

**2014 Pennsylvania Learning Standards for Early Childhood
Office of Child Development and Early Learning**

Pennsylvania Department of Education and Department of Human Services

Pre-Kindergarten

**APPROACHES TO LEARNING THROUGH PLAY
STANDARD AREA AL.1 Constructing and Gathering Knowledge**

<p>A. Curiosity and Initiative</p>	<p>AL.1 PK.A Explore and ask questions to seek meaningful information about a growing range of topics, ideas, and tasks.</p>	<p>Teacher's Guide p. 104 - Discovery Center Teacher's Guide p. 309 - Story Time Teacher's Guide p. 406 -Small Group & Exploration</p>
<p>B. Risk-Taking</p>	<p>AL.1 PK.B Demonstrate a willingness to participate in new and challenging experiences.</p>	<p>Teacher's Guide p. 16 -Circle Time Teacher's Guide p. 64 - Story Time Teacher's Guide p. 195 -Morning Meeting-Use Your Senses</p>
<p>C. Stages of Play</p>	<p>AL.1 PK.C Engage in complex play sequences with two or more children.</p>	<p>Teacher's Guide p. 491 -Small Group & Exploration Seasonal Holidays Teacher's Guide p.31 -Winter Holidays-Games Seasonal Holidays Teacher's Guide p.47 - Spring Holidays - Games</p>

STANDARD AREA AL.2 Organizing and Understanding Information

<p>A. Engagement and Attention</p>	<p>AL.2 PK.A Work toward completing a task, even if challenging, and despite interruptions.</p>	<p>Teacher's Guide p. 226 -Art Center Teacher's Guide p. 309 -Small Group & Exploration Teacher's Guide p. 329 -Small Group & Exploration</p>
<p>B. Task Analysis</p>	<p>AL.2 PK.B Independently break simple tasks into steps and complete them one at a time.</p>	<p>Teacher's Guide p. 211 -Small Group & Exploration Teacher's Guide p. 324 -Morning Meeting - Fossils Teacher's Guide p.358 -Small Group & Exploration</p>
<p>C. Persistence</p>	<p>AL.2 PK.C Attempt to accomplish challenging tasks by employing familiar and new strategies as needed.</p>	<p>Teacher's Guide p. 64 -Small Group & Exploration Teacher's Guide p. 126 -Art Center Teacher's Guide p. 226 -Art Center</p>

STANDARD AREA AL.3 Applying Knowledge

<p>A. Creativity</p>	<p>AL.3 PK.A Use music, art, and/or stories to express ideas, thoughts, and feelings.</p>	<p>Teacher's Guide p. 20 -Circle Time Teacher's Guide pp. 65-66 -Morning Meeting - "The Ants Go Marching" Teacher's Guide p. 286-287 -Story Time</p>
<p>B. Invention</p>	<p>AL.3 PK.B Produce and explain the purpose for a new creation.</p>	<p>Teacher's Guide p. 127 -Construction Center Teacher's Guide p. 299 -Construction Center Teacher's Guide p. 535 -Construction Center</p>
<p>C. Representation</p>	<p>AL.3 PK.C Use materials and objects to represent new concepts.</p>	<p>Teacher's Guide p. 11 -Small Group & Exploration Teacher's Guide p. 556 -Art Center Teacher's Guide p. 567 -Small Group & Exploration</p>

STANDARD AREA AL.4 Learning through Experience

<p>A. Making Connections</p>	<p>AL.4 PK.A Relate knowledge learned from one experience to a similar experience in a new setting.</p>	<p>Teacher's Guide p. 155 -Story Time Teacher's Guide p. 259 -Small Group & Exploration Teacher's Guide p. 586 -Story Time</p>
<p>B. Resiliency</p>	<p>AL.4 PK.B Recognize that everyone makes mistakes and that using positive coping skills can result in learning from the experience.</p>	<p>Teacher's Guide pp. 107-108 -Story Time Teacher's Guide pp. 187-188 -Story Time Teacher's Guide p. 239 -Story Time</p>
<p>C. Problem-Solving</p>	<p>AL.4 PK.C Attempt problem-solving activities to achieve a positive outcome.</p>	<p>Teacher's Guide p. 33 -Morning Meeting-Where is Gingerbread Boy? Teacher's Guide p. 92 -Morning Meeting-Where Are the Colors? Teacher's Guide p. 144 -Circle Time</p>

**LANGUAGE AND LITERACY DEVELOPMENT
STANDARD AREA 1.1 Foundational Skills**

A. Book Handling	1.1 PK.A Practice appropriate book-handling skills.	Teacher's Guide p. 50 -Library Center Teacher's Guide p. 76 -Library Center Teacher's Guide p.126 -Library Center
B. Print Concepts	1.1 PK.B Identify basic features of print.	Teacher's Guide p. 43 -Circle Time Teacher's Guide p. 67 -Story Time Teacher's Guide p. 277 -Library Center
C. Phonological Awareness	1.1 PK.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	Teacher's Guide p. 89 -Gathering Teacher's Guide p. 117 -Circle Time Teacher's Guide p. 328 -Circle Time
D. Phonics and Word Recognition	1.1 PK.D Develop beginning phonics and word skills.	Teacher's Guide pp. 110-111 -Circle Time Teacher's Guide p. 138 -Circle Time Teacher's Guide p. 334 -Circle Time
E. Fluency	EMERGING TO Read emergent reader text with purpose and understanding.	Teacher's Guide p. 512 -Library Center Teacher's Guide p. 534 -Library Center Teacher's Guide p. 557 -Library Center

STANDARD AREA 1.2 Reading Informational Text (No D or H listed)

A. Key Ideas and Details—Main Idea	1.1 PK.A With prompting and support, retell key details of text that support a provided main idea.	Teacher's Guide pp. 402-403 -Story Time Teacher's Guide p. 406 -Story Time Teacher's Guide p.472 -Story Time
B. Key Ideas and Details—Text Analysis	1.1 PK.B Answer questions about a text.	Teacher's Guide p. 306 -Story Time Teacher's Guide p. 355 -Morning Meeting - The Story of Milk Teacher's Guide p.268 -Story Time
C. Key Ideas and Details	1.2 PK.C With prompting and support, make connections between information in a text and personal experience.	Teacher's Guide p.155 -Story Time Teacher's Guide pp.205 - 206 -Morning Meeting Teacher's Guide pp. 212-213 -Morning Meeting-Let's Stay Healthy: Germs

<p>E. Craft and Structure—Text Structure</p>	<p>1.1 PK.E Identify the front cover, back cover, and title page of a book.</p>	<p>Teacher’s Guide p. 10 -Story Time Teacher’s Guide p.84 -Story Time Teacher’s Guide p. 277 -Library Center</p>
<p>F. Craft and Structure—Vocabulary</p>	<p>1.2 PK.F With prompting and support, answer questions about unfamiliar words read aloud from a text.</p>	<p>Teacher’s Guide p. 287 -Story Time Teacher’s Guide p. 422 -Story Time Teacher’s Guide p.564 -Story Time</p>
<p>G. Integration of Knowledge and Ideas—Diverse Media</p>	<p>1.2 PK.G With prompting and support, answer questions to connect illustrations to the written word.</p>	<p>Teacher’s Guide pp. 89-90 -Morning Meeting-Introduce Brown, White, and Black Teacher’s Guide p.301 -Morning Meeting-Introduce Earth Teacher’s Guide p.306 -Story Time</p>
<p>I. Integration of Knowledge and Ideas—Analysis Across Texts</p>	<p>1.2 PK.I With prompting and support, identify basic similarities and differences between two texts read aloud on the same topic.</p>	<p>Teacher’s Guide pp. 57-58 -Morning Meeting- It’s Raining! Teacher’s Guide p. 406 -Story Time Teacher’s Guide p. 432 -Story Time</p>
<p>J. Vocabulary Acquisition and Use</p>	<p>1.2 PK.J Use new vocabulary and phrases acquired in conversations and being read to.</p>	<p>Teacher’s Guide p. 374 -Morning Meeting-Compare and Contrast Habitats Teacher’s Guide p.420 -Morning Meeting-Dinosaur Names Teacher’s Guide p. 422 -Story Time</p>
<p>K. Vocabulary Acquisition and Use</p>	<p>1.2 PK.K With prompting and support, clarify unknown words or phrases read aloud.</p>	<p>Teacher’s Guide p. 304 -Morning Meeting-The Solar System Teacher’s Guide p. 422 -Story Time Teacher’s Guide p. 472 -Story Time</p>
<p>L. Range of Reading</p>	<p>1.2 PK.L With prompting and support, actively engage in group reading activities with purpose and understanding.</p>	<p>Teacher’s Guide p. 309 -Story Time Teacher’s Guide p.401 -Morning Meeting-Introduce Ocean Animals Teacher’s Guide p. 473 -Morning Meeting-Big Machines</p>

STANDARD AREA 1.3 Reading Literature

<p>A. Key Ideas and Details—Theme</p>	<p>1.3 PK.A With prompting and support, retell a familiar story in a sequence with picture support.</p>	<p>Teacher’s Guide p. 32 -Story Time Teacher’s Guide pp. 235-236 -Story Time Teacher’s Guide p. 360 -Story Time</p>
<p>B. Key Ideas and Details—Text Analysis</p>	<p>1.3 PK.B Answer questions about a particular story (who, what, how, when, and where).</p>	<p>Teacher’s Guide p. 163 -Story Time Teacher’s Guide p. 259 -Small Group & Exploration Teacher’s Guide pp. 356 - 357 -Story Time</p>
<p>C. Key Ideas and Details—Literary Elements</p>	<p>1.3 PK.C With prompting and support, answer questions to identify characters, settings, and major events in a story.</p>	<p>Teacher’s Guide p. 21 -Story Time Teacher’s Guide p. 142 -Story Time Teacher’s Guide p. 337 -Story Time</p>
<p>D. Craft and Structure—Point of View</p>	<p>1.3 PK.D With prompting and support, name the author and illustrator of a story.</p>	<p>Teacher’s Guide pp. 16-17 -Story Time Teacher’s Guide p. 44 -Story Time Teacher’s Guide p. 231 -Story Time</p>
<p>E. Craft and Structure—Text Structure</p>	<p>1.3 PK.E With prompting and support, recognize common types of text.</p>	<p>Teacher’s Guide pp. 107-108 -Story Time Teacher’s Guide p. 207 -Story Time Teacher’s Guide p. 445 -Story Time</p>
<p>F. Craft and Structure—Vocabulary</p>	<p>1.3 PK.F Answer questions about unfamiliar words read aloud from a story.</p>	<p>Teacher’s Guide p. 121 -Story Time Teacher’s Guide p. 332 -Story Time Teacher’s Guide p. 469 -Story Time</p>
<p>G. Integration of Knowledge and Ideas—Sources of Information</p>	<p>1.3 PK.G Describe pictures in books using detail.</p>	<p>Teacher’s Guide p. 259 -Small Group & Exploration Teacher’s Guide p. 379 -Story Time Teacher’s Guide p. 517 -Story Time</p>
<p>H. Integration of Knowledge and Ideas—Text Analysis</p>	<p>1.1 PK.H</p>	<p>Teacher’s Guide p. 41 -Story Time Teacher’s Guide p. 118 -Story Time Teacher’s Guide p. 586 -Story Time</p>

	Answer questions to compare and contrast the adventures and experiences of characters in familiar stories.	
I. Vocabulary Acquisition and Use Strategies	1.3 PK.I With prompting and support, clarify unknown words or phrases read aloud.	Teacher's Guide p. 59 -Story Time Teacher's Guide p. 131 -Story Time Teacher's Guide p. 163 -Story Time

STANDARD AREA 1.4 Writing

A. Informative/Explanatory	1.4 PK.A Draw/dictate to compose informative/explanatory texts examining a topic.	Teacher's Guide p. 54 -Circle Time Teacher's Guide p. 160 -Small Group & Exploration Teacher's Guide p. 327 -Morning Meeting-Pets
B. Informative/Explanatory - Focus	1.4 PK.B With prompting and support, draw/dictate about one specific topic.	Teacher's Guide p. 68 - Small Group and Exploration Teacher's Guide p. 325 -Writing Center Teacher's Guide p. 400 -Small Group & Exploration
C. Informative/Explanatory - Organization	1.4 PK.C With prompting and support, generate ideas to convey information.	Teacher's Guide p. 416 -Writing Center Teacher's Guide p. 376 -Small Group & Exploration Teacher's Guide p. 545 -Small Group Exploration
D. Informative/Explanatory - Organization	1.4 PK.D With prompting and support, make logical connections between drawing and dictation.	Teacher's Guide p. 85 -Small Group & Exploration Teacher's Guide p. 111 -Small Group & Exploration Teacher's Guide p. 284 -Small Group & Exploration
F. Informative/Explanatory - Conventions of Language	EMERGING TO Spell simple words phonetically.	Teacher's Guide p. 240 -Small Group & Exploration Teacher's Guide p. 347 -Writing Center Teacher's Guide p. 351 -Small Group & Exploration
M. Narrative	1.4 PK.M Draw/dictate to compose informative/explanatory texts examining a topic.	Teacher's Guide p. 111 -Small Group & Exploration Teacher's Guide p. 327 -Morning Meeting-Pets

		Teacher's Guide p. 265 -Story Time
N. Narrative – Focus	1.4 PK.N Establish “who” and “what” the narrative will be about.	Teacher's Guide p. 151 -Writing Center Teacher's Guide p. 284 Small Group & Exploration Teacher's Guide p. 325 -Writing Center
O. Narrative – Content	1.4 PK.O With prompting and support, describe experiences and events.	Seasonal Holidays Teacher's Guide p. 7 - Shared Writing Teacher's Guide p. 255 -Writing Center Teacher's Guide p. 310 -Morning Meeting- Class Story

STANDARD AREA 1.5 Speaking and Listening

A. Comprehension and Collaboration – Collaborative Discussion	1.5 PK.A Participate in collaborative conversations with peers and adults in small and larger groups.	Teacher's Guide p. 114 -Story Time Teacher's Guide p. 165 -Morning Meeting-Partner Sharing Teacher's Guide p. 254 -Library Center
B. Comprehension and Collaboration – Critical Listening	1.5 PK.B Answer questions about key details in a text read aloud or information presented orally or through other media.	Teacher's Guide p. 21 - Story Time Teacher's Guide p. 55 -Story Time Teacher's Guide p. 419 -Story Time
C. Comprehension and Collaboration – Evaluation	1.5 PK.C Respond to what a speaker says to follow directions, seek help, or gather information.	Teacher's Guide p. 53 -Morning Meeting-The Friendship Ball Teacher's Guide p. 135 -Story Time Teacher's Guide p. 165-166 -Morning Meeting - Partner Sha
D. Presentation of Knowledge and Ideas – Purpose, Audience, and Task	1.5 PK.D Use simple sentences; share stories, familiar experiences, and interests, speaking clearly enough to be understood by most audiences.	Teacher's Guide p. 70 -Circle Time Teacher's Guide p. 168 -Morning Meeting-Share Chair Teacher's Guide p. 404 -Morning Meeting- Ocean Mural
(Part 2)	1.5 PK.E Use simple sentences; express thoughts, feelings, and ideas, speaking clearly enough to be understood by most audiences.	Teacher's Guide p. 16 -Circle Time Teacher's Guide p.86 -Morning Meeting- Introduce Blue and Purple Teacher's Guide pp. 187-188 Story Time

G. Conventions of Standard English	1.5 PK.G Demonstrate command of the conventions of standard English when speaking, based on pre-kindergarten level and content.	Teacher's Guide p. 168 -Morning Meeting-Share Chair Teacher's Guide p. 257 -Morning Meeting-Introduce Weather Teacher's Guide p. 336 -Morning Meeting-Read <i>My Favorite Pet</i>
---	---	--

**MATHEMATICAL THINKING AND EXPRESSION
STANDARD AREA 2.1 Numbers and Operations**

A.1 Counting and Cardinality - Cardinality	2.1 PK.A.1 Know number names and the count sequence.	Teacher's Guide p. 38 -Small Group & Exploration Teacher's Guide p.42 -Gathering Teacher's Guide p. 204 -Math Center
A.2 Counting and Cardinality - Counting	2.1 PK.A.2 Count to tell the number of objects.	Teacher's Guide p. 53 -Gathering Teacher's Guide p. 348 -Math Center Teacher's Guide p. 380 -Morning Meeting-Count Wild Animals
A.3 Counting and Cardinality - Comparing	2.1 PK.A.3 Compare numbers.	Teacher's Guide p. 358 -Small Group & Exploration Teacher's Guide p. 396 -Small Group & Exploration Teacher's Guide p. 416 -Math Center
MP Counting and Cardinality - Mathematical Processes	2.1 PK.MP Use mathematical processes when quantifying, comparing, representing, and modeling numbers.	Teacher's Guide pp. 36-37 -Circle Time Teacher's Guide p. 88 -Small Group & Exploration Teacher's Guide p. 152 -Math Center

STANDARD AREA 2.2 Algebraic Concepts

A.1 Operations and Algebraic Thinking	2.2 PK.A.1 Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	Teacher's Guide p. 37 -Circle Time Teacher's Guide p. 208 -Small Group & Exploration Teacher's Guide p. 469 -Small Group & Exploration
MP	2.2 PK.MP Use mathematical processes when representing relationships.	Teacher's Guide p. 180 -Math Center Teacher's Guide p. 524 -Small Group and Exploration

Operations and Algebraic Thinking – Mathematical Processes		Teacher’s Guide p. 528 -Morning Meeting- Learn About Pennies and Nickels
---	--	---

STANDARD AREA 2.3 Geometry

A.1 Geometry – Identification	2.3 PK.A.1 Identify and describe shapes.	Teacher’s Guide p. 40 -Compare Shapes Teacher’s Guide pp. 66-67 -Circle Time Teacher’s Guide p. 87 -Circle Time
A.2 Geometry – Application	2.3 PK.A.2 Analyze, compare, create, and compose shapes.	Teacher’s Guide p. 311 -Small Group & Exploration Teacher’s Guide p. 502 -Small Group & Exploration Teacher’s Guide p. 542 -Small Group and Exploration
MP Geometry – Mathematical Processes	2.3 PK.MP Use mathematical processes when drawing, constructing, modeling, and representing shapes.	Teacher’s Guide p. 66 - Circle Time Teacher’s Guide p. 108 - Small Group & Exploration Teacher’s Guide p. 156 -Small Group & Exploration

STANDARD AREA 2.4 Measurement, Data, and Probability

A.1 Measurement and Data – Measurement	2.4 PK.A.1 Describe and compare measurable attributes of length and weights of everyday objects.	Teacher’s Guide p. 217 -Small Group & Exploration Teacher’s Guide p. 218 -Morning Meeting-Order and Compare Short to Tall Teacher’s Guide p. 231 -Story Time
A.4 Measurement and Data – Data	2.4 PK.A.4 Classify objects and count the number of objects in each category.	Teacher’s Guide p 88 -Small Group & Exploration Teacher’s Guide p. 383 -Morning Meeting-Review Pets, Farm Animals, and Wild Animals Teacher’s Guide p. 514 -Math Center
MP Measurement and Data – Mathematical Processes	2.4 PK.MP Use mathematical processes when measuring; representing, organizing, and understanding data.	Teacher’s Guide pp. 36-37 -Morning Meeting-Analyze Spice Graph Teacher’s Guide p. 309 -Small Group & Exploration Teacher’s Guide p. 536 -Math Center

SCIENTIFIC THINKING AND TECHNOLOGY
STANDARD AREA 3.1 Biological Sciences
Living and Nonliving Organisms

<p>1. Common Characteristics of Life</p>	<p>3.1 PK.A.1 Recognize the difference between living and nonliving things.</p>	<p>Teacher's Guide p. 512 -Art Center Teacher's Guide pp. 521-522 -Morning Meeting-Characteristics of Living Things Teacher's Guide p. 537 -Morning Meeting-Seeds</p>
<p>2. Energy Flow</p>	<p>3.1 PK.A.2 Identify basic needs of plants (water and light) and animals (food, water, and light).</p>	<p>Teacher's Guide p. 525 -Morning Meeting-Determine Living and Nonliving Teacher's Guide p. 537 -Morning Meeting-Seeds Teacher's Guide p. 540 -Morning Meeting-Miss MacDonald</p>
<p>3. Life Cycles</p>	<p>3.1 PK.A.3 Recognize that plants and animals grow and change.</p>	<p>Teacher's Guide p. 515 -Morning Meeting-Things We Can Do Teacher's Guide pp. 521-522 -Morning Meeting-Characteristics of Living Things Teacher's Guide p. 562 -Morning Meeting-Butterfly Life Cycle</p>
<p>5. Form and Function</p>	<p>3.1 PK.A.5 Name basic parts of living things.</p>	<p>Teacher's Guide p. 526 -Story Time Teacher's Guide p. 543 -Morning Meeting-Carrot Experiment Teacher's Guide p. 556 -Art Center</p>
<p>9. Science as Inquiry</p>	<p>3.1 PK.A.9 Participate in simple investigations about living and/or non-living things to answer a question or to test a prediction.</p>	<p>Teacher's Guide p. 525 -Morning Meeting-Determine Living and Nonliving Teacher's Guide pp. 539-540 -Small Group & Exploration/Morning Meeting-Miss MacDonald Teacher's Guide pp. 542-543 -Story Time/Morning Meeting-Carrot Experiment</p>

STANDARD AREA 3.1 Biological Sciences
A. Genetics

<p>B. 1. C. Heredity</p>	<p>3.1 PK.B.1 Recognize and compare physical characteristics of living things from same species.</p>	<p>Teacher's Guide p. 393 -Morning Meeting-Introduce Birds Teacher's Guide p.422 -Story Time Teacher's Guide p. 406 -Story Time</p>
<p>6. Science as Inquiry</p>	<p>3.1 PK.B.6 Participate in simple investigations of physical characteristics of living things from same species to answer a question or to test a prediction.</p>	<p>Teacher's Guide p. 416 -Discovery Center Teacher's Guide p. 417 -Morning Meeting-Introduce Dinosaurs Teacher's Guide p. 424 -Morning Meeting- Fossils</p>

STANDARD AREA 3.1 Biological Sciences
C. Evolution

<p>3. Unifying Themes (Constancy and Change)</p>	<p>3.1 PK.C.3 Describe changes that occur in animals.</p>	<p>Teacher's Guide p.515 -Morning Meeting-Things We Can Do Teacher's Guide p. 559 -Morning Meeting-Growing and Changing Teacher's Guide p. 562 -Morning Meeting-Butterfly Life Cycle</p>
<p>4. Science as Inquiry</p>	<p>3.1 PK.C.4 Participate in simple investigations of changes in animals to answer a question or to test a prediction.</p>	<p>Teacher's Guide p. 518 -Morning Meeting-Learn About Life Cycles Teacher's Guide pp. 521-522 -Morning Meeting-Characteristics of Living Things Teacher's Guide p. 562 -Morning Meeting-Butterfly Life Cycle</p>

STANDARD AREA 3.2 Physical Sciences

B. Physics

<p>1. Force and Motion of Practices and Rigid Bodies</p>	<p>3.2 PK.B.1 Explore and describe the motion of toys and objects.</p>	<p>Teacher's Guide p. 466 -Discovery Center) Teacher's Guide p. 475 -Small Group & Exploration Teacher's Guide p.476 -Morning Meeting-Estimate Rolling Speed</p>
--	---	---

<p>5. Nature of Waves (Sound and Light Energy)</p>	<p>3.2 PK.B.5 Create and describe variations of sound.</p>	<p>Seasonal Holidays Teacher’s Guide p. 34 -Winter Holidays/Black History Mont) Seasonal Holidays Teacher’s Guide p. 39 -Spring Holidays/Rain Sticks Seasonal Holidays Teacher’s Guide p. 50 Spring Holidays/Maracas</p>
<p>6. Unifying Themes (Energy)</p>	<p>3.2 PK.B.6 Recognize that light from the sun is an important source of energy for living and nonliving systems and some source of energy is needed for all organisms to stay alive and grow.</p>	<p>Teacher’s Guide p. 40 - Spring Holidays-Solar Oven Teacher’s Guide p. 304 -Morning Meeting-The Solar System Teacher’s Guide p. 307 -Morning Meeting-The Stars</p>
<p>7. Science as Inquiry</p>	<p>3.2 PK.B.7 Participate in simple investigations of energy and motion to answer a question or to test a prediction.</p>	<p>Teacher’s Guide p. 266 -Morning Meeting-“Will the Wind Blow?” Graph Teacher’s Guide p. 473 -Morning Meeting-Big Machines Teacher’s Guide p. 476 -Morning Meeting-Estimate Rolling Speed</p>

STANDARD AREA 3.3 Earth and Space Sciences
A. Earth Structures, Processes, and Cycles

<p>1. Earth Features and the Processes that Change Them</p>	<p>3.3 PK.A.1 Sort different types of earth materials.</p>	<p>Seasonal Holidays Teacher’s Guide p.6 -Fall Holidays-Leaf Sorting Seasonal Holidays Teacher’s Guide p. 47 -Spring Holidays-Recycling Activities</p>
<p>4. Water</p>	<p>3.3 PK.A.4 Identify a variety of uses for water.</p>	<p>Teacher’s Guide p. 215 - Morning Meeting-Let’s Stay Healthy: Sleep and Water Teacher’s Guide p.404 -Morning Teacher’s Guide p. 537 -Morning Meeting-Seeds</p>
<p>5. Weather and Climate</p>	<p>3.3. PK.A.5 Identify seasons that correspond with observable conditions and identify how weather affects daily life.</p>	<p>Seasonal Holidays Teacher’s Guide p. 39 Spring Holidays-Four Seasons Teacher’s Guide p. 285 -Morning Meeting-Patterns: Day/Night and Seasons Teacher’s Guide p. 291 -Morning Meeting- “My Favorite Season” Chart</p>

<p>7. Science as Inquiry</p>	<p>3.3 PK.A.7 Participate in simple investigations of earth structures, processes, and cycles to answer a question or to test a prediction.</p>	<p>Teacher's Guide p. 260 -Morning Meeting-How Clouds Are Formed Teacher's Guide pp. 263-264 -Morning Meeting - Weather: Cause and Effect Teacher's Guide pp. 279-280 -Morning Meeting-Day and Night</p>
--	--	---

STANDARD AREA 3.3 Earth and Space Sciences
B. Origin and Evolution of the Universe

<p>1. Comparisons and Structure</p>	<p>3.3 PK.B.1 Identify objects that can be found in the day or night sky.</p>	<p>Teacher's Guide p.304 -Morning Meeting-The Solar System Teacher's Guide p.307 -Morning Meeting-The Stars Teacher's Guide p. 309 -Story Time</p>
<p>3. Science as Inquiry</p>	<p>3.3 PK.B.3 Participate in simple investigations of the objects found in the day or night sky to answer a question or to test a prediction.</p>	<p>Teacher's Guide pp. 279-280 -Morning Meeting-Day and Night Teacher's Guide p. 301 -Morning Meeting-Introduce Earth Teacher's Guide p. 304 -Morning Meeting-The Solar System</p>

Environment and Ecology
STANDARD AREA 4.1 – Ecology

<p>A. The Environment</p>	<p>4.1 PK.A Identify living and nonliving things in the immediate and surrounding environment.</p>	<p>Teacher's Guide p. 514 -Discovery Center Teacher's Guide p. 521 Morning Meeting - Characteristics of Living Things Teacher's Guide p. 525 (Morning Meeting -Determine Living and Nonliving)</p>
<p>C. Energy Flow</p>	<p>4.1 PK.C Identify that plants need the sun to grow.</p>	<p>Teacher's Guide p. 537 -Morning Meeting-Seeds Teacher's Guide p. 540 -Morning Meeting-Miss MacDonald</p>

		Teacher's Guide p. 543 -Morning Meeting - Growth Sequence Cards
D. Biodiversity	4.1 PK.D Identify basic needs of living things.	Teacher's Guide p. 521 -Morning Meeting - Characteristics of Living Things Teacher's Guide p. 525 -Morning Meeting-Determine Living and Nonliving Teacher's Guide p. 537 -Morning Meeting-Seeds
E. Succession	4.1 PK.E Identify the change of seasons in the environment.	Teacher's Guide pp. 285-286 -Morning Meeting - Patterns/Story Time -Autumn Teacher's Guide p. 291 -Morning Meeting-"My Favorite Season" Chart Seasonal Holidays Teacher's Guide p. 39 (Spring Holidays-Four Seasons)

Environment and Ecology

STANDARD AREA 4.2 – Watersheds and Wetlands

A. Watersheds	4.2 PK.A Identify various types of moving water in Pennsylvania.	Week 17 discusses various water sources. The curriculum offers opportunities to substitute stories/activities such as: *Include books in Library Center/Discovery Center during study of moving water in PA *Use Teacher Choice during Story Time to teach PA moving water/wetlands
B. Wetlands	4.2 PK.B Identify a wetland as an ecosystem in Pennsylvania.	Teacher's Guide p. 395 (not specific to Pennsylvania) (Wetlands-Storytime)
C. Aquatic Ecosystem	4.2 PK.C Describe an aquatic (water) and terrestrial (land) habitat.	Teacher's Guide p.395 -Story Time Teacher's Guide p. 404 -Morning Meeting-Ocean Mural Teacher's Guide p. 407 -Morning Meeting-Down By the Bay

Environment and Ecology
STANDARD AREA 4.3 – Natural Resources

<p>A. Use of Natural Resources</p>	<p>4.3 PK.A Identify how the environment provides for the needs of people in their daily lives.</p>	<p>Teacher’s Guide p. 215 -Morning Meeting-Let’s Stay Healthy: Sleep and Water Teacher’s Guide p. 407 -Morning Meeting-”Down By the Bay” Teacher Guide p. 546 -Morning Meeting-Fruits and Vegetables</p>
<p>B. Availability of Natural Resources</p>	<p>4.3 PK.B Identify natural resources available to people in their daily lives.</p>	<p>Teacher’s Guide p. 215 -Morning Meeting-Let’s Stay Healthy: Sleep and Water Teacher’s Guide p. 307 -Morning Meeting-The Stars Teacher’s Guide p. 537 -Morning Meeting-Seeds</p>

Environment and Ecology
STANDARD AREA 4.4 – Agriculture and Society

<p>A. Food and Fiber Systems</p>	<p>4.4 PK.A Identify what plants and animals need to grow.</p>	<p>Teacher’s Guide p. 521 -Morning Meeting -Characteristics of Living Things Teacher’s Guide p. 525 -Morning Meeting -Determine Living and Nonliving Teacher’s Guide p. 537 -Morning Meeting-Seeds</p>
<p>C. Applying Sciences to Agriculture</p>	<p>4.4 PK.C Recognize that plants and animals grow and change.</p>	<p>Teacher’s Guide p. 518 -Morning Meeting-Learn About Life Cycles Teacher’s Guide p. 521 -Morning Meeting -Characteristics of Living Things Teacher’s Guide p. 559 -Morning Meeting-Growing and Changing</p>
<p>D. Technology Influences on Agriculture</p>	<p>4.4 PK.D Identify basic tools used in gardening at home and at school.</p>	<p>Teacher’s Guide p. 535 -Construction Center Teacher’s Guide p. 536 -Discovery Center Teacher’s Guide p. 539 -Small Group & Exploration</p>

--	--	--

Environment and Ecology
STANDARD AREA 4.5 – Humans and the Environment

A. Sustainability	4.5 PK.A Identify what people need to survive.	Teacher’s Guide p. 521 -Morning Meeting -Characteristics of Living Things Teacher’s Guide p. 525 -Morning Meeting -Determine Living and Nonliving Teacher’s Guide pp. 526-527 -Story Time
B. Integrated Pest Management	4.5 OT.B Communicate about insects and animals that can be harmful.	Teacher’s Guide p.226 -Library Center Teacher’s Guide p.371 -Morning Meeting-Wild Animals Teacher’s Guide p. 355 -Morning Meeting- “Bees”
C. Pollution	4.5 PK.C Identify ways people pollute the environment.	Seasonal Holidays Teacher’s Guide p. 46 -Spring Holidays/Earth Day-Pollution Pond Teacher’s Guide p. 525 -Dramatic Play Center Seasonal Holidays Teacher’s Guide p. 46 -Spring Holidays/ <i>Starfall.com</i> : Every Day is Earth Day
D. Waste Management	4.5 PK.D Describe how everyday human activities generate waste.	Seasonal Holidays Teacher’s Guide p. 46 -Spring Holidays-Pollution Pond Seasonal Holidays Teacher’s Guide p. 46 -Spring Holidays/ <i>Starfall Online</i> : Every Day is Earth Day Seasonal Holidays Teacher’s Guide p. 47 -Litter Bags, Sorting Cans, Recycling Activities

STANDARD AREA 15.4 Computer and Information Technology

A.	15.4 PK.A	Teacher’s Guide p. 102 -Computer Center
-----------	------------------	--

Influence of Emerging Technologies	Identify various technologies used in the classroom and at home.	Teacher's Guide p. 178 -Library Center Teacher's Guide p. 207 -Story Time
B. Digital Citizenship	15.4 PK.B Demonstrate responsible use of technology and equipment.	Teacher's Guide p. 76 -Computer Center Teacher's Guide p. 126 -Computer Center Teacher's Guide p. 202 -Computer Center Teacher's Guide p. 534 -Computer Center
C. Hardware	15.4 PK.C With prompting and support, identify peripheral devices of computer system including input and output devices.	Teacher's Guide p. 50 -Computer Center Teacher Guide p. 102 -Computer Center Teacher's Guide p. 226 -Computer Center
D. Input Technologies	15.4 PK.D Demonstrate the correct use of simple input technologies. (e.g., mouse, touchscreen, microphone, etc.).	Teacher's Guide p. 102 -Computer Center Teacher's Guide p. 126 -Computer Center Teacher's Guide p. 534 -Computer Center
G. Software/Applications	15.4 PK.G With help and support, select and use various software/applications for an intended purpose.	Teacher's Guide p. 178 -Computer Center Teacher's Guide p. 202 -Computer Center Teacher's Guide p. 226 -Computer Center Teacher's Guide p. 556 -Computer Center
K. Digital Media	15.4 PK.K With help and support, identify similarities and differences between text, graphics, audio, animation, and video.	Teacher's Guide p. 346 -Computer Center Teacher's Guide p. 534 -Computer Center Teacher's Guide p. 556 -Computer Center

SOCIAL STUDIES THINKING

Civics and Government

STANDARD AREA 5.1 – Principles and Documents of Government

A. Rule of Law	5.1 PK.A State rules and their consequences.	Teacher's Guide p. 54 -Circle Time Teacher's Guide p. 69 -Morning Meeting-Review Rules Teacher's Guide pp. 237-238 - Morning Meeting-Safety:Tub and Shower and At the Pool
F. Symbols	5.1 PK.F Identify basic American symbols. (e.g., American flag)	Starfall.com: Talking Library (Nonfiction): I Am Your Flag Starfall.com: Talking Library (Fiction & Poetry): America the Beautiful

Civics and Government
STANDARD AREA 5.2 – Rights and Responsibilities of Citizenship

<p>A. Civic Rights and Responsibilities</p>	<p>5.2 PK.A Identify self-membership of a group such as the class or family.</p>	<p>Teacher’s Guide p.12 -Gathering Teacher’s Guide p. 56 -Small Group & Exploration Teacher’s Guide pp. 129-130 -Morning Meeting-Introduce Neighbors and Community</p>
<p>B. Conflict and Resolution</p>	<p>5.2 PK.B Identify a problem and discuss possible solutions with adult assistance.</p>	<p>Teacher’s Guide pp. 112-113 -Morning Meeting -Helping Your Family Teacher’s Guide p. 233-234 -Morning Meeting-Safety Teacher’s Guide p. 128 -Discovery Center</p>
<p>C. Leadership and Public Service</p>	<p><i>EMERGING TO</i> Identify classroom projects/activities that support leadership and service.</p>	<p>Seasonal Holidays Teacher’s Guide p. 15 -Fall Holidays-Treat a Nursing Home) Seasonal Holidays Teacher’s Guide p. 34 -Winter Holidays-Be an Inventor Teacher’s Guide p. 151 -Dramatic Play Center</p>

Civics and Government
STANDARD AREA 5.3 – How Government Works

<p>C. Government Services</p>	<p>5.3 PK.C Identify community workers through their uniforms and equipment.</p>	<p>Teacher’s Guide pp. 153-154 - Morning Meeting-Firefighters Teacher’s Guide pp. 155-156 -Story Time Teacher’s Guide p. 151 -Writing Center</p>
<p>F. Conflict and the Court System</p>	<p>5.3 PK.F Identify appropriate behaviors for responsible classroom citizens.</p>	<p>Teacher’s Guide p. 9 -Learning Centers) Teacher’s Guide p. 54 - Circle Time Teacher’s Guide pp. 58-59 - Circle Time</p>

Economics
STANDARD AREA 6.1 – Scarcity and Choice

<p>A. Scarcity and Choice</p>	<p><i>EMERGING TO</i> Identify how scarcity influences choice.</p>	<p>Teacher’s Guide p. 135 -Story Time Teacher’s Guide pp. 356-357 -Story Time Teacher’s Guide p. 445 -Story Time</p>
--	--	---

B. Limited Resources	<i>EMERGING TO</i> Identify family wants and needs.	Teacher's Guide p. 111 -Small Group & Exploration Teacher's Guide pp. 112-113 - Morning Meeting-Helping Your Family Teacher's Guide pp. 241-242 -Morning Meeting-Safety
D. Incentives and Choice	6.1 PK.D Identify a choice based on individual interest.	Teacher's Guide p. 445 -Story Time Teacher's Guide p. 501 -Small Group & Exploration Teacher's Guide p. 549 - Morning Meeting-Graph Favorite Fruits & Vegetables

Economics
STANDARD AREA 6.2 – Markets and Economic Systems

C. Advertising and Media	<i>EMERGING TO</i> Identify advertisements that encourage us to buy things.	Teacher's Guide p. 203 - Dramatic Play Center
D. Price Determination	6.2 PK.D Explain how money is used.	Teacher's Guide p. 132 - Small Group & Exploration Teacher's Guide p. 203 - Dramatic Play Center Teacher's Guide p. 535 - Dramatic Play Center

Economics
STANDARD AREA 6.3 – Functions of Government

D. Government's Role in International Trade	6.3 PK.D Identify products produced locally.	Teacher's Guide p. 351 - Story Time Teacher's Guide p. 355 - Morning Meeting- <i>The Story of Milk</i> Teacher's Guide p. 546 - Morning Meeting-Fruits and Vegetables
--	--	--

Economics
STANDARD AREA 6.5 – Income, Profit, and Wealth

A. Factors Influencing Wages	6.5 PK.A Differentiate between work and play.	Teacher's Guide pp. 153-154 - Morning Meeting - Firefighters Teacher's Guide p. 165 - Morning Meeting -Community Helpers
---	---	---

		Teacher's Guide p. 255 - Dramatic Play Center
C. Types of Business	6.5 PK.C Identify local businesses.	Teacher's Guide p. 143 - Morning Meeting-Vehicles and Buildings Teacher's Guide p. 352 - Morning Meeting - "The Farmer in the Dell" Teacher's Guide p. 535 - Dramatic Play Center

Geography

STANDARD AREA 7.1 – Basic Geographic Literacy

A. Geographic Tools	7.1 PK.A Explain how a map is a representation of places.	Teacher's Guide pp. 80-81 - Story Time Teacher's Guide p. 255 - Dramatic Play Center Seasonal Holidays Teacher's Guide p. 44 -Spring Holidays-Finding Ireland Seasonal Holidays Teacher's Guide p. 49 - Spring Holidays-Where is Mexico?
B. Location of Places and Regions	EMERGING TO Describe the location of places in the home, school, and community to gain an understanding of relative location.	Teacher's Guide p. 33 - Morning Meeting-Where is Gingerbread Boy? Teacher's Guide pp. 129-130 -Morning Meeting-Introduce Neighbors and Community Teacher's Guide p. 139 -Small Group and Exploration

Geography

STANDARD AREA 7.2 – Physical Characteristics of Places and Regions

A. Physical Characteristics	7.2 PK.A Describe the characteristics of home and frequently visited locations to gain an understanding of physical features.	Teacher's Guide p. 116 -Morning Meeting-"The Farmer in the Dell" Teacher's Guide p. 51 -Dramatic Play Center Teacher's Guide pp. 129-130 -Morning Meeting-Introduce Neighbors and Community
--	---	--

--	--	--

STANDARD AREA 8.1 – Historical Analysis and Skills Development

<p>A. Continuity and Change over Time</p>	<p>8.1 PK.A Identify a sequence of events through a day.</p>	<p>Teacher’s Guide p. 9 -Learning Centers Teacher’s Guide p. 33 -Gathering Teacher’s Guide p. 285 -Morning Meeting-Patterns: Day/Night and Seasons</p>
<p>C. Research</p>	<p>8.1 PK.C Understand that information comes from many sources such as books, computers, and newspapers.</p>	<p>Teacher’s Guide p. 368 -Computer Center Teacher’s Guide p. 306 - Story Time Teacher’s Guide p. 393 -Morning Meeting-Introduce Birds</p>

CREATIVE THINKING AND EXPRESSION

STANDARD AREA 9.1.M Production and Performance – Music and Movement

<p>A. Elements and Principles</p>	<p>9.1.M PK.A Know and use basic elements and principles of music and movement.</p>	<p>Seasonal Holidays Teacher’s Guide p. 34 -Winter Holidays-African Music Seasonal Holidays Teacher’s Guide p. 24 -Musical Hibernation Game Teacher’s Guide p.140 - Morning Meeting-Warm Up Your Brain</p>
<p>B. Demonstration</p>	<p>9.1.M PK.B Respond to different types of music and dance through participation and discussion.</p>	<p>Seasonal Holidays Teacher’s Guide p. 7 - Fall Holidays-Leaf Dancing Teacher’s Guide p. 189 -Morning Meeting-Looby Loo, Pair-Pair Patch Teacher’s Guide p. 407 - Morning Meeting - “Down by the Bay” Starfall.com: It’s Fun to Read (Music)</p>
<p>E. Representation</p>	<p>9.1.M PK.E Use imagination and creativity to express self through music and dance.</p>	<p>Teacher’s Guide pp. 286-287 -Story Time Seasonal Holidays Teacher’s Guide p. 24- Winter Holidays-Musical Hibernation Teacher’s Guide p. 112 -Morning Meeting-Warm Up Your Brain</p>

J. Technologies	9.1.M PK.J Use a variety of technologies for producing or performing works of art.	Teacher's Guide p. 11 -Small Group & Exploration Teacher's Guide p. 390 -Art Center Teacher's Guide p. 458 -Story Time
----------------------------	--	---

STANDARD AREA 9.1.D Production and Performance – Dramatic and Performance Play

B. Demonstration	9.1.D PK.B Recreate a dramatic play experience for an audience.	Teacher's Guide p. 245 -Story Time Teacher's Guide p. 391 -Dramatic Play Center) Teacher's Guide pp. 353-354 -Story Time
E. Representation	9.1.D PK.E Use imagination and creativity to express self through dramatic play.	Teacher's Guide p. 548 -Story Time Teacher's Guide p. 255 -Dramatic Play Center Teacher's Guide p. 441 -Dramatic Play Center

STANDARD AREA 9.1.V Production and Performance – Visual Arts

A. Elements and Principles	9.1.V PK.A Know and use basic elements of visual arts.	Teacher's Guide p. 56 -Small Group & Exploration Teacher's Guide pp.150-151 - Art and Dramatic Play Centers Teacher's Guide pp. 14-15 -Fall Holidays-Activities and Crafts-Prints and Open Market Dramatic Play
B. Demonstration	9.1.V PK.B Combine a variety of materials to create a work of art.	Teacher's Guide p. 142 -Small Group & Exploration Teacher's Guide p. 202 -Art Center Teacher's Guide p. 281 -Small Group & Exploration
E. Representation	9.1.V PK.E Use imagination and creativity to express self through visual arts.	Teacher's Guide p. 178 -Art Center Teacher's Guide p. 284 -Small Group & Exploration Teacher's Guide p. 324 -Art Center
J. Technologies	9.1.V PK.J Use a variety of technologies for producing works of art.	Teacher's Guide p. 570 -Small Group & Exploration Teacher's Guide p. 178 -Art Center Teacher's Guide p. 227 -Construction Center

STANDARD AREA 9.2 Historical and Cultural Context of Works in the Arts

D. Perspective	9.2 PK.D Explain that instruments or art forms represent cultural perspectives.	Seasonal Holidays Teacher's Guide p. 34 - Winter Holidays-African Drums Seasonal Holidays Teacher's Guide pp. 50-51 - Spring Holidays-Activities and Crafts/Maracas and Mexican Hat Dance
---------------------------	---	--

STANDARD AREA 9.3 Critical Response to Works in the Arts

F. Identification	9.3 PK.F Recognize and name a variety of art forms.	Teacher's Guide p. 81 - Small Group & Exploration Teacher's Guide p. 184 -Small Group & Exploration Teacher's Guide p. 202 -Art Center
G. Critical Response	9.3 PK.G Formulate and share an opinion about others' art products.	Teacher's Guide p. 70 -Circle Time Teacher's Guide p.119 -Morning Meeting -Sharing Family Pictures Teacher's Guide p. 168 - Morning Meeting-Share Chai)

STANDARD AREA 9.4 Aesthetic Response to Works in the Arts

B. Emotional Response	9.4 PK.B Demonstrate an emotional response to viewing or creating various art works.	Teacher's Guide p. 84 -Story Time Teacher's Guide p. 93 - Story Time
----------------------------------	--	---

HEALTH, WELLNESS, AND PHYSICAL DEVELOPMENT

STANDARD AREA 10.1 Concepts of Health

B. Interaction of Body Systems	10.1 PK.B Identify and locate body parts.	Teacher's Guide p. 31 -Circle Time Teacher's Guide p. 185 -Morning Meeting-Warm Up Your Brain Teacher's Guide p. 205 -Morning Meeting-Warm Up Your Brain Teacher's Guide p. 526 -Story Time
C. Nutrition	10.1 PK.C Identify foods that keep our body healthy.	Teacher's Guide p. 209 - Morning Meeting - Categorizing Healthy and Unhealthy Teacher Guide p. 211 -Small Group & Exploration Teacher's Guide p. 211 -Story Time
D. Alcohol, Tobacco, and Chemical Substances	10.1 PK.D Identify and discuss the purposes of medicine.	Teacher's Guide p. 179 -Dramatic Play Center Teacher's Guide p. 325 -Dramatic Play Center
E. Health Problems and Disease Prevention	10.1 PK.E Identify and discuss common health problems.	Teacher's Guide p. 212-213 -Morning Meeting-Let's Stay Healthy:Germs Teacher's Guide p. 215 -Morning Meeting-Let's Stay Healthy: Sleep and Water

STANDARD AREA 10.2 Healthful Living

A. Health Practices, Products, and Services	10.2 PK.A Identify fundamental practices for good health.	Teacher's Guide pp. 205-206 -Morning Meeting-Let's Stay Healthy Teacher's Guide p. 209 - Morning Meeting-Categorizing Healthy and Unhealthy Teacher's Guide p. 215 -Morning Meeting-Let's Stay Healthy
E. Health and the Environment	10.2 PK.E Identify environmental factors that affect health.	Teacher's Guide p. 212 - Morning Meeting-Let's Stay Healthy Seasonal Holidays Teacher's Guide p. 46 -Activities and Crafts - Pollution Pond

		Seasonal Holidays Teacher's Guide p. 39 Spring Holidays-Four Seasons-how we protect our bodies by using sunscreen, wearing war clothing, etc.
--	--	--

STANDARD AREA 10.3 Safety and Injury Prevention

A. Safe and Unsafe Practices	10.3 PK.A Recognize safe and unsafe practices.	Teacher's Guide pp. 229-230 -Morning Meeting-Safety Teacher's Guide pp. 237-238 -Morning Meeting-Safety Teacher's Guide pp. 241-242 -Morning Meeting-Safety
B. Emergency Responses	10.3 PK.B Recognize emergency situations and discuss appropriate responses.	Teacher's Guide pp. 157-158 -Morning Meeting-Dialing 9-1-1 Teacher's Guide p. 160 -Story Time

STANDARD AREA 10.4 Physical Activity – Gross Motor Coordination

A. Control and Coordination	10.4 PK.A Demonstrate coordination of body movements in active play.	Teacher's Guide p. 31 Circle Time Teacher's Guide pp. 212-213 -Morning Meeting-Let's Stay Healthy: Germs Teacher's Guide p. 244 -Morning Meeting-Warm Up Your Brain
B. Balance and Strength	10.4 PK.B Exhibit balance while moving on the ground or using equipment.	Teacher's Guide p. 168 - Morning Meeting-Warm Up Your Brain Teacher's Guide p. 229 - Morning Meeting-Warm Up Your Brain

STANDARD AREA 10.5 Concepts, Principles, and Strategies of Movement – Fine Motor Coordination

A. Strength, Coordination, and Muscle Control	10.5 PK.A Use hands, fingers and wrists to manipulate objects.	Teacher's Guide p. 50 -Art Center Teacher's Guide p. 392 -Discovery Center Teacher's Guide p. 255 -Construction Center
--	--	---

B. Eye/Hand Coordination	10.5 PK.B Coordinate eye and hand movements to perform a task.	Teacher's Guide p. 52 -Math Center Teacher's Guide p. 53 -Morning Meeting-The Friendship Ball Teacher's Guide p. 180 -Discovery Center Teacher's Guide p. 116 -Morning Meeting-Warm Up Your Brain
C. Use of Tools	10.5 PK.C Use tools that require use of fingers, hands, and/or wrists to accomplish a task.	Teacher's Guide p. 91 -Small Group & Exploration Teacher's Guide p. 329 -Small Group & Exploration Teacher's Guide p. 255 -Writing Center Teacher's Guide p. 276 -Art Center

SOCIAL AND EMOTIONAL DEVELOPMENT

STANDARD AREA 16.1 Self-Awareness and Self-Management

A. Manages Emotions and Behaviors	16.1 PK.A Distinguish between emotions and identify socially accepted ways to express them.	Teacher's Guide p. 16 -Circle Time Teacher's Guide p. 20 -Circle Time Teacher's Guide p. 42 -Morning Meeting-Review Emotions
B. Influences of Personal Traits on Life	16.1 PK.B Recognize that everyone has personal traits which guide behavior and choices.	Teacher's Guide p. 109 -Morning Meeting-Did Little Red Hen Do the Right Thing? Teacher's Guide p. 111 -Story Time Teacher's Guide p. 165 - Partner Sharing
C. Resiliency	16.1 PK.C Recognize that everyone makes mistakes and that using positive coping skills can result in learning from the experience.	Teacher's Guide pp. 107-108 -Story Time Teacher's Guide pp. 187-188 -Story Time Teacher's Guide p. 239 -Story Time
D. Goal-Setting	16.1 PK.D	Teacher's Guide p. 443 -Morning Meeting-Things I Can Build

	Establish goals independently and recognize their influence on choices.	Teacher's Guide p. 464- Computer Center
E. Identity Development	Continued Support of Pre-Kindergarten Standard	Teacher's Guide p. 21 -Small Group & Exploration <i>Starfall.com</i> : It's Fun to Read: "All About Me"

STANDARD AREA 16.2 Establishing and Maintaining Relationships

A. Relationships: Trust and Attachment	16.2 PK.A Interact with peers and adults in a socially acceptable manner.	Teacher's Guide pp. 58-59 - CircleTime Teacher's Guide p. 168 - -Morning Meeting-Share Chair Teacher's Guide p. 167 - Story Time
B. Diversity	16.2 PK.B Identify similarities and differences between self and others.	Teacher's Guide p. 116 - Morning Meeting- "The Farmer in the Dell" Teacher's Guide p. 203- Construction Center
C. Communication	16.2 PK.C Engage in reciprocal communication with adults and peers.	Teacher's Guide p. 53 - Morning Meeting- The Friendship Ball Teacher's Guide p. 165-166 - Morning Meeting-Partner Sharing: Community Helpers
D. Managing Interpersonal Conflicts	16.2 PK.D Recognize that conflict occurs and distinguish between appropriate and inappropriate ways to resolve conflict. <i>*See also 5.2 PK.B</i>	Teacher's Guide p. 54 - Circle Time Teacher's Guide p. 347 - Construction Center
E. Support: Asking for Help	16.2 PK.E Ask for and accept offers of help when needed or appropriate.	Teacher's Guide p. 56 - Small Group & Exploration Teacher's Guide p. 168 - Gathering Teacher's Guide p. 467 - Morning Meeting-Build a House)

STANDARD AREA 16.3 Decision-Making and Responsible Behavior

A. Decision-Making Skills	16.3 PK.A Interpret the consequences of choices.	Teacher's Guide p. 19 - Learning Centers Teacher's Guide p. 54 - Circle Time Teacher's Guide pp. 112-113 - Morning Meeting-Helping Your Family
B.	16.3 PK.B	Teacher's Guide pp. 58-59 - Circle Time Teacher's Guide p. 203 - Library Center

Understanding Social Norms (Social Identity)	Recognize there are socially acceptable ways to behave in different places.	
C. Responsible Active Engagement – Empathy	16.3 PK.C Actively engage in assisting others when appropriate.	Teacher’s Guide p. 115 - Small Group & Exploration Teacher’s Guide p. 126 - Computer Center Teacher’s Guide p. 150 - Computer Center

*The standards in this document were copied directly from Pennsylvania Learning Standards for Early Childhood.