explore combining two or more shapes to create new shape
C.48.7	Curriculum-based assessment: Receptively identify colors: brown, black, white, gray; Expressively identify colors: purple, pink, brown
C.48.8	Curriculum-based assessment: After teacher models AB pattern with objects three times, student will extend by one AB pattern
	Curriculum-based assessment: Complete four-piece puzzle

Resources

- Math manipulatives (M.48.2, M.48.3, M.48.5, M.48.6, M.48.7, M.48.8, M.48.9, M.48.10, M.48.12, M.48.13, C.48.7, C.48.8)
- Numerals paired with objects (M.48.4)
- Seven-day calendar (M.48.7)
- Number line (M.48.7)
- Positional and vocabulary-related objects (M.48.11)
- Inset, slide, and interlocking puzzles

Time Allotment

- Third trimester (mid-March – June)

3-YEAR-OLDS, DOMAIN 4: SCIENCE

GOALS

The following domain goals derive from the 2014 Connecticut Early Learning and Development Standards (CTELDS) for Science.

Strand A: Early learning experiences will support children to apply scientific practices.

Questioning and Defining Problems: S.48.1	Ask more detailed questions, including the relationship between two things or cause-and-effect relationships.
Investigating: S.48.2	Intentionally vary actions in order to observe the effect of these actions on materials.
Using Evidence: 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.").

Strand B: Early learning experiences will support children to engage in the process of engineering.

Design Cycle: S.48.4	Identify a problem and, with adult assistance, design a solution (e.g., device or process) to address that problem.

Strand C: Early learning experiences will support children to understand patterns, processes, and relationships of living things.

Unity and Diversity of Life: S.48.5	Compare and contrast basic features of living things (e.g., body parts and their uses) between and across groups.
Unity and Diversity of Life: S.48.6	Recognize changes in living things over their lifespan by observing similarities and differences between babies and adults.
Living Things and Their Interactions with the Environment and Each Other: S.48.7	Explore how animals depend upon the environment for food, water, and shelter.

Strand D: Early learning experiences will support children to understand physical sciences.

Energy, Force, and Motion: S.48.8	Investigate how objects' speed and direction can be varied.

| Matter and Its Properties: S.48.9 | Compare and contrast attributes of common materials related to their function (e.g., flexibility, transparency, strength). |

Strand E: Early learning experiences will support children to understand features of earth.

| Earth's Features and the Effects of Weather and Water: S.48.10 | Observe, record, and note patterns regarding weather and the effects on the immediate environment (e.g., Rain over a period of days causes flooding. Sunny days cause the flower bed to dry out.). |

| Earth's Features and the Effects of Weather and Water: S.48.11 | Investigate how water interacts with other earth materials (e.g., sand, dirt, pebbles). |

| Earth and Human Activity: SS.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). |

The following domain goals derive from the 2014 Connecticut Early Learning and Development Standards (CTELDS) for Cognition.

Strand A: Early learning experiences will support children to develop effective approaches to learning.

| Curiosity and Initiative: C.48.1 | Explore and investigate a variety of experiences and topics using different materials. |

Strand B: Early learning experiences will support children to use logic and reasoning.

| Cause and Effect: C.48.6 | Manipulate materials and communicate about the impact of own actions. |

3-YEAR-OLDS, DOMAIN 4: SCIENCE
Trimester 1

Trimester Goals

At the completion of this trimester, students will:

Questioning and Defining Problems: S.48.1	Ask more detailed questions, including the relationship between two things or cause-and-effect relationships.
Investigating: S.48.2	Intentionally vary actions in order to observe the effect of these actions on materials.
Using Evidence: 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.").
Design Cycle: S.48.4	Identify a problem and, with adult assistance, design a solution (e.g., device or process) to address that problem.
Unity and Diversity of Life: S.48.5	Compare and contrast basic features of living things (e.g., body parts and their uses) between and across groups.
Unity and Diversity of Life: S.48.6	Recognize changes in living things over their lifespan by observing similarities and differences between babies and adults.
Living Things and Their Interactions with the Environment and Each Other: S.48.7	Explore how animals depend upon the environment for food, water, and shelter.
Energy, Force, and Motion: S.48.8	Investigate how objects' speed and direction can be varied.
Matter and Its Properties: S.48.9	Compare and contrast attributes of common materials related to their function (e.g., flexibility, transparency, strength).
Earth's Features and the Effects of Weather and Water: S.48.10	Observe, record, and note patterns regarding weather and the effects on the immediate environment (e.g., Rain over a period of days causes flooding. Sunny days cause the flower bed to dry out.).

Earth's Features and the Effects of Weather and Water: S.48.11	Investigate how water interacts with other earth materials (e.g., sand, dirt, pebbles).
Earth and Human Activity: SS.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).
Curiosity and Initiative: C.48.1	Explore and investigate a variety of experiences and topics using different materials.
Cause and Effect: C.48.6	Manipulate materials and communicate about the impact of own actions.

Assured Assessments

S.48.1	Observation: Explore simple relationships (e.g., apples to apple press, food coloring to water)
S.48.2	Observation: Explore differing actions and how they affect materials (e.g., pushing car up ramp vs. pushing car down ramp)
S.48.3	Observation: Respond correctly to "Does this roll?" during simple test
S.48.4	Individualized assessment & Observation: With adult assistance/modeling, design a solution (e.g., find an adult, use a timer for turn-taking, etc.)
S.48.5	Individualized assessment & Observation: Explore body parts related to senses: sight, hearing, and touch
S.48.6	Individualized assessment & Observation: Explore similarities and differences between babies and adult through books and classroom experiences
S.48.7	Individualized assessment & Observation: Respond correctly to "Does the boy eat?" or "Does the ball eat?"
S.48.8	Individualized assessment & Observation: Respond correctly to "Does this roll?" during simple test
S.48.9	Observation: During exploration of building materials, use words (e.g., light/heavy, soft/hard, smooth/bumpy) to appropriately describe them
S.48.10	Individualized assessment & Observation: Use senses to explore weather conditions

S.48.11	Observation: Explore simple relationships (e.g., apples to apple press, food coloring to water)
S.48.12	Observation: Make a choice of materials with which to build a structure
C.48.1	Observation: Explore simple relationships between classroom materials
C.48.6	Observation: Explore simple relationships (e.g., apples to apple press, food coloring to water)

Resources

- Common objects & classroom materials (S.48.1, S.48.2, S.48.3, S.48.4, S.48.5, S.48.6, S.48.7, S.48.8, S.48.11, S.48.12, C.48.1, C.48.6)
- Adults (S.48.4)
- Picture cards (S.48.5, S.48.7)
- Books (S.48.6)
- Classroom building materials such as foam blocks, wooden blocks, Magna-Tiles, and Legos (S.48.9)

Time Allotment

- First trimester (September – November)

3-YEAR-OLDS, DOMAIN 4: SCIENCE
Trimester 2

Trimester Goals

At the completion of this trimester, students will:

Questioning and Defining Problems: S.48.1	Ask more detailed questions, including the relationship between two things or cause-and-effect relationships.
Investigating: S.48.2	Intentionally vary actions in order to observe the effect of these actions on materials.
Using Evidence: 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.").
Design Cycle: S.48.4	Identify a problem and, with adult assistance, design a solution (e.g., device or process) to address that problem.
Unity and Diversity of Life: S.48.5	Compare and contrast basic features of living things (e.g., body parts and their uses) between and across groups.
Unity and Diversity of Life: S.48.6	Recognize changes in living things over their lifespan by observing similarities and differences between babies and adults.
Living Things and Their Interactions with the Environment and Each Other: S.48.7	Explore how animals depend upon the environment for food, water, and shelter.
Energy, Force, and Motion: S.48.8	Investigate how objects' speed and direction can be varied.
Matter and Its Properties: S.48.9	Compare and contrast attributes of common materials related to their function (e.g., flexibility, transparency, strength).
Earth's Features and the Effects of Weather and Water: S.48.10	Observe, record, and note patterns regarding weather and the effects on the immediate environment (e.g., Rain over a period of days causes flooding. Sunny days cause the flower bed to dry out.).

Earth's Features and the Effects of Weather and Water: S.48.11	Investigate how water interacts with other earth materials (e.g., sand, dirt, pebbles).
Earth and Human Activity: SS.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).
Curiosity and Initiative: C.48.1	Explore and investigate a variety of experiences and topics using different materials.
Cause and Effect: C.48.6	Manipulate materials and communicate about the impact of own actions.

Assured Assessments

S.48.1	Observation: Explore simple relationships (e.g., apples to apple press, food coloring to water)
S.48.2	Observation: Explore differing actions and how they affect materials (e.g., pushing car up ramp vs. pushing car down ramp)
S.48.3	Individualized assessment & Observation: When presented with a group of objects before a simple test is conducted, correctly select which object will roll
S.48.4	Individualized assessment & Observation: Respond to an adult to design a solution (e.g., find an adult, use a timer for turn-taking, etc.)
S.48.5	Individualized assessment & Observation: Receptively identify body parts related to senses: sight, hearing, and touch
S.48.6	Individualized assessment & Observation: Explore similarities and differences between babies and adult through books and classroom experiences
S.48.7	Individualized assessment & Observation: When presented with a group of objects or pictures, correctly select an object that eats or does not eat
S.48.8	Individualized assessment & Observation: When presented with a group of objects before a simple test is conducted, correctly select which object will roll
S.48.9	Observation: During exploration of building materials, use words (e.g., light/heavy, soft/hard, smooth/bumpy) to appropriately describe them

S.48.10	Individualized assessment & Observation: Use senses to match current weather conditions to picture cards
S.48.11	Observation: Explore simple relationships (e.g., apples to apple press, food coloring to water)
S.48.12	Observation: Make a choice of materials with which to build a structure
C.48.1	Observation: Explore simple relationships between classroom materials
C.48.6	Observation: Explore simple relationships (e.g., apples to apple press, food coloring to water)

Resources

- Common objects & classroom materials (S.48.1, S.48.2, S.48.3, S.48.4, S.48.5, S.48.6, S.48.7, S.48.8, S.48.11, S.48.12, C.48.1, C.48.6)
- Adults (S.48.4)
- Picture cards (S.48.5, S.48.7)
- Books (S.48.6)
- Classroom building materials such as foam blocks, wooden blocks, Magna-Tiles, and Legos (S.48.9)
- Weather cards (S.48.10)

Time Allotment

- Second trimester (December – mid-March)

3-YEAR-OLDS, DOMAIN 4: SCIENCE
Trimester 3

Trimester Goals

At the completion of this trimester, students will:

Questioning and Defining Problems: S.48.1	Ask more detailed questions, including the relationship between two things or cause-and-effect relationships.
Investigating: S.48.2	Intentionally vary actions in order to observe the effect of these actions on materials.
Using Evidence: 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.").
Design Cycle: S.48.4	Identify a problem and, with adult assistance, design a solution (e.g., device or process) to address that problem.
Unity and Diversity of Life: S.48.5	Compare and contrast basic features of living things (e.g., body parts and their uses) between and across groups.
Unity and Diversity of Life: S.48.6	Recognize changes in living things over their lifespan by observing similarities and differences between babies and adults.
Living Things and Their Interactions with the Environment and Each Other: S.48.7	Explore how animals depend upon the environment for food, water, and shelter.
Energy, Force, and Motion: S.48.8	Investigate how objects' speed and direction can be varied.
Matter and Its Properties: S.48.9	Compare and contrast attributes of common materials related to their function (e.g., flexibility, transparency, strength).
Earth's Features and the Effects of Weather and Water: S.48.10	Observe, record, and note patterns regarding weather and the effects on the immediate environment (e.g., Rain over a period of days causes flooding. Sunny days cause the flower bed to dry out.).

Earth's Features and the Effects of Weather and Water:
S.48.11

Investigate how water interacts with other earth materials (e.g., sand, dirt, pebbles).

Earth and Human Activity:
SS.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).

Curiosity and Initiative:
C.48.1

Explore and investigate a variety of experiences and topics using different materials.

Cause and Effect:
C.48.6

Manipulate materials and communicate about the impact of own actions.

Assured Assessments

S.48.1	Observation: Explore simple relationships (e.g., apples to apple press, food coloring to water)
S.48.2	Observation: Explore differing actions and how they affect materials (e.g., pushing car up ramp vs. pushing car down ramp)
S.48.3	Individualized assessment & Observation: To use in a simple test, find an object in the school environment that rolls
S.48.4	Individualized assessment & Observation: Make a choice to design a solution (e.g., find an adult, use a timer for turn-taking, etc.)
S.48.5	Individualized assessment & Observation: Receptively identify body parts related to senses: taste and smell
S.48.6	Individualized assessment & Observation: Respond to literal questions about similarities and differences between babies and adult through books and classroom experiences
S.48.7	Individualized assessment & Observation: Correctly find an object or picture that eats or does not eat
S.48.8	Individualized assessment & Observation: To use in a simple test, find an object in the school environment that rolls
S.48.9	Observation: During exploration of building materials, use words (e.g., light/heavy, soft/hard, smooth/bumpy) to appropriately describe them

S.48.10	Individualized assessment & Observation: Use senses to indicate current weather conditions
S.48.11	Observation: Explore simple relationships (e.g., apples to apple press, food coloring to water)
S.48.12	Observation: Make a choice of materials with which to build a structure
C.48.1	Observation: Explore simple relationships between classroom materials
C.48.6	Observation: Explore simple relationships (e.g., apples to apple press, food coloring to water)

Resources

- Common objects & classroom materials (S.48.1, S.48.2, S.48.3, S.48.4, S.48.5, S.48.6, S.48.7, S.48.8, S.48.11, S.48.12, C.48.1, C.48.6)
- Adults (S.48.4)
- Picture cards (S.48.5, S.48.7)
- Books (S.48.6)
- Classroom building materials such as foam blocks, wooden blocks, Magna-Tiles, and Legos (S.48.9)

Time Allotment

- Third trimester (mid-March – June)

3-YEAR-OLDS, DOMAIN 5: SOCIAL STUDIES

GOALS

The following domain goals derive from the 2014 Connecticut Early Learning and Development Standards (CTELDS) for Social Studies.

Strand A: Early learning experiences will support children to understand self, family, and a diverse community.

Individual Development and Identity: SS.48.1	Identify physical characteristics of self (e.g., eyes, hair, skin, etc.).
Individual Development and Identity: SS.48.2	Demonstrate an understanding of self as part of a family (e.g., parents, grandparents, siblings, caregivers).
Culture: SS.48.3	Identify cultural characteristics of self, family, and community (e.g., home language, foods, modes of transportation, shelter, etc.).

Strand B: Early learning experiences will support children to learn about people and the environment.

Power, Authority, and Governance: SS.48.4	Demonstrate an understanding of some reasons for basic rules in the home, cultural community, and/or classroom.
People, Places, and Environments: SS.48.5	Demonstrate awareness that people share the environment with other people, animals, and plants and have the responsibility to care for them.
People, Places, and Environments: SS.48.6	Describe, draw, or construct aspects of the geography of the classroom and/or home.
Civic Ideals and Practices: SS.48.7	Participate in jobs and responsibilities at home, classroom, or community.

Strand C: Early learning experiences will support children to develop an understanding of economic systems and resources.

Individuals, Groups, and Institutions: SS.48.8	Demonstrate awareness of a variety of jobs in the community and the work associated with them through conversation and/or play.

Production, Distribution, and Consumption: SS.48.9	Demonstrate beginning understanding of commerce through exploring the roles of buying and selling in play.
Science, Technology, and Society: SS.48.10	Understand the use of tools, including technology, for a variety of purposes.

Strand D: Early learning experiences will support children to understand change over time.

Time, Continuity, and Change: 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).
Time, Continuity, and Change: SS.48.12	Demonstrate a beginning understanding of change over time through discussing topics such as their own growth and how they have changed.

The following domain goals derive from the 2014 Connecticut Early Learning and Development Standards (CTELDS) for Cognition.

Strand B: Early learning experiences will support children to use logic and reasoning.

Symbolic Representation: C.48.10	Use or make a prop to represent an object (e.g., build a telephone).
Symbolic Representation: C.48.11	Act out actions or scenarios involving familiar roles (e.g., teacher, doctor, firefighter).
Symbolic Representation: C.48.12	Represent people, places, or things through simple drawings, movements, and three-dimensional construction.

3-YEAR-OLDS, DOMAIN 5: SOCIAL STUDIES
Trimester 1

Trimester Goals

At the completion of this trimester, students will:

Individual Development and Identity: SS.48.1	Identify physical characteristics of self (e.g., eyes, hair, skin, etc.).
Individual Development and Identity: SS.48.2	Demonstrate an understanding of self as part of a family (e.g., parents, grandparents, siblings, caregivers).
Culture: SS.48.3	Identify cultural characteristics of self, family, and community (e.g., home language, foods, modes of transportation, shelter, etc.).
Power, Authority, and Governance: SS.48.4	Demonstrate an understanding of some reasons for basic rules in the home, cultural community, and/or classroom.
People, Places, and Environments: SS.48.5	Demonstrate awareness that people share the environment with other people, animals, and plants and have the responsibility to care for them.
People, Places, and Environments: SS.48.6	Describe, draw, or construct aspects of the geography of the classroom and/or home.
Civic Ideals and Practices: SS.48.7	Participate in jobs and responsibilities at home, classroom, or community.
Individuals, Groups, and Institutions: SS.48.8	Demonstrate awareness of a variety of jobs in the community and the work associated with them through conversation and/or play.
Production, Distribution, and Consumption: SS.48.9	Demonstrate beginning understanding of commerce through exploring the roles of buying and selling in play.
Time, Continuity, and Change: 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).

Time, Continuity, and Change: SS.48.12	Demonstrate a beginning understanding of change over time through discussing topics such as their own growth and how they have changed.
Symbolic Representation: C.48.10	Use or make a prop to represent an object (e.g., build a telephone).
Symbolic Representation: C.48.11	Act out actions or scenarios involving familiar roles (e.g., teacher, doctor, firefighter).
Symbolic Representation: C.48.12	Represent people, places, or things through simple drawings, movements, and three-dimensional construction.

Assured Assessments

SS.48.1	Observation: Explore physical attributes of self and others
SS.48.2	Observation: Explore family members
SS.48.3	Observation: Explore other cultures through music, books, and play
SS.48.4	Observation: Follow classroom rules with verbal and visual reminders
SS.48.5	Observation: Follow classroom rules with verbal and visual reminders
SS.48.6	Individualized assessment & Observation: Explore associations with objects and geographical location by adult modeling
SS.48.7	Observation: Explore classroom jobs
SS.48.8	Observation: Explore toys and materials used by community workers (e.g., doctor, dentist, librarian, mail carrier, cashier)
SS.48.9	Observation: Participate in learning activities where money is exchanged for common goods related to self and family
SS.48.11	Individualized assessment & Observation: Identify morning and night by describing routine activities and sun position related to times of day
SS.48.12	Observation: Explore dramatic play and role play through doll house
C.48.10	Individualized assessment & Observation: Explore building structures using classroom materials

C.48.11	Observation: Explore toys and materials used by authority figures (e.g., fire truck, police car)
C.48.12	Individualized assessment & Observation: Explore building structures using classroom materials

Resources

- Adults/peers (SS.48.1)
- Mirror (SS.48.1)
- Multicultural books (SS.48.3)
- Music/instruments (SS.48.3)
- Posters (SS.48.3)
- Dolls (SS.48.3) and doll house (SS.48.12)
- Play foods (SS.48.3)
- Pictures of various dwellings (SS.48.3)
- Visuals of classroom rules (SS.48.4, SS.48.5)
- Toy furniture (SS.48.6, SS.48.12)
- Visuals of classroom jobs (SS.48.7)
- Community worker props and costumes (SS.48.8, C.48.11)
- Pretend cash registers, money, and wallets (SS.48.9)
- Calendar (SS.48.11)
- Pictures of routines (meals, bathing, dressing, sun going up and down) in books (SS.48.11)
- Classroom building materials such as foam blocks, wooden blocks, Magna-Tiles, and Legos (C.48.12)

Time Allotment

- First trimester (September – November)

3-YEAR-OLDS, DOMAIN 5: SOCIAL STUDIES
Trimester 2

Trimester Goals

At the completion of this trimester, students will:

Individual Development and Identity: SS.48.1	Identify physical characteristics of self (e.g., eyes, hair, skin, etc.).
Individual Development and Identity: SS.48.2	Demonstrate an understanding of self as part of a family (e.g., parents, grandparents, siblings, caregivers).
Culture: SS.48.3	Identify cultural characteristics of self, family, and community (e.g., home language, foods, modes of transportation, shelter, etc.).
Power, Authority, and Governance: SS.48.4	Demonstrate an understanding of some reasons for basic rules in the home, cultural community, and/or classroom.
People, Places, and Environments: SS.48.5	Demonstrate awareness that people share the environment with other people, animals, and plants and have the responsibility to care for them.
People, Places, and Environments: SS.48.6	Describe, draw, or construct aspects of the geography of the classroom and/or home.
Civic Ideals and Practices: SS.48.7	Participate in jobs and responsibilities at home, classroom, or community.
Individuals, Groups, and Institutions: SS.48.8	Demonstrate awareness of a variety of jobs in the community and the work associated with them through conversation and/or play.
Production, Distribution, and Consumption: SS.48.9	Demonstrate beginning understanding of commerce through exploring the roles of buying and selling in play.
Science, Technology, and Society: SS.48.10	Understand the use of tools, including technology, for a variety of purposes.

Time, Continuity, and Change: 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).
Time, Continuity, and Change: SS.48.12	Demonstrate a beginning understanding of change over time through discussing topics such as their own growth and how they have changed.
Symbolic Representation: C.48.10	Use or make a prop to represent an object (e.g., build a telephone).
Symbolic Representation: C.48.11	Act out actions or scenarios involving familiar roles (e.g., teacher, doctor, firefighter).
Symbolic Representation: C.48.12	Represent people, places, or things through simple drawings, movements, and three-dimensional construction.

Assured Assessments

SS.48.1	Observation: Explore eye color of self and others
SS.48.2	Individualized assessment & Observation: Identify parents/caregivers
SS.48.3	Individualized assessment & Observation: Respond to questions related to student's family customs, routines, and forms of shelter
SS.48.4	Observation: Follow classroom rules with verbal and visual reminders
SS.48.5	Observation: Follow classroom rules with verbal and visual reminders
SS.48.6	Individualized assessment & Observation: Place simple play objects in appropriate geographical locations related to personal experiences (e.g., toilet in bathroom, stove in kitchen, bed in bedroom)
SS.48.7	Observation: Participate in classroom jobs by completing responsibilities with reminders
SS.48.8	Observation: Take on roles of community workers (e.g., doctor, dentist, librarian, mail carrier, cashier) during pretend play using propos
SS.48.9	Observation: Participate in learning activities where money is exchanged for common goods related to self and family

SS.48.10	Individualized assessment & Observation: Use adult/peer as source of information by asking a question
SS.48.11	Individualized assessment & Observation: Identify morning and night by describing routine activities and sun position related to times of day
SS.48.12	Observation: Explore dramatic play and role play through doll house
C.48.10	Individualized assessment & Observation: Explore building structures using classroom materials
C.48.11	Observation: Take on roles of authority figures (e.g., fire truck, police car) during pretend play using propos
C.48.12	Individualized assessment & Observation: Explore building structures using classroom materials

Resources

- Adults/peers (SS.48.1)
- Mirror (SS.48.1)
- Multicultural books (SS.48.3)
- Music/instruments (SS.48.3)
- Posters (SS.48.3)
- Dolls (SS.48.3) and doll house (SS.48.12)
- Play foods (SS.48.3)
- Pictures of various dwellings (SS.48.3)
- Visuals of classroom rules (SS.48.4, SS.48.5)
- Toy furniture (SS.48.6, SS.48.12)
- Visuals of classroom jobs (SS.48.7)
- Community worker props and costumes (SS.48.8, C.48.11)
- Pretend cash registers, money, and wallets (SS.48.9)
- Calendar (SS.48.11)
- Pictures of routines (meals, bathing, dressing, sun going up and down) in books (SS.48.11)
- Classroom building materials such as foam blocks, wooden blocks, Magna-Tiles, and Legos (C.48.12)

Time Allotment

- Second trimester (December – mid-March)

3-YEAR-OLDS, DOMAIN 5: SOCIAL STUDIES
Trimester 3

Trimester Goals

At the completion of this trimester, students will:

Individual Development and Identity: SS.48.1	Identify physical characteristics of self (e.g., eyes, hair, skin, etc.).
Individual Development and Identity: SS.48.2	Demonstrate an understanding of self as part of a family (e.g., parents, grandparents, siblings, caregivers).
Culture: SS.48.3	Identify cultural characteristics of self, family, and community (e.g., home language, foods, modes of transportation, shelter, etc.).
Power, Authority, and Governance: SS.48.4	Demonstrate an understanding of some reasons for basic rules in the home, cultural community, and/or classroom.
People, Places, and Environments: SS.48.5	Demonstrate awareness that people share the environment with other people, animals, and plants and have the responsibility to care for them.
People, Places, and Environments: SS.48.6	Describe, draw, or construct aspects of the geography of the classroom and/or home.
Civic Ideals and Practices: SS.48.7	Participate in jobs and responsibilities at home, classroom, or community.
Individuals, Groups, and Institutions: SS.48.8	Demonstrate awareness of a variety of jobs in the community and the work associated with them through conversation and/or play.
Production, Distribution, and Consumption: SS.48.9	Demonstrate beginning understanding of commerce through exploring the roles of buying and selling in play.
Science, Technology, and Society: SS.48.10	Understand the use of tools, including technology, for a variety of purposes.

Time, Continuity, and Change: 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).
Time, Continuity, and Change: SS.48.12	Demonstrate a beginning understanding of change over time through discussing topics such as their own growth and how they have changed.
Symbolic Representation: C.48.10	Use or make a prop to represent an object (e.g., build a telephone).
Symbolic Representation: C.48.11	Act out actions or scenarios involving familiar roles (e.g., teacher, doctor, firefighter).
Symbolic Representation: C.48.12	Represent people, places, or things through simple drawings, movements, and three-dimensional construction.

Assured Assessments

SS.48.1	Individualized assessment & Observation: Identify eye color of self and others
SS.48.2	Individualized assessment & Observation: Identify siblings
SS.48.3	Individualized assessment & Observation: Respond to questions related to student's family customs, routines, and forms of shelter
SS.48.4	Observation: Follow classroom rules with verbal and visual reminders
SS.48.5	Observation: Follow classroom rules with verbal and visual reminders
SS.48.6	Individualized assessment & Observation: Place simple play objects in appropriate geographical locations related to personal experiences (e.g., toilet in bathroom, stove in kitchen, bed in bedroom)
SS.48.7	Observation: Participate in classroom jobs by completing responsibilities with reminders
SS.48.8	Observation: Take on roles of community workers (e.g., doctor, dentist, librarian, mail carrier, cashier) during pretend play using props
SS.48.9	Observation: Participate in learning activities where money is exchanged for common goods related to self and family

SS.48.10	Individualized assessment & Observation: Use adult/peer as source of information by asking a question
SS.48.11	Individualized assessment & Observation: Identify morning and night by describing routine activities and sun position related to times of day
SS.48.12	Observation: Explore dramatic play and role play through doll house
C.48.10	Individualized assessment & Observation: Build and name a structure using classroom materials
C.48.11	Observation: Take on roles of authority figures (e.g., fire truck, police car) during pretend play using props
C.48.12	Individualized assessment & Observation: Build and name a structure using classroom materials

Resources

- Adults/peers (SS.48.1)
- Mirror (SS.48.1)
- Multicultural books (SS.48.3)
- Music/instruments (SS.48.3)
- Posters (SS.48.3)
- Dolls (SS.48.3) and doll house (SS.48.12)
- Play foods (SS.48.3)
- Pictures of various dwellings (SS.48.3)
- Visuals of classroom rules (SS.48.4, SS.48.5)
- Toy furniture (SS.48.6, SS.48.12)
- Visuals of classroom jobs (SS.48.7)
- Community worker props and costumes (SS.48.8, C.48.11)
- Pretend cash registers, money, and wallets (SS.48.9)
- Calendar (SS.48.11)
- Pictures of routines (meals, bathing, dressing, sun going up and down) in books (SS.48.11)
- Classroom building materials such as foam blocks, wooden blocks, Magna-Tiles, and Legos (C.48.12)

Time Allotment

- Third trimester (mid-March – June)

4-YEAR-OLDS, DOMAIN 1: SOCIAL AND EMOTIONAL DEVELOPMENT

GOALS

The following domain goals derive from the 2014 Connecticut Early Learning and Development Standards (CTELDS) for Social and Emotional Development.

Strand A: Early learning experiences will support children to develop trusting healthy attachments and relationships with primary caregivers.

Trusting Relationships:
SE.60.1

Seek help and approval from a wider array of adults in trusted roles.

Managing Separation:
SE.60.2

Through expanding relationships with adults (e.g., teacher, play group leader, friends' caregivers), exhibit comfort in exploring new settings, although they may need to periodically check-in with a familiar adult.

Strand B: Early learning experiences will support children to develop self-regulation.

Regulation of Emotions and Behavior:
SE.60.3

Use strategies to self-soothe across situations with minimal prompting and share strategies with peers or family.

Regulation of Impulses and Behavior:
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.60.5

Tolerate small levels of frustration and disappointment, displaying appropriate behavior with adult prompting and support.

Regulation of Impulses and Behavior:
SE.60.6

Initiate previously taught strategies to help delay gratification (e.g., sets up turn-taking with a peer, finds a book to read while waiting for a special activity).

Regulation of Impulses and Behavior:
SE.60.7

Recall and follow daily routines with little support, including adapting to changes in rules and routines.

Strand C: Early learning experiences will support children to develop, express, recognize, and respond to emotions.

Emotional Expression: SE.60.8	Describe emotions and feelings to trusted adults and peers.
Recognition and Response to 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).
Recognition and Response to Emotions in Others: SE.60.10	Begin to understand that different people may have different emotional reactions.

Strand D: Early learning experiences will support children to develop self-awareness, self-concept, and competence.

Sense of Self: 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.60.12	Describe self by referring to preferences, thoughts, and feelings.
Self-Concept and Competency: SE.60.13	Demonstrate increased confidence and a willingness to take risks when attempting new tasks and making decisions regarding activities and materials.
Self-Concept and Competency: SE.60.14	Show pride in accomplishments and abilities.

Strand E: Early learning experiences will support children to develop social relationships.

Adult Relationships: SE.60.15	Typically use socially appropriate behavior with adults, such as helping, responding to limits, etc.
Play/Friendship: SE.60.16	Cooperate with peers through sharing and taking turns.
Play/Friendship: SE.60.17	Show increasing investment in the responses and friendship of peers and modify behavior to enhance peer relationships.
Play/Friendship: SE.60.18	Seek help from peers and offer assistance when it is appropriate.

| Conflict Resolution:
SE.60.19 | Engage in developing solutions and work to resolve conflict with peers. |

The following domain goals derive from the 2014 Connecticut Early Learning and Development Standards (CTELDS) for Cognition.

Strand A: Early learning experiences will support children to develop effective approaches to learning.

Engagement with Environment, People, and Objects: C.60.2	Express interest in learning about a specific topic over time.
Engagement with Environment, People, and Objects: 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.60.4	Show pride in accomplishment when reaching mastery of a skill and share experiences with others.
Cooperation with Peers in Learning Experiences: C.60.5	Plan and complete learning activity with a peer.
Cooperation with Peers in Learning Experiences: C.60.6	Model or teach peers how to use materials or complete a task.
Problem Solving: C.60.11	Try multiple strategies to solve a problem and and draw on multiple resources (e.g., look at what a peer is doing for ideas).
Symbolic Representation: 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).

Strand C: Early learning experiences will support children to strengthen executive function.

| Choosing and Planning:
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.60.16	Complete longer term and more complex tasks with a focus on the goal, despite frustration.
Cognitive Flexibility: C.60.17	Generate or seek out multiple solutions to a problem.
Working Memory: C.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.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.
Regulation of Attention and Impulses: C.60.20	Typically resists impulses and can wait longer to respond in more structured settings (e.g., at a restaurant, in circle time at preschool).

4-YEAR-OLDS, DOMAIN 1: SOCIAL AND EMOTIONAL DEVELOPMENT
Trimester 1

Trimester Goals

At the completion of this trimester, students will:

Trusting Relationships: SE.60.1	Seek help and approval from a wider array of adults in trusted roles.
Managing Separation: SE.60.2	Through expanding relationships with adults (e.g., teacher, play group leader, friends' caregivers), exhibit comfort in exploring new settings, although they may need to periodically check-in with a familiar adult.
Regulation of Emotions and Behavior: SE.60.3	Use strategies to self-soothe across situations with minimal prompting and share strategies with peers or family.
Regulation of Impulses and Behavior: 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.60.5	Tolerate small levels of frustration and disappointment, displaying appropriate behavior with adult prompting and support.
Regulation of Impulses and Behavior: SE.60.6	Initiate previously taught strategies to help delay gratification (e.g., sets up turn-taking with a peer, finds a book to read while waiting for a special activity).
Regulation of Impulses and Behavior: SE.60.7	Recall and follow daily routines with little support, including adapting to changes in rules and routines.
Emotional Expression: SE.60.8	Describe emotions and feelings to trusted adults and peers.
Recognition and Response to 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).

Recognition and Response to Emotions in Others: SE.60.10	Begin to understand that different people may have different emotional reactions.
Sense of Self: 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.60.12	Describe self by referring to preferences, thoughts, and feelings.
Self-Concept and Competency: SE.60.13	Demonstrate increased confidence and a willingness to take risks when attempting new tasks and making decisions regarding activities and materials.
Self-Concept and Competency: SE.60.14	Show pride in accomplishments and abilities.
Adult Relationships: SE.60.15	Typically use socially appropriate behavior with adults, such as helping, responding to limits, etc.
Play/Friendship: SE.60.16	Cooperate with peers through sharing and taking turns.
Play/Friendship: SE.60.17	Show increasing investment in the responses and friendship of peers and modify behavior to enhance peer relationships.
Play/Friendship: SE.60.18	Seek help from peers and offer assistance when it is appropriate.
Conflict Resolution: SE.60.19	Engage in developing solutions and work to resolve conflict with peers.
Engagement with Environment, People, and Objects: C.60.2	Express interest in learning about a specific topic over time.
Engagement with Environment, People, and Objects: 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.60.4	Show pride in accomplishment when reaching mastery of a skill and share experiences with others.
Cooperation with Peers in Learning Experiences: C.60.5	Plan and complete learning activity with a peer.
Cooperation with Peers in Learning Experiences: C.60.6	Model or teach peers how to use materials or complete a task.
Problem Solving: C.60.11	Try multiple strategies to solve a problem and and draw on multiple resources (e.g., look at what a peer is doing for ideas).
Symbolic Representation: 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).
Choosing and Planning: 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.60.16	Complete longer term and more complex tasks with a focus on the goal, despite frustration.
Cognitive Flexibility: C.60.17	Generate or seek out multiple solutions to a problem.
Working Memory: C.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.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.
Regulation of Attention and Impulses: C.60.20	Typically resists impulses and can wait longer to respond in more structured settings (e.g., at a restaurant, in circle time at preschool).

Assured Assessments

SE.60.1	Observation: Introduce self, greet others, name the listening rules, and attempt to raise hand
SE.60.2	Individualized assessment & Observation: Transition independently into the classroom
SE.60.3	Individualized assessment & Observation: State a feeling/problem
SE.60.4	Individualized assessment & Observation: Identify social standards of the environment
SE.60.5	Individualized assessment & Observation: Identify the feelings happy, sad, and angry
SE.60.6	Individualized assessment & Observation: With visuals and teacher prompting, choose one strategy to delay gratification
SE.60.7	Observation: Locate the daily schedule
SE.60.8	Observation: Identify current feeling when happy, sad, or angry
SE.60.9	Observation: Respond to others' greetings
SE.60.10	Individualized assessment & Observation: Identify current feeling when happy, sad, or angry
SE.60.11	Curriculum-based assessment & Observation: Identify common attributes such as color of clothing, gender, favorite food, siblings
SE.60.12	Individualized assessment & Observation: Identify foods and activities that make student happy
SE.60.13	Observation: Join a group in a shared theme or activity
SE.60.14	Observation & Portfolio: Seek out an adult to show a creation or accomplishment
SE.60.15	Observation: Follow adult directives
SE.60.16	Observation: Work with peers and respect physical boundaries to build a project
SE.60.17	Observation: Play with a variety of children in the class

SE.60.18	Observation: Request an object from a peer
SE.60.19	Observation: Request an object from a peer
C.60.2	Observation: When given a choice of three, choose one activity
C.60.3	Observation: Stay engaged in a preferred activity for up to 10 minutes
C.60.4	Observation: Seek out an adult to show a creation or accomplishment
C.60.5	Observation: Work with peers and respect physical boundaries to build a project
C.60.6	Observation: Show peers a creation
C.60.11	Observation: When given a choice of two, choose one solution
C.60.12	Observation: Engage in pretend play using object functionality (e.g., using a play telephone to make a call)
C.60.15	Observation: Work with peers and respect physical boundaries to build a project
C.60.16	Observation: Stay engaged in a preferred activity for up to 10 minutes
C.60.17	Observation: When given a choice of two, choose one solution
C.60.18	Observation: Contribute one idea about a group topic
C.60.19	Observation: Stay engaged in a preferred activity for up to 10 minutes
C.60.20	Observation: Contribute one idea about a group topic

Resources

- *Second Step* lesson cards
  - Lesson 1: Welcoming (SE.60.1, SE.60.9)
  - Lesson 15: Naming Feelings (SE.60.2, SE.60.8)
  - Lesson 16: Managing Disappointment (SE.60.2)
  - Lesson 4: Self-Talk (SE.60.3, C.60.15)
  - Lesson 10: Same or Different Feelings (SE.60.4, SE.60.8, SE.60.9, SE.60.10)
  - Lesson 8: More Feelings (SE.60.5)
  - Lesson 14: Strong Feelings (SE.60.5)
  - Lesson 18: Managing Waiting (SE.60.6)
  - Lesson 19: Fair Ways to Play (SE.60.9)
  - Lesson 21: Inviting to Play (SE.60.9)
  - Lesson 6: Asking for What You Need or Want (SE.60.13)

- o Lesson 5: Following Directions (SE.60.15, SE.60.16, C.60.5)
- o Lesson 2: Listening (C.60.15)
- o Lesson 3: Focusing Attention (C.60.15)
- Curriculum-based & classroom materials (SE.60.1, SE.60.3, SE.60.4, SE.60.9, SE.60.11, SE.60.12, C.60.2, C.60.3)
- Books (SE.60.1, SE.60.2, SE.60.3, SE.60.4, SE.60.8, SE.60.11)
- Songs (SE.60.2, SE.60.8)
- Tucker the Turtle visuals (SE.60.6, SE.60.13, C.60.11, C.60.17)
- Classroom schedule picture (SE.60.7)
- Books brought from home (SE.60.11)
- Classroom building materials such as foam blocks, wooden blocks, Magna-Tiles, and Legos (SE.60.14, C.60.4)
- iPad photographs (SE.60.14, C.60.4)
- Coloring sheets (SE.60.14, C.60.4)
- Digital timer (C.60.3, C.60.16, C.60.19, C.60.20)
- Pictures of buildings (C.60.5, C.60.15)
- Play foods (C.60.12)
- Dress-up materials (C.60.12)
- Digital timer (C.60.19, C.60.20)

Time Allotment

- First trimester (September – November)

4-YEAR-OLDS, DOMAIN 1: SOCIAL AND EMOTIONAL DEVELOPMENT
Trimester 2

Trimester Goals

At the completion of this trimester, students will:

Trusting Relationships: SE.60.1	Seek help and approval from a wider array of adults in trusted roles.
Managing Separation: SE.60.2	Through expanding relationships with adults (e.g., teacher, play group leader, friends' caregivers), exhibit comfort in exploring new settings, although they may need to periodically check-in with a familiar adult.
Regulation of Emotions and Behavior: SE.60.3	Use strategies to self-soothe across situations with minimal prompting and share strategies with peers or family.
Regulation of Impulses and Behavior: 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.60.5	Tolerate small levels of frustration and disappointment, displaying appropriate behavior with adult prompting and support.
Regulation of Impulses and Behavior: SE.60.6	Initiate previously taught strategies to help delay gratification (e.g., sets up turn-taking with a peer, finds a book to read while waiting for a special activity).
Regulation of Impulses and Behavior: SE.60.7	Recall and follow daily routines with little support, including adapting to changes in rules and routines.
Emotional Expression: SE.60.8	Describe emotions and feelings to trusted adults and peers.
Recognition and Response to 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).

Recognition and Response to Emotions in Others: SE.60.10	Begin to understand that different people may have different emotional reactions.
Sense of Self: 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.60.12	Describe self by referring to preferences, thoughts, and feelings.
Self-Concept and Competency: SE.60.13	Demonstrate increased confidence and a willingness to take risks when attempting new tasks and making decisions regarding activities and materials.
Self-Concept and Competency: SE.60.14	Show pride in accomplishments and abilities.
Adult Relationships: SE.60.15	Typically use socially appropriate behavior with adults, such as helping, responding to limits, etc.
Play/Friendship: SE.60.16	Cooperate with peers through sharing and taking turns.
Play/Friendship: SE.60.17	Show increasing investment in the responses and friendship of peers and modify behavior to enhance peer relationships.
Play/Friendship: SE.60.18	Seek help from peers and offer assistance when it is appropriate.
Conflict Resolution: SE.60.19	Engage in developing solutions and work to resolve conflict with peers.
Engagement with Environment, People, and Objects: C.60.2	Express interest in learning about a specific topic over time.
Engagement with Environment, People, and Objects: 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.60.4	Show pride in accomplishment when reaching mastery of a skill and share experiences with others.
Cooperation with Peers in Learning Experiences: C.60.5	Plan and complete learning activity with a peer.
Cooperation with Peers in Learning Experiences: C.60.6	Model or teach peers how to use materials or complete a task.
Problem Solving: C.60.11	Try multiple strategies to solve a problem and and draw on multiple resources (e.g., look at what a peer is doing for ideas).
Symbolic Representation: 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).
Choosing and Planning: 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.60.16	Complete longer term and more complex tasks with a focus on the goal, despite frustration.
Cognitive Flexibility: C.60.17	Generate or seek out multiple solutions to a problem.
Working Memory: C.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.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.
Regulation of Attention and Impulses: C.60.20	Typically resists impulses and can wait longer to respond in more structured settings (e.g., at a restaurant, in circle time at preschool).

Assured Assessments

SE.60.1	Observation: Gain attention by facing an adult and asking respectfully
SE.60.2	Language sample & Observation: With minimal reminders, demonstrate independence in following the rules during playtime and dismissal and on the playground
SE.60.3	Individualized assessment & Observation: Name a strategy to use to soothe self
SE.60.4	Individualized assessment & Observation: Demonstrate how to respond to the social standards of the environment
SE.60.5	Individualized assessment & Observation: Identify the feelings frustrated, excited, and disappointed
SE.60.6	Individualized assessment & Observation: With visuals, choose one strategy to delay gratification
SE.60.7	Observation: Identify the next activity in the daily schedule
SE.60.8	Language sample, Individualized assessment, & Observation: Identify current feelings of others
SE.60.9	Individualized assessment & Observation: Respond to a peer's or adult's request
SE.60.10	Individualized assessment & Observation: Identify current feelings of others
SE.60.11	Curriculum-based assessment & Observation: Identify differences among peers in attributes such as color of clothing, gender, favorite food, siblings
SE.60.12	Individualized assessment & Observation: Choose a favorite activity to play at
SE.60.13	Observation & Portfolio: Initiate a shared activity
SE.60.14	Observation & Portfolio: Verbally identify what student has done well (For example, "Look at my . . ."); Smiley Face Likert scale
SE.60.15	Observation: Carry out a classroom helper job
SE.60.16	Curriculum-based assessment & Observation: Respond to a peer's request for an object

SE.60.17	Observation: Identify ways to have fun
SE.60.18	Observation: Offer assistance to a peer in need; Social skills checklist
SE.60.19	Observation: Offer assistance to a peer in need; Social skills checklist
C.60.2	Observation: Independently choose a familiar preferred activity
C.60.3	Observation: Stay engaged in a preferred activity for up to 15 minutes
C.60.4	Observation: Verbally identify what student has done well (For example, "Look at my . . ."); Smiley Face Likert scale
C.60.5	Curriculum-based assessment & Observation: Respond to a peer's request for an object
C.60.6	Observation: Show peers how to use a toy
C.60.11	Observation: Use visual supports to select a solution to a problem; Social skills checklist
C.60.12	Observation: Use an object to fulfill a function of a play theme (e.g., using a banana as a phone)
C.60.15	Curriculum-based assessment & Observation: Respond to a peer's request for an object
C.60.16	Observation: Stay engaged in a preferred activity for up to 15 minutes
C.60.17	Observation: Use visual supports to select a solution to a problem; Social skills checklist
C.60.18	Observation: Raise hand to share an idea related to a group topic
C.60.19	Observation: Stay engaged in a preferred activity for up to 15 minutes
C.60.20	Observation: Raise hand to share an idea related to a group topic

Resources

- *Second Step* lesson cards
  - Lesson 2: Listening (SE.60.1)
  - Lesson 6: Asking for What You Need or Want (SE.60.1, SE.60.13)
  - Lesson 16: Managing Disappointment (SE.60.2)
  - Lesson 4: Self-Talk (SE.60.3)
  - Lesson 10: Same or Different Feelings (SE.60.4, SE.60.8, SE.60.10)
  - Lesson 8: More Feelings (SE.60.5)

- o Lesson 14: Strong Feelings (SE.60.5)
- o Lesson 18: Managing Waiting (SE.60.6)
- o Lesson 21: Inviting to Play (SE.60.9, SE.60.17, SE.60.18, C.60.6)
- o Lesson 22: Joining In with Play (SE.60.13, SE.60.17)
- o Lesson 12: Caring and Helping (SE.60.15)
- o Lesson 19: Fair Ways to Play (SE.60.16, C.60.5, C.60.15)
- o Lesson 20: Having Fun with Friends (SE.60.17)
- o Lesson 23: Saying the Problem (SE.60.19, C.60.11, C.60.17)
- o Lesson 24: Thinking of Solutions (SE.60.19, C.60.11, C.60.17)
- o Lesson 25: Speaking Assertively (SE.60.19, C.60.11, C.60.17)
- Curriculum-based & classroom materials (SE.60.1, SE.60.3, SE.60.4, SE.60.9, SE.60.11, SE.60.12, SE.60.16, C.60.2, C.60.3, C.60.5, C.60.12, C.60.15)
- Books (SE.60.1, SE.60.2, SE.60.3, SE.60.4, SE.60.8, SE.60.11)
- Songs (SE.60.2, SE.60.8)
- Tucker the Turtle visuals (SE.60.6, SE.60.9, SE.60.13, SE.60.19, C.60.11, C.60.17)
- Classroom schedule picture (SE.60.7)
- Books brought from home (SE.60.11)
- Classroom building materials such as foam blocks, wooden blocks, Magna-Tiles, and Legos (SE.60.14, C.60.4)
- iPad photographs (SE.60.14, C.60.4)
- Coloring sheets (SE.60.14, C.60.4)
- Digital timer (C.60.3, C.60.16, C.60.19, C.60.20)
- Play foods (C.60.12)
- Dress-up materials (C.60.12)
- Community worker props and costumes (C.60.12)

Time Allotment

- Second trimester (December – mid-March)

4-YEAR-OLDS, DOMAIN 1: SOCIAL AND EMOTIONAL DEVELOPMENT
Trimester 3

Trimester Goals

At the completion of this trimester, students will:

Trusting Relationships: SE.60.1	Seek help and approval from a wider array of adults in trusted roles.
Managing Separation: SE.60.2	Through expanding relationships with adults (e.g., teacher, play group leader, friends' caregivers), exhibit comfort in exploring new settings, although they may need to periodically check-in with a familiar adult.
Regulation of Emotions and Behavior: SE.60.3	Use strategies to self-soothe across situations with minimal prompting and share strategies with peers or family.
Regulation of Impulses and Behavior: 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.60.5	Tolerate small levels of frustration and disappointment, displaying appropriate behavior with adult prompting and support.
Regulation of Impulses and Behavior: SE.60.6	Initiate previously taught strategies to help delay gratification (e.g., sets up turn-taking with a peer, finds a book to read while waiting for a special activity).
Regulation of Impulses and Behavior: SE.60.7	Recall and follow daily routines with little support, including adapting to changes in rules and routines.
Emotional Expression: SE.60.8	Describe emotions and feelings to trusted adults and peers.
Recognition and Response to 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).

Recognition and Response to Emotions in Others: SE.60.10	Begin to understand that different people may have different emotional reactions.
Sense of Self: 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.60.12	Describe self by referring to preferences, thoughts, and feelings.
Self-Concept and Competency: SE.60.13	Demonstrate increased confidence and a willingness to take risks when attempting new tasks and making decisions regarding activities and materials.
Self-Concept and Competency: SE.60.14	Show pride in accomplishments and abilities.
Adult Relationships: SE.60.15	Typically use socially appropriate behavior with adults, such as helping, responding to limits, etc.
Play/Friendship: SE.60.16	Cooperate with peers through sharing and taking turns.
Play/Friendship: SE.60.17	Show increasing investment in the responses and friendship of peers and modify behavior to enhance peer relationships.
Play/Friendship: SE.60.18	Seek help from peers and offer assistance when it is appropriate.
Conflict Resolution: SE.60.19	Engage in developing solutions and work to resolve conflict with peers.
Engagement with Environment, People, and Objects: C.60.2	Express interest in learning about a specific topic over time.
Engagement with Environment, People, and Objects: 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.60.4	Show pride in accomplishment when reaching mastery of a skill and share experiences with others.
Cooperation with Peers in Learning Experiences: C.60.5	Plan and complete learning activity with a peer.
Cooperation with Peers in Learning Experiences: C.60.6	Model or teach peers how to use materials or complete a task.
Problem Solving: C.60.11	Try multiple strategies to solve a problem and and draw on multiple resources (e.g., look at what a peer is doing for ideas).
Symbolic Representation: 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).
Choosing and Planning: 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.60.16	Complete longer term and more complex tasks with a focus on the goal, despite frustration.
Cognitive Flexibility: C.60.17	Generate or seek out multiple solutions to a problem.
Working Memory: C.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.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.
Regulation of Attention and Impulses: C.60.20	Typically resists impulses and can wait longer to respond in more structured settings (e.g., at a restaurant, in circle time at preschool).

Assured Assessments

SE.60.1	Individualized assessment & Observation: Seek adult assistance to problem-solve by raising hand and waiting to be called upon
SE.60.2	Individualized assessment & Observation: With periodic check-ins with a familiar adult, demonstrate comfort in exploring new settings
SE.60.3	Individualized assessment & Observation: With minimal prompting, use a strategy to self-soothe across situations, and share strategy with peers or family
SE.60.4	Individualized assessment & Observation: Demonstrate ability to consider the social standards of the environment when responding to emotional state
SE.60.5	Individualized assessment & Observation: Identify steps to calm down
SE.60.6	Individualized assessment & Observation: Choose one strategy to delay gratification
SE.60.7	Individualized assessment & Observation: Accept unscheduled changes to the routine
SE.60.8	Individualized assessment & Observation: Describe same and different current feelings of self and others
SE.60.9	Individualized assessment & Observation: Recognize if a peer is not included, and invite him/her to play
SE.60.10	Individualized assessment & Observation: Describe same and different current feelings of self and others
SE.60.11	Curriculum-based assessment & Observation: Identify preferred activities of self and others
SE.60.12	Observation: Describe how student feels when engaging in a favorite activity
SE.60.13	Observation: Contribute to a discussion about a shared activity (For example, while playing superheroes on the playground, says, "I am Bat Girl.")
SE.60.14	Observation & Portfolio: Attempt to demonstrate activities that student feels good about

SE.60.15	Observation: Accept without argument or complaint when an adult says "No"
SE.60.16	Curriculum-based assessment & Observation: Wait turn for an object
SE.60.17	Curriculum-based assessment & Observation: Identify how student feels when other children do not play fairly
SE.60.18	Observation: Ask a peer for help; Social skills checklist
SE.60.19	Observation: Ask a peer for help
C.60.2	Observation: Give a topic (e.g., dinosaurs) when asked what student would like to learn
C.60.3	Observation: Stay engaged in an activity of adult choosing for up to 10 minutes
C.60.4	Observation & Portfolio: Attempt to demonstrate activities that student feels good about
C.60.5	Curriculum-based assessment & Observation: Complete a shared activity
C.60.6	Observation: Explain to peers the steps to complete a project
C.60.11	Observation: Independently solve a problem
C.60.12	Observation: Pretend to use an object (e.g., using a stirring action without anything in hand)
C.60.15	Curriculum-based assessment & Observation: Complete a shared activity
C.60.16	Observation: Stay engaged in an activity of adult choosing for up to 10 minutes
C.60.17	Observation: Independently solve a problem
C.60.18	Observation: Wait turn with hand raised and then share an idea related to a group topic
C.60.19	Observation: Stay engaged in an activity of adult choosing for up to 10 minutes
C.60.20	Observation: Wait turn with hand raised and then share an idea related to a group topic

Resources

- *Second Step* lesson cards
  - Lesson 23: Saying the Problem (SE.60.1, SE.60.19, C.60.11, C.60.17)
  - Lesson 4: Self-Talk (SE.60.3)
  - Lesson 10: Same or Different Feelings (SE.60.4, SE.60.8, SE.60.10)
  - Lesson 16: Managing Disappointment (SE.60.5)
  - Lesson 18: Managing Waiting (SE.60.6, C.60.16)
  - Lesson 19: Fair Ways to Play (SE.60.9, SE.60.16, SE.60.17, C.60.5, C.60.6, C.60.15)
  - Lesson 21: Inviting to Play (SE.60.9)
  - Lesson 22: Joining In with Play (SE.60.12, SE.60.13)
  - Lesson 12: Caring and Helping (SE.60.15)
  - Lesson 6: Asking for What You Need or Want (SE.60.18)
  - Lesson 24: Thinking of Solutions (SE.60.19, C.60.11, C.60.17)
  - Lesson 25: Speaking Assertively (SE.60.19, C.60.11, C.60.17)
  - Lesson 20: Having Fun with Friends (C.60.6)
  - Lesson 14: Strong Feelings (C.60.16)
- Curriculum-based & classroom materials (SE.60.1, SE.60.3, SE.60.4, SE.60.9, SE.60.11, SE.60.12, SE.60.16, C.60.2, C.60.3, C.60.5, C.60.12, C.60.15)
- Books (SE.60.1, SE.60.2, SE.60.3, SE.60.4, SE.60.8, SE.60.11)
- Songs (SE.60.2, SE.60.8)
- Tucker the Turtle visuals (SE.60.6, SE.60.9, SE.60.16, SE.60.19, C.60.11, C.60.6, C.60.11, C.60.17)
- Classroom schedule picture (SE.60.7)
- School-wide drills (SE.60.7)
- Books brought from home (SE.60.11)
- Classroom building materials such as foam blocks, wooden blocks, Magna-Tiles, and Legos (SE.60.14, C.60.4, C.60.15)
- iPad photographs (SE.60.14, C.60.4)
- Coloring sheets (SE.60.14, C.60.4)
- Digital timer (C.60.3, C.60.16, C.60.19, C.60.20)
- Play foods (C.60.12)
- Dress-up materials (C.60.12)
- Community worker props and costumes (C.60.12)

Time Allotment

- Third trimester (mid-March – June)

4-YEAR-OLDS, DOMAIN 2: LANGUAGE ARTS

GOALS

The following domain goals derive from the 2014 Connecticut Early Learning and Development Standards (CTELDS) for Language Arts.

Strand A: Early learning experiences will support children to understand language (receptive language).

Word Comprehension: L.60.1	Understand an increasing variety and specificity of words for objects, actions, and attributes encountered in both real and symbolic contexts.
Word Comprehension: L.60.2	Determine the meanings of unknown words/concepts using the context of conversations, pictures, or concrete objects.
Language Comprehension: 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.").

Strand B: Early learning experiences will support children to use language (expressive language).

Vocabulary: L.60.4	Use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts.
Vocabulary: 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 studies dinosaurs).
Expression of Ideas, Feelings, and Needs: L.60.6	Use complex words to describe the relationships between objects and ideas (e.g., position words such as "under" or "beside" and comparative words such as "bigger" or "longer").
Language Structure: L.60.7	Use basic grammar rules including subject-verb agreement, tenses, regular and irregular past tense, irregular plurals.

Language Structure: L.60.8	Use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts.

Strand C: Early learning experiences will support children to use language for social interaction.

Conventions of Conversation: L.60.9	Initiate, maintain, and end conversations by repeating what other person says and/or by asking questions.
Language for Interaction: L.60.10	Use language to share ideas and gain information.

Strand D: Early learning experiences will support children to gain book appreciation and knowledge.

Interest and Engagement with Books: L.60.11	Independently choose to "read" books and select a variety of texts including fiction and nonfiction.
Understanding of Stories or Information: L.60.12	With prompting and support, retell familiar stories, including story elements (e.g., setting, characters, events), and/or share key details from informational text.
Understanding of Stories or Information: L.60.13	Identify main components of a story or text (the major plot points of a story or the main topic of an informational text).
Understanding of Stories or Information: L.60.14	Use connections between self and character, experience, and emotions to increase comprehension.

Strand E: Early learning experiences will support children to gain knowledge of print and its uses.

Book Concepts: L.60.15	Know how print is read (e.g., left to right, top to bottom, front to back, or according to conventions of home language).
Book Concepts: L.60.16	Know that books have titles, authors, illustrators or photographers.

Book Concepts: L.60.17	Recognize words as a unit of print and that letters are grouped to form words.
Print Concepts: L.60.18	Identify some familiar printed words out of context.
Print Concepts: L.60.19	Begin to use awareness of letter sounds along with pictures to read words in text.
Letter Recognition: L.60.20	Recognize and name known letters of the alphabet in familiar and unfamiliar words.
Letter Recognition: L.60.21	Make some letter-sound connections.

Strand F: Early learning experiences will support children to develop phonological awareness.

Phonological Awareness: L.60.22	Produce rhyming words or words that have same initial sound.
Phonological Awareness: L.60.23	Recognize which words in a set of words begin with the same sound.
Phonological Awareness: L.60.24	Distinguish syllables in words.

Strand G: Early learning experiences will support children to convey meaning through drawing, letters, and words.

Drawing and Writing: L.60.25	Draw original stories with a beginning, middle, and end.
Drawing and Writing: L.60.26	Use early developmental spelling. May use one letter for the initial or final sound to represent whole word.

4-YEAR-OLDS, DOMAIN 2: LANGUAGE ARTS
Trimester 1

Trimester Goals

At the completion of this trimester, students will:

Word Comprehension: L.60.1	Understand an increasing variety and specificity of words for objects, actions, and attributes encountered in both real and symbolic contexts.
Word Comprehension: L.60.2	Determine the meanings of unknown words/concepts using the context of conversations, pictures, or concrete objects.
Language Comprehension: 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.").
Vocabulary: L.60.4	Use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts.
Vocabulary: 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 studies dinosaurs).
Expression of Ideas, Feelings, and Needs: L.60.6	Use complex words to describe the relationships between objects and ideas (e.g., position words such as "under" or "beside" and comparative words such as "bigger" or "longer").
Language Structure: L.60.7	Use basic grammar rules including subject-verb agreement, tenses, regular and irregular past tense, irregular plurals.
Language Structure: L.60.8	Use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts.

Conventions of Conversation: L.60.9	Initiate, maintain, and end conversations by repeating what other person says and/or by asking questions.
Language for Interaction: L.60.10	Use language to share ideas and gain information.
Interest and Engagement with Books: L.60.11	Independently choose to "read" books and select a variety of texts including fiction and nonfiction.
Understanding of Stories or Information: L.60.12	With prompting and support, retell familiar stories, including story elements (e.g., setting, characters, events), and/or share key details from informational text.
Understanding of Stories or Information: L.60.13	Identify main components of a story or text (the major plot points of a story or the main topic of an informational text).
Understanding of Stories or Information: L.60.14	Use connections between self and character, experience, and emotions to increase comprehension.
Book Concepts: L.60.15	Know how print is read (e.g., left to right, top to bottom, front to back, or according to conventions of home language).
Book Concepts: L.60.16	Know that books have titles, authors, illustrators or photographers.
Book Concepts: L.60.17	Recognize words as a unit of print and that letters are grouped to form words.
Print Concepts: L.60.18	Identify some familiar printed words out of context.
Print Concepts: L.60.19	Begin to use awareness of letter sounds along with pictures to read words in text.
Letter Recognition: L.60.20	Recognize and name known letters of the alphabet in familiar and unfamiliar words.
Letter Recognition: L.60.21	Make some letter-sound connections.

Phonological Awareness: L.60.22	Produce rhyming words or words that have same initial sound.
Phonological Awareness: L.60.23	Recognize which words in a set of words begin with the same sound.
Phonological Awareness: L.60.24	Distinguish syllables in words.
Drawing and Writing: L.60.25	Draw original stories with a beginning, middle, and end.
Drawing and Writing: L.60.26	Use early developmental spelling. May use one letter for the initial or final sound to represent whole word.

Assured Assessments

L.60.1	Individualized assessment & Observation: Based on context of story, photos, and illustrations, respond to a description of an unknown word
L.60.2	Individualized assessment & Observation: Based on context of story, photos, and illustrations, respond to a description of an unknown word to predict meaning
L.60.3	Individualized assessment & Observation: Use complete sentences (minimum five words) to participate in one-on-one correspondence and structured group discussions
L.60.4	Individualized assessment & Observation: Based on context of story, photos, and illustrations, respond to a description of an unknown word to predict meaning
L.60.5	Individualized assessment & Observation: Make connections between self and text
L.60.6	Curriculum-based assessment: Recall prepositional concepts and begin to understand comparative words such as bigger and longer
L.60.7	Language sample & Observation: Use correct subject-verb agreement (e.g., "dog runs") and regular (e.g., "I jumped") and irregular (e.g., "I went") past tense
L.60.8	Individualized assessment & Observation: Based on context of story, photos, and illustrations, respond to a description of an unknown word

L.60.9	Language sample, Individualized assessment, & Observation: Initiate a conversation through play and participate in one-on-one correspondence and structured group discussions
L.60.10	Language sample, Curriculum-based assessment, & Observation: Answer "who," "what," "where," "why," and simple "when" questions posed by teacher and/or peers
L.60.11	Curriculum-based assessment & Observation: Independently choose a book to read
L.60.12	Curriculum-based assessment & Individualized assessment: Identify characters in a story read
L.60.13	Curriculum-based assessment & Individualized assessment: Identify the main idea of a story read
L.60.14	Curriculum-based assessment & Individualized assessment: Make a connection between self and text
L.60.15	Curriculum-based assessment & Observation: Demonstrate book awareness (e.g., holding book upright, turning pages, scanning pages from top to bottom and left to right)
L.60.16	Individualized assessment & Observation: Ask teacher the name of a book read
L.60.17	Curriculum-based assessment, Individualized assessment, & Observation: Recognize printed letters; Demonstrate independent interest in reading-related activities by choosing a book to read
L.60.18	Curriculum-based assessment & Observation: Begin to identify both uppercase and lowercase letters
L.60.19	Curriculum-based assessment: Expressively associate letters with their appropriate sounds
L.60.20	Curriculum-based assessment: Begin to identify both uppercase and lowercase letters
L.60.21	Curriculum-based assessment: Expressively associate letters with their appropriate sounds
L.60.22	Curriculum-based assessment: Rhyme words paired with pictures

L.60.23	Individualized assessment: When shown three different words paired with pictures, find the ones beginning with the same letter
L.60.24	Curriculum-based assessment & Individualized assessment: Identify the number of syllables in a word that has a minimum of 4 syllables (e.g., clapping out "ca-ter-pill-ar")
L.60.25	Curriculum-based assessment & Individualized assessment: Recall the concepts of beginning, middle, and end of a thematic story
L.60.26	Curriculum-based assessment: Spell first name by tracing it

Resources

- Curriculum-based & classroom materials & common objects (L.60.1, L.60.2, L.60.3, L.60.4, L.60.5, L.60.6, L.60.8, L.60.9, L.60.10, L.60.11, L.60.12, L.60.13, L.60.14, L.60.19, L.60.20, L.60.21, L.60.22, L.60.23, L.60.25)
- Books (L.60.1, L.60.2, L.60.3, L.60.4, L.60.5, L.60.8, L.60.9, L.60.11, L.60.14, L.60.15, L.60.16, L.60.17, L.60.18, L.60.25)
- Songs (L.60.3, L.60.9)
- Books brought from home (L.60.11)
- Pictures brought from home (L.60.14)
- Classroom sight words (L.60.18)
- Environmental print (L.60.18)
- *Fundations* curriculum (L.60.18, L.60.19, L.60.20, L.60.21)
- Crayons/markers (L.60.25, L.60.26)
- Magnetic letters (L.60.26)

Time Allotment

- First trimester (September – November)

4-YEAR-OLDS, DOMAIN 2: LANGUAGE ARTS
Trimester 2

Trimester Goals

At the completion of this trimester, students will:

Word Comprehension: L.60.1	Understand an increasing variety and specificity of words for objects, actions, and attributes encountered in both real and symbolic contexts.
Word Comprehension: L.60.2	Determine the meanings of unknown words/concepts using the context of conversations, pictures, or concrete objects.
Language Comprehension: 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.").
Vocabulary: L.60.4	Use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts.
Vocabulary: 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 studies dinosaurs).
Expression of Ideas, Feelings, and Needs: L.60.6	Use complex words to describe the relationships between objects and ideas (e.g., position words such as "under" or "beside" and comparative words such as "bigger" or "longer").
Language Structure: L.60.7	Use basic grammar rules including subject-verb agreement, tenses, regular and irregular past tense, irregular plurals.
Language Structure: L.60.8	Use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts.

Conventions of Conversation: L.60.9	Initiate, maintain, and end conversations by repeating what other person says and/or by asking questions.
Language for Interaction: L.60.10	Use language to share ideas and gain information.
Interest and Engagement with Books: L.60.11	Independently choose to "read" books and select a variety of texts including fiction and nonfiction.
Understanding of Stories or Information: L.60.12	With prompting and support, retell familiar stories, including story elements (e.g., setting, characters, events), and/or share key details from informational text.
Understanding of Stories or Information: L.60.13	Identify main components of a story or text (the major plot points of a story or the main topic of an informational text).
Understanding of Stories or Information: L.60.14	Use connections between self and character, experience, and emotions to increase comprehension.
Book Concepts: L.60.15	Know how print is read (e.g., left to right, top to bottom, front to back, or according to conventions of home language).
Book Concepts: L.60.16	Know that books have titles, authors, illustrators or photographers.
Book Concepts: L.60.17	Recognize words as a unit of print and that letters are grouped to form words.
Print Concepts: L.60.18	Identify some familiar printed words out of context.
Print Concepts: L.60.19	Begin to use awareness of letter sounds along with pictures to read words in text.
Letter Recognition: L.60.20	Recognize and name known letters of the alphabet in familiar and unfamiliar words.
Letter Recognition: L.60.21	Make some letter-sound connections.

Phonological Awareness: L.60.22	Produce rhyming words or words that have same initial sound.
Phonological Awareness: L.60.23	Recognize which words in a set of words begin with the same sound.
Phonological Awareness: L.60.24	Distinguish syllables in words.
Drawing and Writing: L.60.25	Draw original stories with a beginning, middle, and end.
Drawing and Writing: L.60.26	Use early developmental spelling. May use one letter for the initial or final sound to represent whole word.

Assured Assessments

L.60.1	Individualized assessment & Observation: Based on context of story, photos, and illustrations, respond to a description of an unknown word
L.60.2	Individualized assessment & Observation: Based on context of story, photos, and illustrations, respond to a description of an unknown word to predict meaning
L.60.3	Language sample & Observation: Using expanded sentence structure, share personal experiences and repeat familiar rhymes and songs
L.60.4	Individualized assessment & Observation: Based on context of story, photos, and illustrations, respond to a description of an unknown word to predict meaning
L.60.5	Individualized assessment & Observation: Use more complex words and expanded sentences to represent thoughts from shared reading and make predictions related to thematic text
L.60.6	Curriculum-based assessment: Use comparative words to describe two objects
L.60.7	Language sample & Observation: Use correct subject-verb agreement (e.g., "dog runs") and regular (e.g., "I jumped") and irregular (e.g., "I went") past tense
L.60.8	Individualized assessment & Observation: Based on context of story, photos, and illustrations, respond to a description of an unknown word

L.60.9	Language sample, Individualized assessment, & Observation: Ask simple questions to help maintain a conversation with peer and/or adult; With faded adult assistance, end a peer interaction appropriately
L.60.10	Language sample, Curriculum-based assessment, & Observation: Ask "who" and "what" questions to gain information
L.60.11	Curriculum-based assessment & Observation: Share a book with teacher and/or peers
L.60.12	Curriculum-based assessment & Individualized assessment: Answer literal questions ("who," "what," "where," "when," "why" questions) related to thematic text
L.60.13	Curriculum-based assessment & Individualized assessment: With a minimum of 2 thoughts, retell information from a story read
L.60.14	Curriculum-based assessment & Individualized assessment: Make a connection between self and text
L.60.15	Curriculum-based assessment & Observation: Demonstrate book awareness (e.g., holding book upright, turning pages, scanning pages from top to bottom and left to right)
L.60.16	Individualized assessment & Observation: Ask teacher the name of a book read
L.60.17	Curriculum-based assessment, Individualized assessment, & Observation: Recognize familiar printed words and recognize that print conveys meaning; Demonstrate independent interest in reading-related activities by choosing a book to read
L.60.18	Curriculum-based assessment & Observation: Continue to identify both uppercase and lowercase letters; Recognize familiar printed words and recognize that print conveys meaning
L.60.19	Curriculum-based assessment: Expressively associate letters with their appropriate sounds
L.60.20	Curriculum-based assessment: Expressively identify both uppercase and lowercase letters
L.60.21	Curriculum-based assessment: Expressively associate letters with their appropriate sounds
L.60.22	Curriculum-based assessment: Orally produce rhyming words

L.60.23	Individualized assessment: When shown three different words paired with pictures, find the ones beginning with the same sound
L.60.24	Curriculum-based assessment & Individualized assessment: Identify the number of syllables in a word that has a minimum of 4 syllables (e.g., clapping out "ca-ter-pill-ar")
L.60.25	Curriculum-based assessment & Individualized assessment: Sequence a three-part story
L.60.26	Curriculum-based assessment: Spell first name by copying it

Resources

- Curriculum-based & classroom materials & common objects (L.60.1, L.60.2, L.60.3, L.60.4, L.60.5, L.60.6, L.60.8, L.60.9, L.60.10, L.60.11, L.60.12, L.60.13, L.60.14, L.60.19, L.60.20, L.60.21, L.60.22, L.60.23, L.60.25)
- Books (L.60.1, L.60.2, L.60.3, L.60.4, L.60.5, L.60.8, L.60.9, L.60.11, L.60.14, L.60.15, L.60.16, L.60.17, L.60.18, L.60.25)
- Songs (L.60.3, L.60.9)
- Books brought from home (L.60.11)
- Pictures brought from home (L.60.14)
- Classroom sight words (L.60.18)
- Environmental print (L.60.18)
- *Fundations* curriculum (L.60.18, L.60.19, L.60.20, L.60.21)
- Crayons/markers (L.60.25, L.60.26)
- Magnetic letters (L.60.26)

Time Allotment

- Second trimester (December – mid-March)

4-YEAR-OLDS, DOMAIN 2: LANGUAGE ARTS
Trimester 3

Trimester Goals

At the completion of this trimester, students will:

Word Comprehension: L.60.1	Understand an increasing variety and specificity of words for objects, actions, and attributes encountered in both real and symbolic contexts.
Word Comprehension: L.60.2	Determine the meanings of unknown words/concepts using the context of conversations, pictures, or concrete objects.
Language Comprehension: 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.").
Vocabulary: L.60.4	Use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts.
Vocabulary: 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 studies dinosaurs).
Expression of Ideas, Feelings, and Needs: L.60.6	Use complex words to describe the relationships between objects and ideas (e.g., position words such as "under" or "beside" and comparative words such as "bigger" or "longer").
Language Structure: L.60.7	Use basic grammar rules including subject-verb agreement, tenses, regular and irregular past tense, irregular plurals.
Language Structure: L.60.8	Use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts.

Conventions of Conversation: L.60.9	Initiate, maintain, and end conversations by repeating what other person says and/or by asking questions.
Language for Interaction: L.60.10	Use language to share ideas and gain information.
Interest and Engagement with Books: L.60.11	Independently choose to "read" books and select a variety of texts including fiction and nonfiction.
Understanding of Stories or Information: L.60.12	With prompting and support, retell familiar stories, including story elements (e.g., setting, characters, events), and/or share key details from informational text.
Understanding of Stories or Information: L.60.13	Identify main components of a story or text (the major plot points of a story or the main topic of an informational text).
Understanding of Stories or Information: L.60.14	Use connections between self and character, experience, and emotions to increase comprehension.
Book Concepts: L.60.15	Know how print is read (e.g., left to right, top to bottom, front to back, or according to conventions of home language).
Book Concepts: L.60.16	Know that books have titles, authors, illustrators or photographers.
Book Concepts: L.60.17	Recognize words as a unit of print and that letters are grouped to form words.
Print Concepts: L.60.18	Identify some familiar printed words out of context.
Print Concepts: L.60.19	Begin to use awareness of letter sounds along with pictures to read words in text.
Letter Recognition: L.60.20	Recognize and name known letters of the alphabet in familiar and unfamiliar words.
Letter Recognition: L.60.21	Make some letter-sound connections.

Phonological Awareness: L.60.22	Produce rhyming words or words that have same initial sound.
Phonological Awareness: L.60.23	Recognize which words in a set of words begin with the same sound.
Phonological Awareness: L.60.24	Distinguish syllables in words.
Drawing and Writing: L.60.25	Draw original stories with a beginning, middle, and end.
Drawing and Writing: L.60.26	Use early developmental spelling. May use one letter for the initial or final sound to represent whole word.

Assured Assessments

L.60.1	Individualized assessment & Observation: Use newly learned vocabulary during class discussions
L.60.2	Individualized assessment & Observation: Use newly learned vocabulary during class discussions
L.60.3	Language sample & Observation: Spontaneously ask simple questions related to curricular content
L.60.4	Individualized assessment & Observation: Use newly learned vocabulary during class discussions
L.60.5	Individualized assessment & Observation: Use more complex words and expanded sentences to represent thoughts from shared reading and make predictions related to thematic text
L.60.6	Curriculum-based assessment: Describe where an item is located
L.60.7	Language sample & Observation: Use correct irregular plurals (e.g., feet, mice, children)
L.60.8	Individualized assessment & Observation: Use newly learned vocabulary during class discussions
L.60.9	Language sample, Individualized assessment, & Observation: Ask simple questions to help maintain a conversation with peer and/or adult; With faded adult assistance, end a peer interaction appropriately

L.60.10	Language sample, Curriculum-based assessment, & Observation: Ask "where," "why," and simple "when" questions to gain information
L.60.11	Curriculum-based assessment & Observation: Independently "read" books
L.60.12	Curriculum-based assessment & Individualized assessment: Answer literal questions ("who," "what," "where," "when," "why" questions) related to thematic text
L.60.13	Curriculum-based assessment & Individualized assessment: With a minimum of 4 thoughts, retell information from a story read
L.60.14	Curriculum-based assessment & Individualized assessment: Make a connection between self and text
L.60.15	Curriculum-based assessment & Observation: Demonstrate book awareness (e.g., holding book upright, turning pages, scanning pages from top to bottom and left to right)
L.60.16	Individualized assessment & Observation: Ask teacher the name of a book read
L.60.17	Curriculum-based assessment, Individualized assessment, & Observation: Recognize familiar printed words and recognize that print conveys meaning; Demonstrate independent interest in reading-related activities by choosing a book to read
L.60.18	Curriculum-based assessment & Observation: Identify the nine curricular sight words (I, me, bus, car, school, home, go, stop, exit)
L.60.19	Curriculum-based assessment: Expressively associate letters with their appropriate sounds
L.60.20	Curriculum-based assessment: Expressively identify both uppercase and lowercase letters
L.60.21	Curriculum-based assessment: Expressively associate letters with their appropriate sounds
L.60.22	Curriculum-based assessment: Orally produce rhyming words
L.60.23	Individualized assessment: When shown three different words paired with pictures, find the ones beginning with the same sound

L.60.24	Curriculum-based assessment & Individualized assessment: Identify the number of syllables in a word that has a minimum of 4 syllables (e.g., clapping out "ca-ter-pill-ar")
L.60.25	Curriculum-based assessment & Individualized assessment: With adult facilitation, draw favorite part of a story, and identify if that part is the beginning, middle, or end of the story
L.60.26	Curriculum-based assessment: Spell first name by writing it

Resources

- Curriculum-based & classroom materials & common objects (L.60.1, L.60.2, L.60.3, L.60.4, L.60.5, L.60.6, L.60.8, L.60.9, L.60.10, L.60.11, L.60.12, L.60.13, L.60.14, L.60.19, L.60.20, L.60.21, L.60.22, L.60.23, L.60.25)
- Books (L.60.1, L.60.2, L.60.3, L.60.4, L.60.5, L.60.8, L.60.9, L.60.11, L.60.14, L.60.15, L.60.16, L.60.17, L.60.18, L.60.25)
- Songs (L.60.3, L.60.9)
- Books brought from home (L.60.11)
- Pictures brought from home (L.60.14)
- Classroom sight words (L.60.18)
- Environmental print (L.60.18)
- *Fundations* curriculum (L.60.18, L.60.19, L.60.20, L.60.21)
- Crayons/markers (L.60.25, L.60.26)
- Magnetic letters (L.60.26)

Time Allotment

- Third trimester (mid-March – June)

4-YEAR-OLDS, DOMAIN 3: MATHEMATICS

GOALS

The following domain goals derive from the 2014 Connecticut Early Learning and Development Standards (CTELDS) for Mathematics.

Strand A: Early learning experiences will support children to understand counting and cardinality.

Number Names: M.60.1	Say or sign the number sequence up to at least 20.
Cardinality: M.60.2 (Extended)	Count up to at least fifteen objects using one-to-one correspondence, regardless of configuration, using the number name of the last object counted to represent the total number of objects in a set.
Cardinality: M.60.3 (Extended)	Count out a set of objects up to fifteen.
Written Numerals: M.60.4	Recognize written numerals up to at least 10.
Recognition of Quantity: M.60.5 (Extended)	Quickly recognize and name, without counting, the number of objects in collections of up to at least 6 items.
Comparison M.60.6 (Extended)	Compare sets of up to 20 objects using a visual matching or counting strategy and describing the comparison as more, less than, or the same.

Strand B: Early learning experiences will support children to understand and describe relationships to solve problems (operations and algebraic thinking).

Number Operations: M.60.7 (Extended)	Use real-world situations and concrete objects to model and solve addition (e.g., putting together) problems up through ten and subtraction (e.g, taking away) problems up through five.
Number Operations: 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).

Strand C: Early learning experiences will support children to understand the attributes and relative properties of objects (measurement and data).

Measurement: 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).
Measurement: 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: M.60.11	Represent data using a concrete object or a picture graph according to one attribute.
Sorting and Classifying: 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.

Strand D: Early learning experiences will support children to understand shapes and spatial relationships (geometry and spatial sense).

Spatial Relationships: 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.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: M.60.15	Combine a shape puzzle or a new figure by putting multiple shapes together with purpose.

The following domain goals derive from the 2014 Connecticut Early Learning and Development Standards (CTELDS) for Cognition.

Strand B: Early learning experiences will support children to use logic and reasoning.

Attributes, Sorting, and Patterns: C.60.8	Compare relative attributes of objects, people, events, sounds (e.g., louder, more, less).

4-YEAR-OLDS, DOMAIN 3: MATHEMATICS
Trimester 1

Trimester Goals

At the completion of this trimester, students will:

Number Names: M.60.1	Say or sign the number sequence up to at least 20.
Cardinality: M.60.2 (Extended)	Count up to at least fifteen objects using one-to-one correspondence, regardless of configuration, using the number name of the last object counted to represent the total number of objects in a set.
Cardinality: M.60.3 (Extended)	Count out a set of objects up to fifteen.
Written Numerals: M.60.4	Recognize written numerals up to at least 10.
Recognition of Quantity: M.60.5 (Extended)	Quickly recognize and name, without counting, the number of objects in collections of up to at least 6 items.
Comparison M.60.6 (Extended)	Compare sets of up to 20 objects using a visual matching or counting strategy and describing the comparison as more, less than, or the same.
Number Operations: M.60.7 (Extended)	Use real-world situations and concrete objects to model and solve addition (e.g., putting together) problems up through ten and subtraction (e.g, taking away) problems up through five.
Number Operations: 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).
Measurement: 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).
Data: M.60.11	Represent data using a concrete object or a picture graph according to one attribute.

Sorting and Classifying: 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.
Spatial Relationships: 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.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: M.60.15	Combine a shape puzzle or a new figure by putting multiple shapes together with purpose.
Attributes, Sorting, and Patterns: C.60.8	Compare relative attributes of objects, people, events, sounds (e.g., louder, more, less).

Assured Assessments

M.60.1	Curriculum-based assessment: Rote count to 10
M.60.2 (Extended)	Curriculum-based assessment: 1-to-1 counting up to five objects
M.60.3 (Extended)	Curriculum-based assessment: Represent quantities of five objects in a set by counting using 1:1 correspondence
M.60.4	Curriculum-based assessment: Recognize numerals 0 through 4
M.60.5 (Extended)	Curriculum-based assessment, Individualized assessment, & Universal assessment: Recognize a set of objects up to four
M.60.6 (Extended)	Individualized assessment & Universal assessment: Using a counting strategy, compare sets of ten objects representing the concept of "more"
M.60.7 (Extended)	Curriculum-based assessment, Individualized assessment, & Universal assessment: Solve simple problems by adding objects up to 7
M.60.8	Individualized assessment & Universal assessment: Using 3 objects, teacher will secretly add or remove one from the set; student will identify the amount added or taken away
M.60.9	Curriculum-based assessment & Individualized assessment: Recall the concepts of measurement: empty/full & tall/short; Begin recognizing

less/more in sets of objects with capacity and smaller/bigger than one another

M.60.11	Curriculum-based assessment: Make a graph by gender (boy/girl), eye color, shirt color, favorite food, how students came to school, etc. (For example, "Stand up if you are wearing a red shirt."; "If your favorite food is pizza, stand here, and if your favorite food is ice cream, stand there."); Describe real graph using "more"
M.60.12	Curriculum-based assessment: Receptively and expressively identify all eleven colors; Sort and classify by color
M.60.13	Curriculum-based assessment: Recall prepositional concepts such as under/over, in/out, next to, in front of, behind, up/down, in between
M.60.14	Curriculum-based assessment & Individualized assessment: Identify the four basic shapes (circle, square, triangle, rectangle)
M.60.15	Curriculum-based assessment & Individualized assessment: Complete simple shape puzzles of 7-10 pieces
C.60.8	Curriculum-based assessment: Sort and classify by color

Resources

- Math manipulatives (M.60.2, M.60.3, M.60.5, M.60.6, M.60.7, M.60.8 [blocks], M.60.9, M.60.12 [counting bears, attribute blocks], M.60.14, M.60.15, C.60.8)
- Number line (M.60.1)
- Calendar (M.60.1)
  - September: Month name; days of the week (1:1 correspondence to 2); "What is 2?"
  - October: Month name; days of the week (1:1 correspondence to 3); saying numbers in sequence; counting to 10; "What is 3?"
  - November: Month name; days of the week (1:1 correspondence to 4); discovering patterns; classifying and sorting; "What is 4?"
- Printed numbers (M.60.4)
- Domino cards (M.60.5)
- Bar graph chart (M.60.11)
- Visuals related to themes (M.60.13)
- 3-dimensional foam shapes (M.60.14)
- Puzzles (M.60.15)

Time Allotment

- First trimester (September – November)

4-YEAR-OLDS, DOMAIN 3: MATHEMATICS
Trimester 2

Trimester Goals

At the completion of this trimester, students will:

Number Names: M.60.1	Say or sign the number sequence up to at least 20.
Cardinality: M.60.2 (Extended)	Count up to at least fifteen objects using one-to-one correspondence, regardless of configuration, using the number name of the last object counted to represent the total number of objects in a set.
Cardinality: M.60.3 (Extended)	Count out a set of objects up to fifteen.
Written Numerals: M.60.4	Recognize written numerals up to at least 10.
Recognition of Quantity: M.60.5 (Extended)	Quickly recognize and name, without counting, the number of objects in collections of up to at least 6 items.
Comparison M.60.6 (Extended)	Compare sets of up to 20 objects using a visual matching or counting strategy and describing the comparison as more, less than, or the same.
Number Operations: M.60.7 (Extended)	Use real-world situations and concrete objects to model and solve addition (e.g., putting together) problems up through ten and subtraction (e.g, taking away) problems up through five.
Number Operations: 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).
Measurement: 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).

Measurement: 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: M.60.11	Represent data using a concrete object or a picture graph according to one attribute.
Sorting and Classifying: 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.
Spatial Relationships: 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.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: M.60.15	Combine a shape puzzle or a new figure by putting multiple shapes together with purpose.
Attributes, Sorting, and Patterns: C.60.8	Compare relative attributes of objects, people, events, sounds (e.g., louder, more, less).

Assured Assessments

M.60.1	Curriculum-based assessment: Rote count to 15
M.60.2 (Extended)	Curriculum-based assessment: 1-to-1 counting up to ten objects
M.60.3 (Extended)	Curriculum-based assessment: Represent quantities of ten objects in a set by counting using 1:1 correspondence
M.60.4	Curriculum-based assessment: Recognize numerals 5 through 7
M.60.5 (Extended)	Curriculum-based assessment, Individualized assessment, & Universal assessment: Recognize a set of objects up to five
M.60.6 (Extended)	Individualized assessment & Universal assessment: Using a counting strategy, compare sets of fifteen objects representing the concepts of "more" and "less"

M.60.7 (Extended)	Curriculum-based assessment, Individualized assessment, & Universal assessment: Solve simple problems by adding objects up to 10
M.60.8	Individualized assessment & Universal assessment: Using 4 objects, teacher will secretly add or remove one from the set; student will identify the amount added or taken away
M.60.9	Curriculum-based assessment & Individualized assessment: Identify concepts by their non-standard unit of measurement (e.g., "Which one is longer/shorter?"; "Which one is heavier/lighter?")
M.60.10	Individualized assessment & Observation: Preliminary use of measuring tools (ruler and scale)
M.60.11	Curriculum-based assessment: Make a graph by gender (boy/girl), eye color, shirt color, favorite food, how students came to school, etc. (For example, "Stand up if you are wearing a red shirt."; "If your favorite food is pizza, stand here, and if your favorite food is ice cream, stand there."); Describe real graph using "more" and "less"
M.60.12	Curriculum-based assessment: Sort and classify by shape
M.60.13	Curriculum-based assessment: Identify the location of an object by answering the teacher's question (e.g., "Is the ball over or under the table?"
M.60.14	Curriculum-based assessment & Individualized assessment: Construct and describe circle and triangle; Explore solids such as cone, sphere, pyramid, cylinder, prism, and cube
M.60.15	Curriculum-based assessment & Individualized assessment: Complete simple shape puzzles of 10-15 pieces; Use shapes to create a new shape (e.g., 2 squares to create a rectangle, 2 triangles to create a square, 2 half-circles to create a circle)
C.60.8	Curriculum-based assessment: Sort and classify by shape

Resources

- Math manipulatives (M.60.2, M.60.3, M.60.5, M.60.6, M.60.7, M.60.8 [blocks], M.60.9, M.60.12 [counting bears, attribute blocks], M.60.14, M.60.15, C.60.8)
- Number line (M.60.1)
- Calendar (M.60.1)
  - December: Month name; days of the week (1:1 correspondence to 4); AB pattern; introduction to recognizing/extending and copying a pattern; making a match with adding a zero

- o <u>January</u>: Month name; days of the week (1:1 correspondence to 5); ABC pattern; making a match with 0-5; introduction to exploring shapes; "What is 5?"
- o <u>February</u>: Month name; days of the week (1:1 correspondence to 6); AABB pattern; making a match with 0-6; introduction to looking at data; 100th day of school; "What is 6?"
- o <u>March</u>: Month name; days of the week (1:1 correspondence to 7); AAB pattern; making a match with 0-7; position words; introduction to measuring; "What is 7?"
- Printed numbers (M.60.4)
- Domino cards (M.60.5)
- Measuring tools: ruler and scale (M.60.10)
- Bar graph chart (M.60.11)
- Visuals related to themes (M.60.13)
- 3-dimensional foam shapes (M.60.14)
- Puzzles (M.60.15)

Time Allotment

- Second trimester (December – mid-March)

4-YEAR-OLDS, DOMAIN 3: MATHEMATICS
Trimester 3

Trimester Goals

At the completion of this trimester, students will:

Number Names: M.60.1	Say or sign the number sequence up to at least 20.
Cardinality: M.60.2 (Extended)	Count up to at least fifteen objects using one-to-one correspondence, regardless of configuration, using the number name of the last object counted to represent the total number of objects in a set.
Cardinality: M.60.3 (Extended)	Count out a set of objects up to fifteen.
Written Numerals: M.60.4	Recognize written numerals up to at least 10.
Recognition of Quantity: M.60.5 (Extended)	Quickly recognize and name, without counting, the number of objects in collections of up to at least 6 items.
Comparison M.60.6 (Extended)	Compare sets of up to 20 objects using a visual matching or counting strategy and describing the comparison as more, less than, or the same.
Number Operations: M.60.7 (Extended)	Use real-world situations and concrete objects to model and solve addition (e.g., putting together) problems up through ten and subtraction (e.g, taking away) problems up through five.
Number Operations: 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).
Measurement: 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).

Measurement: 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: M.60.11	Represent data using a concrete object or a picture graph according to one attribute.
Sorting and Classifying: 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.
Spatial Relationships: 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.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: M.60.15	Combine a shape puzzle or a new figure by putting multiple shapes together with purpose.
Attributes, Sorting, and Patterns: C.60.8	Compare relative attributes of objects, people, events, sounds (e.g., louder, more, less).

Assured Assessments

M.60.1	Curriculum-based assessment: Rote count to 20
M.60.2 (Extended)	Curriculum-based assessment: 1-to-1 counting up to fifteen objects
M.60.3 (Extended)	Curriculum-based assessment: Represent quantities of fifteen objects in a set by counting using 1:1 correspondence
M.60.4	Curriculum-based assessment: Recognize numerals 8 through 10
M.60.5 (Extended)	Curriculum-based assessment, Individualized assessment, & Universal assessment: Recognize a set of objects up to six
M.60.6 (Extended)	Individualized assessment & Universal assessment: Using a counting strategy, compare sets of twenty objects representing the concepts of "more," "less," and "same"

M.60.7 (Extended)   Curriculum-based assessment, Individualized assessment, & Universal assessment: Solve simple problems by subtracting objects up to 5

M.60.8   Individualized assessment & Universal assessment: Using 5 objects, teacher will secretly add or remove one from the set; student will identify the amount added or taken away

M.60.9   Curriculum-based assessment & Individualized assessment: Sort objects by length (taller/shorter) and size (bigger/smaller)

M.60.10   Individualized assessment & Observation: Use strategies to estimate and compare length, area, temperature, and weight

M.60.11   Curriculum-based assessment: Make a graph by beginning letter of first name and by preference of a project or story read in class (For example, "If you liked this story, stand here, or if you didn't like this story, stand there."); Describe real graph using "more," "less," and "same"

M.60.12   Curriculum-based assessment: Sort and classify by size; Review sort and classify the same set based on a different attribute

M.60.13   Curriculum-based assessment: Describe the location of an object by using terminology independently (e.g., "Where is the ball?")

M.60.14   Curriculum-based assessment & Individualized assessment: Construct and describe all four basic shapes; Identify four 3-dimensional shapes

M.60.15   Curriculum-based assessment & Individualized assessment: Complete jigsaw puzzle up to 24 pieces; Student will use shapes to represent an object (e.g., triangle/square to represent a house, 2 circles/rectangle to represent a car, circle/triangle to represent an ice cream or fish)

C.60.8   Curriculum-based assessment: Sort and classify by size

Resources

- Math manipulatives (M.60.2, M.60.3, M.60.5, M.60.6, M.60.7, M.60.8 [blocks], M.60.9, M.60.12 [counting bears, attribute blocks], M.60.14, M.60.15, C.60.8)
- Number line (M.60.1)
- Calendar (M.60.1)
  - March: Month name; days of the week (1:1 correspondence to 7); AAB pattern; making a match with 0-7; position words; introduction to measuring; "What is 7?"
  - April: Month name; days of the week (1:1 correspondence to 8); ABCD pattern; making a match with 0-8; all 5 pick-a-pockets; recognizing/counting numerals up to 20; triangles; "What is 8?"

- o <u>May</u>: Month name; days of the week (1:1 correspondence to 9); ABC pattern (small to big bears); making a match with 0-9; all 5 pick-a-pockets; recognizing/counting numerals up to 20; squares; "What is 9?"
  - o <u>June</u>: Month name; days of the week (1:1 correspondence to 9); ABC pattern (big to small bears); making a match with 0-9; all 5 pick-a-pockets; recognizing/counting numerals up to 20; squares; "What is 9?"
- Printed numbers (M.60.4)
- Domino cards (M.60.5)
- Measuring tools: ruler and scale (M.60.10)
- Bar graph chart (M.60.11)
- Visuals related to themes (M.60.13)
- 3-dimensional foam shapes (M.60.14)
- Puzzles (M.60.15)

Time Allotment

- Third trimester (mid-March – June)

4-YEAR-OLDS, DOMAIN 4: SCIENCE

GOALS

The following domain goals derive from the 2014 Connecticut Early Learning and Development Standards (CTELDS) for Science.

Strand A: Early learning experiences will support children to apply scientific practices.

Questioning and Defining Problems: 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.60.2	Engage in collaborative investigations to describe phenomena or to explore cause-and-effect relationships.
Investigating: S.60.3	Gather data by drawing, counting, or otherwise documenting observations.
Using Evidence: S.60.4	Give evidence from observations or investigations.
Using Evidence: S.60.5	Begin to distinguish evidence from opinion.

Strand B: Early learning experiences will support children to engage in the process of engineering.

Design Cycle: S.60.6	Identify a problem and, with adult assistance, design a solution, test, and refine design elements.

Strand C: Early learning experiences will support children to understand patterns, processes, and relationships of living things.

Unity and Diversity of Life: S.60.7	Group and classify living things based upon features, providing evidence to support groupings.
Unity and Diversity of Life: S.60.8	Demonstrate an understanding of how living things grow and change through predictable stages (e.g., birth, growth, reproduction, death).

| Living Things and Their Interactions with the Environment and Each Other: S.60.9 | Provide examples of how animals depend on plants and other animals for food. |

Strand D: Early learning experiences will support children to understand physical sciences.

| Energy, Force, and Motion: S.60.10 | Make predictions and conduct simple experiments to change direction, speed, and distance objects move. |

| Energy, Force, and Motion: S.60.11 | Determine cause and effect of push/pull/ collision that make objects start, stop, and change direction. |

| Matter and Its Properties: S.60.12 | Evaluate the appropriateness of a material for a given purpose based upon its properties. |

| Matter and 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.). |

Strand E: Early learning experiences will support children to understand features of earth.

| Earth's Features and the Effects of Weather and Water: 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.). |

| Earth and Human Activity: 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.). |

The following domain goals derive from the 2014 Connecticut Early Learning and Development Standards (CTELDS) for Cognition.

Strand A: Early learning experiences will support children to develop effective approaches to learning.

| Curiosity and Initiative: C.60.1 | Investigate ways to make something happen. |

Strand B: Early learning experiences will support children to use logic and reasoning.

Cause and Effect:	Try multiple uses of same materials and
C.60.7	observe differing results.

4-YEAR-OLDS, DOMAIN 4: SCIENCE
Trimester 1

Trimester Goals

At the completion of this trimester, students will:

Questioning and Defining Problems: 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.60.2	Engage in collaborative investigations to describe phenomena or to explore cause-and-effect relationships.
Investigating: S.60.3	Gather data by drawing, counting, or otherwise documenting observations.
Using Evidence: S.60.4	Give evidence from observations or investigations.
Using Evidence: S.60.5	Begin to distinguish evidence from opinion.
Design Cycle: S.60.6	Identify a problem and, with adult assistance, design a solution, test, and refine design elements.
Unity and Diversity of Life: S.60.7	Group and classify living things based upon features, providing evidence to support groupings.
Unity and Diversity of Life: S.60.8	Demonstrate an understanding of how living things grow and change through predictable stages (e.g., birth, growth, reproduction, death).
Living Things and Their Interactions with the Environment and Each Other: S.60.9	Provide examples of how animals depend on plants and other animals for food.
Energy, Force, and Motion: S.60.10	Make predictions and conduct simple experiments to change direction, speed, and distance objects move.

Energy, Force, and Motion: S.60.11	Determine cause and effect of push/pull/ collision that make objects start, stop, and change direction.
Matter and Its Properties: S.60.12	Evaluate the appropriateness of a material for a given purpose based upon its properties.
Matter and 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.).
Earth's Features and the Effects of Weather and Water: 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.).
Earth and Human Activity: 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.).
Curiosity and Initiative: C.60.1	Investigate ways to make something happen.
Cause and Effect: C.60.7	Try multiple uses of same materials and observe differing results.

Assured Assessments

S.60.1	Individualized assessment & Observation: With adult modeling, comment on a problem (For example, "I can't reach the blocks.")
S.60.2	Individualized assessment & Observation: Answer questions related to natural consequences of student's action within the school community (For example, "When we are done playing, we clean up the toys."; "If you spill a drink, you get a paper towel to wipe it up."; "When you're done with snack, you throw away garbage and recycle water bottles.")
S.60.3	Curriculum-based assessment: Relate body parts to the five senses
S.60.4	Individualized assessment & Observation: Identify reason why choosing to use/do certain things during the day (For example, "I chose to use the square blocks because the circle blocks fall down.")

S.60.5	Individualized assessment & Observation: Distinguish a question from a comment during show & tell
S.60.6	Individualized assessment & Observation: With adult assistance, identify a problem
S.60.7	Curriculum-based assessment & Observation: List characteristics of living things, and give two examples
S.60.8	Individualized assessment, Universal assessment, & Observation: List characteristics of living things, and give two examples
S.60.9	Curriculum-based assessment, Universal assessment, & Observation: List characteristics of animals
S.60.10	Curriculum-based assessment, Universal assessment, & Observation: Identify if an object rolls, slides, or bounces
S.60.11	Individualized assessment, Universal assessment, & Observation: Recall the concepts of push, pull, and collision in relation to classroom materials
S.60.12	Curriculum-based assessment, Universal assessment, & Observation: Review different building materials (e.g., foam blocks, wooden blocks, Magna-Tiles, and Legos)
S.60.13	Individualized assessment, Universal assessment, & Observation: Review concepts of hot and cold, and give examples of each
S.60.14	Curriculum-based assessment: Recall words to describe weather conditions
S.60.15	Curriculum-based assessment, Universal assessment, & observation: Compare and contrast summer and fall seasons; Identify seasonal activities and clothing
C.60.1	Individualized assessment & Observation: Make observations of objects and materials using all five senses
C.60.7	Curriculum-based assessment & Observation: Identify if an object rolls, slides, or bounces

Resources

- Common objects & classroom materials (S.60.1, S.60.3, S.60.4, S.60.6, S.60.7, S.60.8, S.60.9, S.60.10, S.60.11, S.60.13, S.60.15, C.60.1, C.60.7)
- If . . . then . . . statements (S.60.2)
- Show & tell item from home (S.60.5)

- *Talkies* movement cards (S.60.5)
- Classroom building materials such as foam blocks, wooden blocks, Magna-Tiles, and Legos (S.60.12)
- Snow and ice cubes (S.60.13)
- Graph chart (S.60.14)
- Weather cards (S.60.14)

Time Allotment

- First trimester (September – November)

4-YEAR-OLDS, DOMAIN 4: SCIENCE
Trimester 2

Trimester Goals

At the completion of this trimester, students will:

Questioning and Defining Problems: 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.60.2	Engage in collaborative investigations to describe phenomena or to explore cause-and-effect relationships.
Investigating: S.60.3	Gather data by drawing, counting, or otherwise documenting observations.
Using Evidence: S.60.4	Give evidence from observations or investigations.
Using Evidence: S.60.5	Begin to distinguish evidence from opinion.
Design Cycle: S.60.6	Identify a problem and, with adult assistance, design a solution, test, and refine design elements.
Unity and Diversity of Life: S.60.7	Group and classify living things based upon features, providing evidence to support groupings.
Unity and Diversity of Life: S.60.8	Demonstrate an understanding of how living things grow and change through predictable stages (e.g., birth, growth, reproduction, death).
Living Things and Their Interactions with the Environment and Each Other: S.60.9	Provide examples of how animals depend on plants and other animals for food.
Energy, Force, and Motion: S.60.10	Make predictions and conduct simple experiments to change direction, speed, and distance objects move.

Energy, Force, and Motion: S.60.11	Determine cause and effect of push/pull/ collision that make objects start, stop, and change direction.
Matter and Its Properties: S.60.12	Evaluate the appropriateness of a material for a given purpose based upon its properties.
Matter and 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.).
Earth's Features and the Effects of Weather and Water: 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.).
Earth and Human Activity: 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.).
Curiosity and Initiative: C.60.1	Investigate ways to make something happen.
Cause and Effect: C.60.7	Try multiple uses of same materials and observe differing results.

Assured Assessments

S.60.1	Individualized assessment & Observation: Given two choices, correctly choose how to solve a problem
S.60.2	Individualized assessment & Observation: Answer questions related to natural consequences of student's action within the school community (For example, "When we are done playing, we clean up the toys."; "If you spill a drink, you get a paper towel to wipe it up."; "When you're done with snack, you throw away garbage and recycle water bottles.")
S.60.3	Curriculum-based assessment: Observe objects and materials using all five senses

S.60.4	Individualized assessment & Observation: Identify reason why choosing to use/do certain things during the day (For example, "I chose to use the square blocks because the circle blocks fall down.")
S.60.5	Individualized assessment & Observation: Distinguish a question from a comment during show & tell
S.60.6	Individualized assessment & Observation: Given two choices to solve a problem, independently identify which choice will best fit
S.60.7	Curriculum-based assessment & Observation: List characteristics of non-living things, and give two examples
S.60.8	Individualized assessment, Universal assessment, & Observation: Sequence a 3-4-step life cycle (e.g., caterpillar to butterfly, seed to flower, tadpole to frog, baby to adult)
S.60.9	Curriculum-based assessment, Universal assessment, & Observation: List characteristics of plants
S.60.10	Curriculum-based assessment, Universal assessment, & Observation: Participate in simple tests to determine if an object rolls, slides, or bounces; Identify how fast or slow an object will move, and how far it travels
S.60.11	Individualized assessment, Universal assessment, & Observation: Determine what happens when something is pushed, pulled, or collided into another object
S.60.12	Curriculum-based assessment, Universal assessment, & Observation: Sort building materials by different properties (e.g., smooth/bumpy, hard/soft, heavy/light, bendable/non-bendable)
S.60.13	Individualized assessment, Universal assessment, & Observation: Review concepts of freezing and melting, and give examples of freezing
S.60.14	Curriculum-based assessment: Describe and analyze weather conditions
S.60.15	Curriculum-based assessment, Universal assessment, & observation: Compare and contrast fall and winter seasons; Identify seasonal activities and clothing
C.60.1	Individualized assessment & Observation: Respond to and elaborate on comments made by adults related to phenomena observed in the school environment

C.60.7   Individualized assessment & Observation: Participate in simple tests to determine if an object rolls, slides, or bounces; Identify how fast or slow an object will move, and how far it travels

Resources

- Common objects & classroom materials (S.60.1, S.60.3, S.60.4, S.60.6, S.60.7, S.60.8, S.60.9, S.60.10, S.60.11, S.60.13, S.60.15, C.60.1, C.60.7)
- If . . . then . . . statements (S.60.2)
- Show & tell item from home (S.60.5)
- *Talkies* movement cards (S.60.5)
- Classroom building materials such as foam blocks, wooden blocks, Magna-Tiles, and Legos (S.60.12)
- Snow and ice cubes (S.60.13)
- Graph chart (S.60.14)
- Weather cards (S.60.14)

Time Allotment

- Second trimester (December – mid-March)

4-YEAR-OLDS, DOMAIN 4: SCIENCE
Trimester 3

Trimester Goals

At the completion of this trimester, students will:

Questioning and Defining Problems: 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.60.2	Engage in collaborative investigations to describe phenomena or to explore cause-and-effect relationships.
Investigating: S.60.3	Gather data by drawing, counting, or otherwise documenting observations.
Using Evidence: S.60.4	Give evidence from observations or investigations.
Using Evidence: S.60.5	Begin to distinguish evidence from opinion.
Design Cycle: S.60.6	Identify a problem and, with adult assistance, design a solution, test, and refine design elements.
Unity and Diversity of Life: S.60.7	Group and classify living things based upon features, providing evidence to support groupings.
Unity and Diversity of Life: S.60.8	Demonstrate an understanding of how living things grow and change through predictable stages (e.g., birth, growth, reproduction, death).
Living Things and Their Interactions with the Environment and Each Other: S.60.9	Provide examples of how animals depend on plants and other animals for food.
Energy, Force, and Motion: S.60.10	Make predictions and conduct simple experiments to change direction, speed, and distance objects move.

Energy, Force, and Motion: S.60.11	Determine cause and effect of push/pull/ collision that make objects start, stop, and change direction.
Matter and Its Properties: S.60.12	Evaluate the appropriateness of a material for a given purpose based upon its properties.
Matter and 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.).
Earth's Features and the Effects of Weather and Water: 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.).
Earth and Human Activity: 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.).
Curiosity and Initiative: C.60.1	Investigate ways to make something happen.
Cause and Effect: C.60.7	Try multiple uses of same materials and observe differing results.

Assured Assessments

S.60.1	Individualized assessment & Observation: Independently come up with a solution to a problem
S.60.2	Individualized assessment & Observation: Answer questions related to natural consequences of student's action within the school community (For example, "When we are done playing, we clean up the toys."; "If you spill a drink, you get a paper towel to wipe it up."; "When you're done with snack, you throw away garbage and recycle water bottles.")
S.60.3	Curriculum-based assessment: Gather data by drawing a picture of curriculum-based events (e.g., after a nature walk, drawing a picture of something that was heard)

S.60.4	Individualized assessment & Observation: Identify reason why choosing to use/do certain things during the day (For example, "I chose to use the square blocks because the circle blocks fall down.")
S.60.5	Individualized assessment & Observation: Distinguish a question from a comment during show & tell
S.60.6	Individualized assessment & Observation: Independently solve a problem
S.60.7	Curriculum-based assessment & Observation: Make observations of the characteristics of both living and non-living things
S.60.8	Individualized assessment, Universal assessment, & Observation: Sequence a 3-4-step life cycle (e.g., caterpillar to butterfly, seed to flower, tadpole to frog, baby to adult)
S.60.9	Curriculum-based assessment, Universal assessment, & Observation: Make observations of the characteristics of both animals and plants (e.g., both animals and plants need sun, food, water, air, and shelter)
S.60.10	Curriculum-based assessment, Universal assessment, & Observation: Participate in simple tests to determine if an object rolls, slides, or bounces; Identify how fast or slow an object will move, and how far it travels
S.60.11	Individualized assessment, Universal assessment, & Observation: Determine the cause and effect of materials through independent play
S.60.12	Curriculum-based assessment, Universal assessment, & Observation: Describe building materials by strength, weight, and flexibility (For example, "This block is heavy.")
S.60.13	Individualized assessment, Universal assessment, & Observation: Give examples of things that melt and heat up
S.60.14	Curriculum-based assessment: Using the five senses, make observations based on weather conditions
S.60.15	Curriculum-based assessment, Universal assessment, & observation: Compare and contrast winter and spring seasons (and summer if applicable); Identify seasonal activities and clothing
C.60.1	Individualized assessment & Observation: Independently make comments about phenomena observed in the school environment

C.60.7   Individualized assessment & Observation: Participate in simple tests to determine if an object rolls, slides, or bounces; Identify how fast or slow an object will move, and how far it travels

Resources

- Common objects & classroom materials (S.60.1, S.60.3, S.60.4, S.60.6, S.60.7, S.60.8, S.60.9, S.60.10, S.60.11, S.60.13, S.60.15, C.60.1, C.60.7)
- If . . . then . . . statements (S.60.2)
- Show & tell item from home (S.60.5)
- *Talkies* movement cards (S.60.5)
- Classroom building materials such as foam blocks, wooden blocks, Magna-Tiles, and Legos (S.60.12)
- Snow and ice cubes (S.60.13)
- Graph chart (S.60.14)
- Weather cards (S.60.14)

Time Allotment

- Third trimester (mid-March – June)

4-YEAR-OLDS, DOMAIN 5: SOCIAL STUDIES

GOALS

The following domain goals derive from the 2014 Connecticut Early Learning and Development Standards (CTELDS) for Social Studies.

Strand A: Early learning experiences will support children to understand self, family, and a diverse community.

Individual Development and Identity:
SS.60.1

Demonstrate an understanding that there are similarities and differences among people and families.

Culture:
SS.60.2

Demonstrate an 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).

Strand B: Early learning experiences will support children to learn about people and the environment.

Power, Authority, and Governance:
SS.60.3

Demonstrate an understanding of the reasons for rules and laws in the home, cultural community, and/or classroom.

People, Places, and Environments:
SS.60.4

Demonstrate awareness that people have a responsibility to take care of the environment through active participation in activities such as recycling.

People, Places, and Environments:
SS.60.5

Describe, draw, or construct aspects of the classroom, home, and/or community (including roads, buildings, bodies of water, etc.).

Civic Ideals and Practices:
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).

Strand C: Early learning experiences will support children to develop an understanding of economic systems and resources.

Individuals, Groups, and Institutions:
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: 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: SS.60.9	Begin to be aware of technology and how it affects life.

Strand D: Early learning experiences will support children to understand change over time.

Time, Continuity, and Change: SS.60.10	Demonstrate a beginning understanding of past, present, and future as it relates to one's self, family, and community.
Time, Continuity, and Change: SS.60.11	Demonstrate a beginning understanding of change over time through discussing, representing, or playing about expanding topics such as their own growth and family history.

The following domain goals derive from the 2014 Connecticut Early Learning and Development Standards (CTELDS) for Cognition.

Strand B: Early learning experiences will support children to use logic and reasoning.

Attributes, Sorting, and Patterns: C.60.9	Use familiar patterns to solve problems and reason (e.g., if we go to the library every other day and we went yesterday, today we will . . .).
Symbolic Representation: C.60.13	Engage in extended pretend play scenarios and display recognition of the difference between pretend or fantasy situations and reality.
Symbolic Representation: C.60.14	Represent people, places, or things through drawings, movements, and three-constructions that are increasingly abstract (e.g., may draw a map that includes an "X" that marks the location of the treasure).

4-YEAR-OLDS, DOMAIN 5: SOCIAL STUDIES
Trimester 1

Trimester Goals

At the completion of this trimester, students will:

Individual Development and Identity: SS.60.1	Demonstrate an understanding that there are similarities and differences among people and families.
Culture: SS.60.2	Demonstrate an 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).
Power, Authority, and Governance: SS.60.3	Demonstrate an understanding of the reasons for rules and laws in the home, cultural community, and/or classroom.
People, Places, and Environments: SS.60.4	Demonstrate awareness that people have a responsibility to take care of the environment through active participation in activities such as recycling.
People, Places, and Environments: SS.60.5	Describe, draw, or construct aspects of the classroom, home, and/or community (including roads, buildings, bodies of water, etc.).
Civic Ideals and Practices: 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).
Individuals, Groups, and Institutions: 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: 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: SS.60.9	Begin to be aware of technology and how it affects life.
Time, Continuity, and Change: SS.60.10	Demonstrate a beginning understanding of past, present, and future as it relates to one's self, family, and community.
Time, Continuity, and Change: SS.60.11	Demonstrate a beginning understanding of change over time through discussing, representing, or playing about expanding topics such as their own growth and family history.
Attributes, Sorting, and Patterns: C.60.9	Use familiar patterns to solve problems and reason (e.g., if we go to the library every other day and we went yesterday, today we will . . .).
Symbolic Representation: C.60.13	Engage in extended pretend play scenarios and display recognition of the difference between pretend or fantasy situations and reality.
Symbolic Representation: C.60.14	Represent people, places, or things through drawings, movements, and three-constructions that are increasingly abstract (e.g., may draw a map that includes an "X" that marks the location of the treasure).

Assured Assessments

SS.60.1	Curriculum-based assessment & Observation: By looking through a mirror and/or at a family photo, review attributes of self such as gender, eye color, hair color; Identify families in terms of "big" or "small"
SS.60.2	Individualized assessment: Explore and compare people, families, and communities through discussion, books, and drawings of student and family tree; Describe family's customs by looking at pictures
SS.60.3	Curriculum-based assessment & Observation: Follow classroom rules with verbal and visual aids
SS.60.4	Individualized assessment & Observation: Answer questions related to natural consequences of student's action within the school community (For example, "When we are done playing, we clean up the toys."; "If you spill a drink, you get a paper towel to wipe it up."; "When you're done with snack, you throw away garbage and recycle water bottles.")

SS.60.5	Individualized assessment & Observation: Build and name a block structure (For example, "I am making a gas station.") using classroom materials, using pictures posted in the classroom block area as reference; Place common objects in appropriate geographical locations related to personal experiences
SS.60.6	Individualized assessment & Observation: Participate in classroom jobs by completing responsibilities with occasional verbal and visual reminders (e.g., photo paired with words)
SS.60.7	Curriculum-based assessment & Observation: Identify and take on roles of community workers (e.g., firefighter, police officer, dentist, etc.) during pretend play with props; Discuss how each authority figure helps families in our community; Answer questions related to student's means of transportation to and from school
SS.60.8	Curriculum-based assessment & Observation: Participate in simple purchasing and selling of common items related to self and family (e.g., going to the pumpkin patch, buying a pumpkin, and decorating it at home)
SS.60.9	Observation: Name or access information from a computer and/or alternative source
SS.60.10	Curriculum-based assessment: Identify morning, night, and today by relating those terms to daily routine and calendar
SS.60.11	Individualized assessment & Observation: Participate in open discussion comparing baby pictures to current pictures
C.60.9	Curriculum-based assessment & Observation: Identify morning, night, and today by relating those terms to daily routine and calendar
C.60.13	Individualized assessment & Observation: Discuss roles of authority figures through visuals and books, including how each authority figure helps families in our community
C.60.14	Observation: Build and name a block structure (For example, "I am making a gas station.") using classroom materials, using pictures posted in the classroom block area as reference

Resources

- Adults/peers (SS.60.1)
- Mirror (SS.60.1)
- Family pictures from home (SS.60.1, SS.60.11)
- Multicultural books (SS.60.2)
- Music/instruments (SS.60.2)

- Posters (SS.60.2)
- Play foods (SS.60.2)
- Pictures and picture books (SS.60.2, SS.60.10, C.60.13)
- Art projects (SS.60.2)
- *Second Step* listening rules cards and song (SS.60.3)
- If . . . then . . . statements (SS.60.4)
- Blocks (SS.60.5)
- Visuals of structures (SS.60.5)
- Real structures in the neighborhood (SS.60.5)
- Visuals of classroom jobs, and check-off list of students in class filling jobs (SS.60.6)
- Community worker figures (SS.60.7)
- Community worker props and costumes (SS.60.7)
- Pretend cash registers, money, and wallets (SS.60.8)
- Computers, iPads, and other technology (SS.60.9)
- Calendar (SS.60.10)
- Guest speakers (C.60.13)
- Classroom building materials such as foam blocks, wooden blocks, Magna-Tiles, and Legos (C.60.14)

Time Allotment

- First trimester (September – November)

4-YEAR-OLDS, DOMAIN 5: SOCIAL STUDIES
Trimester 2

Trimester Goals

At the completion of this trimester, students will:

Individual Development and Identity: SS.60.1	Demonstrate an understanding that there are similarities and differences among people and families.
Culture: SS.60.2	Demonstrate an 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).
Power, Authority, and Governance: SS.60.3	Demonstrate an understanding of the reasons for rules and laws in the home, cultural community, and/or classroom.
People, Places, and Environments: SS.60.4	Demonstrate awareness that people have a responsibility to take care of the environment through active participation in activities such as recycling.
People, Places, and Environments: SS.60.5	Describe, draw, or construct aspects of the classroom, home, and/or community (including roads, buildings, bodies of water, etc.).
Civic Ideals and Practices: 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).
Individuals, Groups, and Institutions: 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: 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: SS.60.9	Begin to be aware of technology and how it affects life.
Time, Continuity, and Change: SS.60.10	Demonstrate a beginning understanding of past, present, and future as it relates to one's self, family, and community.
Time, Continuity, and Change: SS.60.11	Demonstrate a beginning understanding of change over time through discussing, representing, or playing about expanding topics such as their own growth and family history.
Attributes, Sorting, and Patterns: C.60.9	Use familiar patterns to solve problems and reason (e.g., if we go to the library every other day and we went yesterday, today we will . . .).
Symbolic Representation: C.60.13	Engage in extended pretend play scenarios and display recognition of the difference between pretend or fantasy situations and reality.
Symbolic Representation: C.60.14	Represent people, places, or things through drawings, movements, and three-constructions that are increasingly abstract (e.g., may draw a map that includes an "X" that marks the location of the treasure).

Assured Assessments

SS.60.1	Curriculum-based assessment & Observation: By looking through a mirror and/or at family photos, describe similar attributes of self/classmates and self/family members
SS.60.2	Individualized assessment: Identify and respond correctly to questions based on different international foods, forms of shelter, art, music, and language presented in books and/or pictures
SS.60.3	Curriculum-based assessment & Observation: With adult assistance, begin to explain reasons for following classroom rules
SS.60.4	Individualized assessment & Observation: Answer questions related to natural consequences of student's action within the school community (For example, "When we are done playing, we clean up the toys."; "If you spill a drink, you get a paper towel to wipe it up."; "When you're done with snack, you throw away garbage and recycle water bottles.")

SS.60.5   Individualized assessment & Observation: Build and name a block structure (For example, "I am making a gas station.") using classroom materials, using pictures posted in the classroom block area as reference; Place common objects in appropriate geographical locations related to personal experiences

SS.60.6   Individualized assessment & Observation: Participate in classroom jobs by completing responsibilities with occasional verbal and visual reminders (e.g., photo paired with words)

SS.60.7   Curriculum-based assessment & Observation: Identify and take on roles of community workers (e.g., firefighter, police officer, dentist, etc.) during pretend play with props; Discuss how each authority figure helps families in our community; Discuss different forms of transportation related to community workers and personal experiences

SS.60.8   Curriculum-based assessment & Observation: Participate in simple purchasing and selling of common items related to self and family (e.g., going to the pumpkin patch, buying a pumpkin, and decorating it at home)

SS.60.9   Observation: Name or access information from a computer and/or alternative source

SS.60.10   Curriculum-based assessment: Identify afternoon and tomorrow by relating those terms to daily routine and calendar

SS.60.11   Individualized assessment & Observation: Participate in pretend play at doll house, role playing family members such as grandparents, parents, siblings, and self

C.60.9   Curriculum-based assessment & Observation: Identify afternoon and tomorrow by relating those terms to daily routine and calendar

C.60.13   Individualized assessment & Observation: Discuss roles of authority figures through visuals and books, including how each authority figure helps families in our community

C.60.14   Observation: Build and name a block structure (For example, "I am making a gas station.") using classroom materials, using pictures posted in the classroom block area as reference

Resources

- Adults/peers (SS.60.1)
- Mirror (SS.60.1)
- Family pictures from home (SS.60.1, SS.60.11)
- Multicultural books (SS.60.2)

- Music/instruments (SS.60.2)
- Posters (SS.60.2)
- Play foods (SS.60.2)
- Pictures and picture books (SS.60.2, SS.60.10, C.60.13)
- Art projects (SS.60.2)
- *Second Step* listening rules cards and song (SS.60.3)
- If . . . then . . . statements (SS.60.4)
- Blocks (SS.60.5)
- Visuals of structures (SS.60.5)
- Real structures in the neighborhood (SS.60.5)
- Visuals of classroom jobs, and check-off list of students in class filling jobs (SS.60.6)
- Community worker figures (SS.60.7)
- Community worker props and costumes (SS.60.7)
- Pretend cash registers, money, and wallets (SS.60.8)
- Computers, iPads, and other technology (SS.60.9)
- Calendar (SS.60.10)
- Dolls and doll house (SS.60.11)
- Guest speakers (C.60.13)
- Classroom building materials such as foam blocks, wooden blocks, Magna-Tiles, and Legos (C.60.14)

Time Allotment

- Second trimester (December – mid-March)

4-YEAR-OLDS, DOMAIN 5: SOCIAL STUDIES
Trimester 3

Trimester Goals

At the completion of this trimester, students will:

Individual Development and Identity: SS.60.1	Demonstrate an understanding that there are similarities and differences among people and families.
Culture: SS.60.2	Demonstrate an 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).
Power, Authority, and Governance: SS.60.3	Demonstrate an understanding of the reasons for rules and laws in the home, cultural community, and/or classroom.
People, Places, and Environments: SS.60.4	Demonstrate awareness that people have a responsibility to take care of the environment through active participation in activities such as recycling.
People, Places, and Environments: SS.60.5	Describe, draw, or construct aspects of the classroom, home, and/or community (including roads, buildings, bodies of water, etc.).
Civic Ideals and Practices: 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).
Individuals, Groups, and Institutions: 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: 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: SS.60.9	Begin to be aware of technology and how it affects life.
Time, Continuity, and Change: SS.60.10	Demonstrate a beginning understanding of past, present, and future as it relates to one's self, family, and community.
Time, Continuity, and Change: SS.60.11	Demonstrate a beginning understanding of change over time through discussing, representing, or playing about expanding topics such as their own growth and family history.
Attributes, Sorting, and Patterns: C.60.9	Use familiar patterns to solve problems and reason (e.g., if we go to the library every other day and we went yesterday, today we will . . .).
Symbolic Representation: C.60.13	Engage in extended pretend play scenarios and display recognition of the difference between pretend or fantasy situations and reality.
Symbolic Representation: C.60.14	Represent people, places, or things through drawings, movements, and three-constructions that are increasingly abstract (e.g., may draw a map that includes an "X" that marks the location of the treasure).

Assured Assessments

SS.60.1	Curriculum-based assessment & Observation: By looking through a mirror and/or at family photos, describe similar and different attributes of self/classmates and self/family members
SS.60.2	Individualized assessment: Identify and respond correctly to questions based on different international foods, forms of shelter, art, music, and language presented in books and/or pictures
SS.60.3	Curriculum-based assessment & Observation: Independently explain reasons for following classroom rules
SS.60.4	Individualized assessment & Observation: Answer questions related to natural consequences of student's action within the school community (For example, "When we are done playing, we clean up the toys."; "If you spill a drink, you get a paper towel to wipe it up."; "When you're done with snack, you throw away garbage and recycle water bottles.")

SS.60.5	Individualized assessment & Observation: Compare actual block structure to community picture shown in the classroom block area, using comparative language (For example, "My library has the same door."); Place complex objects in appropriate rooms of the house
SS.60.6	Individualized assessment & Observation: Participate in classroom jobs by completing responsibilities with occasional verbal and visual reminders (e.g., photo paired with words)
SS.60.7	Curriculum-based assessment & Observation: Role-play each authority figure and community worker during pretend play with props; Describe different forms of transportation related to community workers
SS.60.8	Curriculum-based assessment & Observation: Participate in simple purchasing and selling of common items related to self and family (e.g., going to the pumpkin patch, buying a pumpkin, and decorating it at home)
SS.60.9	Observation: Name or access information from a computer and/or alternative source
SS.60.10	Curriculum-based assessment: Identify and describe morning, afternoon, night, today, tomorrow, and yesterday by relating those terms to daily routine and calendar
SS.60.11	Individualized assessment & Observation: Participate in pretend play at doll house, role playing family members such as grandparents, parents, siblings, and self
C.60.9	Curriculum-based assessment & Observation: Identify and describe morning, afternoon, night, today, tomorrow, and yesterday by relating those terms to daily routine and calendar
C.60.13	Individualized assessment & Observation: Dramatize roles of each authority figure and other community helpers during pretend play
C.60.14	Observation: Compare actual block structure to community picture shown in the classroom block area; Incorporate community people, places, and things into neighborhood drawing

Resources

- Adults/peers (SS.60.1)
- Mirror (SS.60.1)
- Family pictures from home (SS.60.1, SS.60.11)
- Multicultural books (SS.60.2)
- Music/instruments (SS.60.2)
- Posters (SS.60.2)

- Play foods (SS.60.2)
- Pictures and picture books (SS.60.2, SS.60.10, C.60.13)
- Art projects (SS.60.2)
- *Second Step* listening rules cards and song (SS.60.3)
- If . . . then . . . statements (SS.60.4)
- Blocks (SS.60.5)
- Visuals of structures (SS.60.5)
- Real structures in the neighborhood (SS.60.5)
- Visuals of classroom jobs, and check-off list of students in class filling jobs (SS.60.6)
- Community worker figures (SS.60.7)
- Community worker props and costumes (SS.60.7)
- Pretend cash registers, money, and wallets (SS.60.8)
- Computers, iPads, and other technology (SS.60.9)
- Calendar (SS.60.10)
- Props and costumes (C.60.13)
- Guest speakers (C.60.13)
- Classroom building materials such as foam blocks, wooden blocks, Magna-Tiles, and Legos (C.60.14)

Time Allotment

- Third trimester (mid-March – June)

APPENDIX A: LANGUAGE ARTS ALIGNMENT, PRE-K to KINDERGARTEN

Language and Literacy Early Learning and Development Standards		Connecticut Core Standards in English Language Arts
3 to 4 years	**4 to 5 years**	**Kindergarten**
Strand A: Understand Language (Receptive Language)		
Word Comprehension — 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.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
	L.60.2 Determine the meanings of unknown words/concepts using the context of conversations, pictures, or concrete objects.	L.K.4a Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*) L.K.4b Use the most frequently occurring inflections and affixes (e.g., *-ed, -s, re-, un-, pre-, -ful, -less*) as a clue to the meaning of an unknown word. L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.
Language Comprehension — 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.").	L.K.5a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. CC.L.K.5b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
Strand B: Use language (Expressive language)		L.K.5c Identify real-life connections between words and their use (e.g., note places at school that are *colorful*).
Vocabulary — 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.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
L.48.4 Use simple pronouns (e.g., I, me, you, mine, he, she).		
L.48.5 Begin to use some words that are not a part of everyday conversational speech but that are learned through books and personal experiences (e.g., gigantic, rapidly, frustrated, transportation, race, or jog).	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 studies dinosaurs).	

Expression of Ideas, Feelings, and Needs	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" or "beside" and comparative words such as "bigger" or "longer").	SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail. SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.
	L.48.7 Use increasingly longer, complex sentences that combine phrases or concepts to communicate ideas.		
Language Structure	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.K.1 Demonstrate command of the conventions of standard English grammar and usage when . . . speaking. L.K.1a Print many upper- and lowercase letters. L.K.1b Use frequently occurring nouns and verbs. L.K.1c Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs*; *wish, wishes*). L.K.1d Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*). L.K.1e Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, or, by, with*). L.K.1f Produce and expand complete sentences in shared language activities.
	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.	

Strand C: Use language for social interaction.

Conventions of Conversation	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.	SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. SL.K.1a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). SL.K.1b Continue a conversation through multiple exchanges.
Language for Interaction	L.48.11 Answer simple who, what, where, and why questions.	L.60.10 Use language to share ideas and gain information.	SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Strand D: Book Appreciation and Knowledge			
Interest and Engagement with Books	L.48.12 Select fiction and nonfiction books to be read and attend with interest.	L.60.11 Independently choose to "read" books and select a variety of texts including fiction and nonfiction.	RF.K.4 Read emergent-reader texts with purpose and understanding. RI.K.10 Actively engage in group reading activities with purpose and understanding. RL.K.10 Actively engage in group reading activities with purpose and understanding.
Understanding of Stories or 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 informational text.	RI.K.1 With prompting and support, ask and answer questions about key details in a text. RI.K.2 With prompting and support, identify the main topic and retell key details of a text. RL.K.1 With prompting and support, ask and answer questions about key details in a text. RL.K.2 With prompting and support, retell familiar stories, including key details. RL.K.3 With prompting and support, identify characters, setting, and major events in a story. RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
	L.48.13 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 the main topic of an informational 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.	
Strand E: Knowledge of Print and Its Uses			
Book Concepts	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 (left to right, top to bottom, front to back, or according to conventions of home language).	RF.K.1 Demonstrate understanding of the organization and basic features of print. RF.K.1a Follow words from left to right, top to bottom, and page by page. RI.K.4 With prompting and support, ask and answer questions about unknown words in a text. RI.K.5 Identify the front cover, back cover, and title page of a book. RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. RL.K.4 Ask and answer questions about unknown words in a text. RL.K.5 Recognize common types of texts (e.g., storybooks, poems). RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
	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.	

			RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text. RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
Print Concepts	L.48.16 Identify some printed words and/or common symbols (e.g., bathroom signs) in the context of the environment.	L.60.18 Identify some familiar printed words out of context. L.60.19 Begin to use awareness of letter sounds along with pictures to read words in text.	RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words. RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. RF.K.3b Associate the long and short sounds with common spellings (graphemes) for the five major vowels. RF.K.3c Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*). RF.K.3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
Letter Recognition	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.	RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters. RF.K.1c Understand that words are separated by spaces in print. RF.K.1d Recognize and name all upper- and lowercase letters of the alphabet.

Strand F: Phonological Awareness			

Phonological Awareness	L.48.20 Recognize rhyming words in songs, chants, or poems.	L.60.22 Produce rhyming words or words that have same initial sound.	RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
			  RF.K.2a Recognize and produce rhyming words.
			  RF.K.2b Count, pronounce, blend, and segment syllables in spoken words.
			  RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.
			  RF.K.2d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
			  RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

	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.	
Strand G: Conveying Meaning through Drawing, Letters, and Words			
Drawing and Writing	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.	W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., "My favorite book is . . ."). W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). W.K.8 With guidance and support from

		adults, recall information from experiences or gather information from provided sources to answer a question.

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.	L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
		   L.K.2a Capitalize the first word in a sentence and the pronoun *I*.
		   L.K.2b Recognize and name end punctuation.
		   L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes).

APPENDIX B: MATHEMATICS ALIGNMENT, PRE-K to KINDERGARTEN

Mathematics Early Learning and Development Standards		Connecticut Core Standards in Mathematics
3 to 4 years	**4 to 5 years**	**Kindergarten**
Strand A: Understand Counting and Cardinality		

	3 to 4 years	4 to 5 years	Kindergarten
Number Names	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.	CC.K.1 Count to 100 by ones and by tens. CC.K.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
Cardinality	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 ten objects using one-to-one correspondence, regardless of configuration, using the number name of the last object counted to represent the total number of objects in a set.	CC.K.4 Understand the relationship between numbers and quantities; connect counting to cardinality. CC.K.4a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. CC.K.4b Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. CC.K.4c Understand that each successive number name refers to a quantity that is one larger.
	M.48.3 Count out a set of objects up to four.	M.60.3 Count out a set of objects up to five.	CC.K.5 Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.
Written Numerals	M.48.4 Recognize written numerals up to at least 5.	M.60.4 Recognize written numerals up to at least 10.	CC.K.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
Recognition of Quantity	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 5 items.	Introduction.K.1 Students choose, combine, and apply effective strategies for answering quantitative questions, including quickly recognizing the cardinalities of small sets of objects, counting and producing sets of given sizes, counting the number of objects in combined sets, or counting the number of objects that remain in a set after some are taken away.

Comparison	M.48.6 Compare sets of 1-5 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.	CC.K.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects if another group, e.g., by using matching and counting strategies. Include groups with up to ten objects. CC.K.7 Compare two numbers between 1 and 10 presented as written numerals.

Strand B: Understand and Describe Relationships to Solve Problems (Operations and Algebraic Thinking)

Number Operations	M.48.7 Understand that adding to (or taking away) one or more objects 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).	NBT.K.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones. OA.K.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. OA. K.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. OA.K.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$). OA.K.4 For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation. OA.K.5 Fluently add and subtract within 5.

Strand C: Understand the Attributes and Relative Properties of Objects (Measurement and Data)			
Measurement	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).	MD.K.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. MD.K.2 Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. (For example, directly compare the heights of two children and describe one child as taller/shorter.)
		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	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 object or picture graph according to one attribute.	
Sorting and Classifying	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.	MD.K.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. Limit category counts to be less than or equal to 10.

Strand D: Understand Shapes and Spatial Relationships (Geometry and Spatial Sense)			
Spatial Relationships	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.	G.K.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above, below, beside, in front of, behind*, and *next to*. G.K.2 Correctly name shapes regardless of their orientations or overall size. G.K.3 Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid"). G.K.4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners"), and other attributes (e.g., having sides of equal length).
Identification of Shapes	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	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.	G.K.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. G.K.6 Compose simple shapes to form larger shapes. (For example, "Can you join these two triangles with full sides touching to make a rectangle?")