

# Pennsylvania Standards for Prekindergarten Alignment with HighReach Learning, Inc., Curriculum for Ages 3–5

The following table aligns the Pennsylvania Standards for Prekindergarten, adopted by the Pennsylvania State Board of Education, with the HighReach Learning curriculum for ages 3–5.

All HighReach Learning curriculum is integrated and driven by powerful topics. Within each topic are four subtopics comprised of over 120 center-based activities and events, which can be selected by the teacher based on children’s needs, development levels, and interests. The curriculum is standards based, and all activities link to objectives. There is a proven connection to educational theorists and a balanced approach of child-guided and adult-guided experiences. The curriculum’s pedagogy is “intentionality,” which is supported by research.

HighReach Learning, Inc., Curriculum for Ages 3–5 Alignment with the Pennsylvania Standards for Prekindergarten	
APPROACHES TO LEARNING THROUGH PLAY	
Pennsylvania Standards for Prekindergarten	HighReach Learning Curriculum Alignment with Standards
<b>STANDARD 15.1 GATHERING AND CONSTRUCTING KNOWLEDGE</b>	
15.1.1 Curiosity and Initiative	
<ul style="list-style-type: none"> <li>• Show interest in a growing range of topics, ideas and tasks</li> </ul>	<ul style="list-style-type: none"> <li>• <b>ATL1</b> Chooses to participate in an increasing variety of tasks and activities.</li> <li>• <b>ATL4</b> Grows in eagerness to learn about and discuss a growing range of topics, ideas, and tasks.</li> </ul>
<ul style="list-style-type: none"> <li>• Utilize all available senses to explore and learn from the environment</li> </ul>	<ul style="list-style-type: none"> <li>• <b>S1</b> Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials, and observe processes and relationships.</li> </ul>
<ul style="list-style-type: none"> <li>• Ask questions for clarification and to seek meaningful information</li> </ul>	<ul style="list-style-type: none"> <li>• <b>ATL8</b> Grows in the ability to distinguish when and how to seek help or information.</li> <li>• <b>L5</b> Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.</li> </ul>
<ul style="list-style-type: none"> <li>• Show interest and interact with others about their work or actions</li> </ul>	<ul style="list-style-type: none"> <li>• <b>SE10</b> Increases abilities to sustain interactions with peers by helping, sharing, and discussion.</li> </ul>
15.1.2 Risk Taking	
<ul style="list-style-type: none"> <li>• Demonstrate an increased willingness to participate in both familiar and new experiences</li> </ul>	<ul style="list-style-type: none"> <li>• <b>ATL1</b> Chooses to participate in an increasing variety of tasks and activities.</li> <li>• <b>ATL2</b> Develops increased ability to make independent choices.</li> </ul>
<ul style="list-style-type: none"> <li>• Differentiate between appropriate and inappropriate methods for learning information</li> </ul>	<ul style="list-style-type: none"> <li>• <b>ATL8</b> Grows in the ability to distinguish when and how to seek help or information.</li> </ul>
15.1.3 Stages of Play	

<ul style="list-style-type: none"> <li>• Engage in simple games with rules</li> </ul>	<ul style="list-style-type: none"> <li>• <b>SE6</b> Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully.</li> <li>• <b>SE12</b> Develops increasing abilities to give and take in interactions, to take turns in games or using materials, and to interact without being overly submissive or directive.</li> <li>• <b>PHD8</b> Participates actively in games, outdoor play, and other forms of exercise that enhance physical fitness.</li> </ul>
<ul style="list-style-type: none"> <li>• Use materials and objects to represent other objects</li> </ul>	<ul style="list-style-type: none"> <li>• <b>CA11</b> Participates in a variety of dramatic play activities that become more extended and complex.</li> <li>• <b>CA12</b> Shows growing creativity and imagination in using materials and in assuming different roles in dramatic play situations.</li> </ul>
<ul style="list-style-type: none"> <li>• Engage in complex play sequences that may be continued over several days</li> </ul>	<ul style="list-style-type: none"> <li>• <b>ATL5</b> Grows in abilities to persist in and complete a variety of tasks, activities, projects, and experiences.</li> <li>• <b>ATL6</b> Demonstrates increasing ability to set goals and develop and follow through on plans.</li> </ul>

## STANDARD 15.2 ORGANIZING AND UNDERSTANDING INFORMATION

### 15.2.1 Engagement, Attention and Persistence

<ul style="list-style-type: none"> <li>• Attend and follow through on adults' one or two step directions</li> </ul>	<ul style="list-style-type: none"> <li>• <b>SE14</b> Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults.</li> <li>• <b>L2</b> Shows progress in understanding and following simple and multiple-step directions.</li> </ul>
<ul style="list-style-type: none"> <li>• Initiate and extend activities</li> </ul>	<ul style="list-style-type: none"> <li>• <b>ATL5</b> Grows in abilities to persist in and complete a variety of tasks, activities, projects, and experiences.</li> </ul>
<ul style="list-style-type: none"> <li>• Complete short tasks, activities, projects and experiences from beginning to end independently</li> </ul>	<ul style="list-style-type: none"> <li>• <b>ATL5</b> Grows in abilities to persist in and complete a variety of tasks, activities, projects, and experiences.</li> <li>• <b>ATL6</b> Demonstrates increasing ability to set goals and develop and follow through on plans.</li> </ul>
<ul style="list-style-type: none"> <li>• Work towards completing task despite interruptions or classroom disruptions</li> </ul>	<ul style="list-style-type: none"> <li>• <b>ATL7</b> Shows growing capacity to maintain concentration over time on a task, question, set of directions, or interactions, despite distractions and interruptions.</li> </ul>

### 15.2.2 Task Analysis

<ul style="list-style-type: none"> <li>• Test objects to determine their purpose</li> </ul>	<ul style="list-style-type: none"> <li>• <b>S1</b> Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials, and observe processes and relationships.</li> </ul>
<ul style="list-style-type: none"> <li>• Explain a routine sequence to another</li> </ul>	<ul style="list-style-type: none"> <li>• <b>S2</b> Develops increased ability to observe and discuss common properties, differences, and comparisons among objects and materials.</li> <li>• <b>SE6</b> Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully.</li> <li>• <b>L5</b> Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.</li> </ul>
<ul style="list-style-type: none"> <li>• Break simple tasks into steps and complete them one at a time</li> </ul>	<ul style="list-style-type: none"> <li>• <b>L2</b> Shows progress in understanding and following simple and multiple-step directions.</li> <li>• <b>ATL10</b> Grows in recognizing and solving problems through active exploration, including trial and error, and interactions and</li> </ul>

	discussions with peers and adults.
15.2.4 Reasoning and Problem Solving	<ul style="list-style-type: none"> <li>• <b>ATL7</b> Shows growing capacity to maintain concentration over time on a task, question, set of directions, or interactions, despite distractions and interruptions.</li> <li>• <b>ATL11</b> Develops increasing abilities to classify, compare, and contrast objects, events, and experiences.</li> </ul>
<ul style="list-style-type: none"> <li>• Try different ways to complete a task</li> </ul>	<ul style="list-style-type: none"> <li>• <b>ATL9</b> Develops increasing ability to find more than one solution to a question, task, or problem.</li> <li>• <b>ATL10</b> Grows in recognizing and solving problems through active exploration, including trial and error, and interactions and discussions with peers and adults.</li> </ul>
<ul style="list-style-type: none"> <li>• Attempt to accomplish a difficult task on own</li> </ul>	<ul style="list-style-type: none"> <li>• <b>ATL6</b> Demonstrates increasing ability to set goals and develop and follow through on plans.</li> </ul>
<b>STANDARD 15.3 APPLYING KNOWLEDGE</b>	
15.3.1 Creativity, Flexability and Invention	
<ul style="list-style-type: none"> <li>• Use both observation and imitation to understand information</li> </ul>	<ul style="list-style-type: none"> <li>• <b>S1</b> Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials, and observe processes and relationships.</li> </ul>
<ul style="list-style-type: none"> <li>• Use music, art and stories to express ideas and feeling</li> </ul>	<ul style="list-style-type: none"> <li>• <b>CA1</b> Participates with increasing interest and enjoyment in a variety of music activities, including listening, singing, finger plays, games, and performances.</li> </ul>
<ul style="list-style-type: none"> <li>• Use materials in unique ways to represent other things</li> </ul>	<ul style="list-style-type: none"> <li>• <b>ATL3</b> Approaches tasks and activities with increased flexibility, imagination, and inventiveness.</li> <li>• <b>CA3</b> Gains ability in using different art media and materials in a variety of ways for creative expression and representation.</li> </ul>
<ul style="list-style-type: none"> <li>• Try several ways to complete a task</li> </ul>	<ul style="list-style-type: none"> <li>• <b>ATL9</b> Develops increasing ability to find more than one solution to a question, task, or problem.</li> <li>• <b>ATL10</b> Grows in recognizing and solving problems through active exploration, including trial and error, and interactions and discussions with peers and adults.</li> </ul>
<ul style="list-style-type: none"> <li>• Produce and explain the purpose for a new creation</li> </ul>	<ul style="list-style-type: none"> <li>• <b>ATL3</b> Approaches tasks and activities with increased flexibility, imagination, and inventiveness.</li> </ul>
<b>STANDARD 15.4 LEARNING THROUGH EXPERIENCE</b>	
15.4.1 Home-School Identity	
<ul style="list-style-type: none"> <li>• Demonstrate culture and home experiences during play</li> </ul>	<ul style="list-style-type: none"> <li>• <b>CA12</b> Shows growing creativity and imagination in using materials and in assuming different roles in dramatic play situations.</li> <li>• <b>SE18</b> Progresses in understanding similarities and respecting differences among people, such as gender, race, special needs, culture, language, and family structures.</li> </ul>

<ul style="list-style-type: none"> <li>• Relate home or outside-learned knowledge to school experiences</li> </ul>	<ul style="list-style-type: none"> <li>• <b>ATL11</b> Develops increasing abilities to classify, compare, and contrast objects, events, and experiences.</li> <li>• <b>SE18</b> Progresses in understanding similarities and respecting differences among people, such as gender, race, special needs, culture, language, and family structures.</li> </ul>
<ul style="list-style-type: none"> <li>• Understand that appropriate activities and events may differ from home to school</li> </ul>	<ul style="list-style-type: none"> <li>• <b>SE6</b> Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully.</li> <li>• <b>SE18</b> Progresses in understanding similarities and respecting differences among people, such as gender, race, special needs, culture, language, and family structures.</li> </ul>
15.4.2 Resilience	
<ul style="list-style-type: none"> <li>• Understand how behavior may impact others' response to action</li> </ul>	<ul style="list-style-type: none"> <li>• <b>SE16</b> Progresses in responding sympathetically to peers who are in need, upset, hurt, or angry; and in expressing empathy or caring for others.</li> </ul>
<ul style="list-style-type: none"> <li>• Understand who or where there is help when needed</li> </ul>	<ul style="list-style-type: none"> <li>• <b>SE7</b> Develops increasing ability to discriminate between risk-taking behavior that is appropriate and not appropriate or dangerous.</li> <li>• <b>SE16</b> Progresses in responding sympathetically to peers who are in need, upset, hurt, or angry; and in expressing empathy or caring for others.</li> </ul>
<ul style="list-style-type: none"> <li>• Attempt problem solving activities to achieve a positive outcome</li> </ul>	<ul style="list-style-type: none"> <li>• <b>ATL9</b> Develops increasing ability to find more than one solution to a question, task, or problem.</li> <li>• <b>ATL10</b> Grows in recognizing and solving problems through active exploration, including trial and error, and interactions and discussions with peers and adults.</li> </ul>
15.4.3 Culture	
<ul style="list-style-type: none"> <li>• Show pride in belonging to a family unit</li> </ul>	<ul style="list-style-type: none"> <li>• <b>SE18</b> Progresses in understanding similarities and respecting differences among people, such as gender, race, special needs, culture, language, and family structures.</li> <li>• <b>SE3</b> Demonstrates growing confidence in a range of abilities and expresses pride in accomplishments.</li> </ul>
<ul style="list-style-type: none"> <li>• Show understanding that family structures may differ from one family to another</li> </ul>	<ul style="list-style-type: none"> <li>• <b>SE18</b> Progresses in understanding similarities and respecting differences among people, such as gender, race, special needs, culture, language, and family structures.</li> </ul>
<ul style="list-style-type: none"> <li>• Explore unusual materials that represent other cultures</li> </ul>	<ul style="list-style-type: none"> <li>• <b>SE18</b> Progresses in understanding similarities and respecting differences among people, such as gender, race, special needs, culture, language, and family structures.</li> </ul>
<ul style="list-style-type: none"> <li>• Demonstrate awareness of some physical differences among children</li> </ul>	<ul style="list-style-type: none"> <li>• <b>SE17</b> Develops ability to identify personal characteristics, including gender, and family composition.</li> </ul>

## **CREATIVE THINKING AND EXPRESSION**

**Pennsylvania Standards for Prekindergarten**

**HighReach Learning Curriculum Alignment with Standards**

### **STANDARD 9.1a: PRODUCTION AND PERFORMANCE: MUSIC AND MOVEMENT**

#### **9.1.a.1 Aesthetic Response**

<ul style="list-style-type: none"> <li>• Respond to different forms of music and dance through participation and discussion</li> </ul>	<ul style="list-style-type: none"> <li>• <b>CA1</b> Participates with increasing interest and enjoyment in a variety of music activities, including listening, singing, finger plays, games, and performances.</li> <li>• <b>L1</b> Demonstrates increasing ability to attend to and understand conversations, stories, songs, and poems.</li> </ul>
<ul style="list-style-type: none"> <li>• Practice rhythms in different forms of music and dance</li> </ul>	<ul style="list-style-type: none"> <li>• <b>CA10</b> Shows growth in moving in time to different patterns of beat and rhythm in music.</li> <li>•</li> </ul>
9.1a.2 Exploration	
<ul style="list-style-type: none"> <li>• Use instruments to accompany music or songs</li> </ul>	<ul style="list-style-type: none"> <li>• <b>CA2</b> Experiments with a variety of musical instruments.</li> <li>•</li> </ul>
9.1a.3 Creation	
<ul style="list-style-type: none"> <li>• Use imagination and creativity or express self through music and dance</li> </ul>	<ul style="list-style-type: none"> <li>• <b>CA1</b> Participates with increasing interest and enjoyment in a variety of music activities, including listening, singing, finger plays, games, and performances.</li> <li>•</li> </ul>
<ul style="list-style-type: none"> <li>• Use body to represent form in space</li> </ul>	<ul style="list-style-type: none"> <li>• <b>CA9</b> Expresses through movement and dancing what is felt and heard in various musical tempos and styles.</li> <li>•</li> </ul>
<b>STANDARD 9.1b: PRODUCTION AND PERFORMANCE: DRAMATIC AND PERFORMANCE PLAY</b>	
9.1b.1 Dramatic Expression	
<ul style="list-style-type: none"> <li>• Use nonconforming objects to create representations of real life objects or activities</li> </ul>	<ul style="list-style-type: none"> <li>• <b>CA12</b> Shows growing creativity and imagination in using materials and in assuming different roles in dramatic play situations.</li> </ul>
<ul style="list-style-type: none"> <li>• Represent fantasy and real-life experiences through pretend play</li> </ul>	<ul style="list-style-type: none"> <li>• <b>CA11</b> Participates in a variety of dramatic play activities that become more extended and complex.</li> <li>• <b>CA12</b> Shows growing creativity and imagination in using materials and in assuming different roles in dramatic play situations.</li> <li>• <b>ATL3</b> Approaches tasks and activities with increased flexibility, imagination, and inventiveness.</li> </ul>
<ul style="list-style-type: none"> <li>• Repeat similar play scenarios</li> </ul>	<ul style="list-style-type: none"> <li>• <b>CA11</b> Participates in a variety of dramatic play activities that become more extended and complex.</li> </ul>
<ul style="list-style-type: none"> <li>• Use pretend play to represent known or anticipated situations</li> </ul>	<ul style="list-style-type: none"> <li>• <b>LT8</b> Demonstrates progress in abilities to retell and dictate stories from books and experiences, to act out stories in dramatic play, and to predict what will happen next in a story.</li> <li>• <b>LT17</b> Begins to represent stories and experiences through pictures, dictation, and in play.</li> <li>• <b>CA12</b> Shows growing creativity and imagination in using materials and in assuming different roles in dramatic play situations.</li> </ul>
9.1b.2 Performance	

<ul style="list-style-type: none"> <li>• Create various voice inflections and facial expressions in play</li> </ul>	<ul style="list-style-type: none"> <li>• <b>CA11</b> Participates in a variety of dramatic play activities that become more extended and complex.</li> <li>• <b>CA12</b> Shows growing creativity and imagination in using materials and in assuming different roles in dramatic play situations.</li> </ul>
<ul style="list-style-type: none"> <li>• Recreate dramatic play experiences for an audience</li> </ul>	<ul style="list-style-type: none"> <li>• <b>CA11</b> Participates in a variety of dramatic play activities that become more extended and complex.</li> <li>• <b>CA12</b> Shows growing creativity and imagination in using materials and in assuming different roles in dramatic play situations.</li> </ul>
<b>STANDARD 9.1c: PRODUCTION AND PERFORMANCE: VISUAL ARTS</b>	
9.1c.1 Representation	
<ul style="list-style-type: none"> <li>• Represent experiences, thoughts and ideas through visual arts</li> </ul>	<ul style="list-style-type: none"> <li>• <b>CA3</b> Gains ability in using different art media and materials in a variety of ways for creative expression and representation.</li> <li>• <b>CA11</b> Participates in a variety of dramatic play activities that become more extended and complex.</li> <li>• <b>CA12</b> Shows growing creativity and imagination in using materials and in assuming different roles in dramatic play situations.</li> </ul>
9.1c.2 Construction	
<ul style="list-style-type: none"> <li>• Combine a variety of materials to create new products</li> </ul>	<ul style="list-style-type: none"> <li>• <b>CA3</b> Gains ability in using different art media and materials in a variety of ways for creative expression and representation.</li> <li>• <b>CA4</b> Progresses in abilities to create drawings, paintings, models, and other art creations that are more detailed, creative, or realistic.</li> <li>• <b>CA12</b> Shows growing creativity and imagination in using materials and in assuming different roles in dramatic play situations.</li> </ul>
9.1c.3 Personal Connections	
<ul style="list-style-type: none"> <li>• Share how artwork is connected to own personal experience</li> </ul>	<ul style="list-style-type: none"> <li>• <b>CA6</b> Begins to understand and share opinions about artistic products and experiences.</li> </ul>
<b>STANDARD 9.2: HISTORICAL AND CULTURAL CONTEXT OF WORKS IN THE ARTS</b>	
9.2.1 Patterns and Themes	
<ul style="list-style-type: none"> <li>• Identify cultures represented by various art forms</li> </ul>	<ul style="list-style-type: none"> <li>• <b>SE18</b> Progresses in understanding similarities and respecting differences among people, such as gender, race, special needs, culture, language, and family structures.</li> <li>• <b>CA1</b> Participates with increasing interest and enjoyment in a variety of music activities, including listening, singing, finger plays, games, and performances.</li> </ul>
<b>STANDARD 9.3: CRITICAL RESPONSE TO WORKS OF ART</b>	
9.3.1 Critical Response	

<ul style="list-style-type: none"> <li>• Share an opinion about others' art products</li> </ul>	<ul style="list-style-type: none"> <li>• <b>CA6</b> Begins to understand and share opinions about artistic products and experiences.</li> <li>• <b>CA7</b> Demonstrates increasing delight in beauty and respect for the creative work of others.</li> </ul>
9.3.2 Identification	
<ul style="list-style-type: none"> <li>• Recognize and name a variety of art forms</li> </ul>	<ul style="list-style-type: none"> <li>• <b>CA6</b> Begins to understand and share opinions about artistic products and experiences.</li> <li>• <b>L7</b> Uses an increasingly complex and varied spoken vocabulary.</li> </ul>
<b>STANDARD 9.4 AESTHETIC RESPONSE TO WORKS IN THE ARTS</b>	
9.4.1 Emotional Response	
<ul style="list-style-type: none"> <li>• Demonstrate emotional response to viewing or creating various art works</li> </ul>	<ul style="list-style-type: none"> <li>• <b>CA6</b> Begins to understand and share opinions about artistic products and experiences.</li> <li>• <b>CA7</b> Demonstrates increasing delight in beauty and respect for the creative work of others.</li> <li>• <b>CA8</b> Exhibits growing sense of wonder, awe, and pleasure.</li> </ul>
9.3.2 Identification	
<ul style="list-style-type: none"> <li>• Recognize and name a variety of art forms</li> </ul>	<ul style="list-style-type: none"> <li>• <b>CA6</b> Begins to understand and share opinions about artistic products and experiences.</li> <li>• <b>L7</b> Uses an increasingly complex and varied spoken vocabulary.</li> </ul>

## **MATHEMATICAL THINKING AND EXPRESSION**

<b>Pennsylvania Standards for Prekindergarten</b>	<b>HighReach Learning Curriculum Alignment with Standards</b>
<b>STANDARD 2.1: NUMBERS, NUMBER SYSTEMS AND NUMBER RELATIONSHIPS</b>	
2.1.1 Count and Compare Numbers	
<ul style="list-style-type: none"> <li>• Use counting and numbers as part of play and as a means for determining quantity</li> </ul>	<ul style="list-style-type: none"> <li>• <b>M1</b> Demonstrates increasing interest and awareness of numbers and counting as a means for solving problems and determining quantity.</li> </ul>
<ul style="list-style-type: none"> <li>• Rote count to 20</li> </ul>	<ul style="list-style-type: none"> <li>• <b>M3</b> Develops increasing ability to count in sequence to 10 and beyond.</li> </ul>
<ul style="list-style-type: none"> <li>• Count up to 10 objects using one to one correspondence</li> </ul>	<ul style="list-style-type: none"> <li>• <b>M4</b> Begins to make use of one-to-one correspondence in counting objects and matching groups of objects.</li> </ul>
<ul style="list-style-type: none"> <li>• Name numerals to 10</li> </ul>	<ul style="list-style-type: none"> <li>• <b>M2</b> Begins to associate number concepts, vocabulary, quantities, and written numerals in meaningful ways.</li> </ul>
<ul style="list-style-type: none"> <li>• Use vocabulary to compare numbers of objects with teacher support</li> </ul>	<ul style="list-style-type: none"> <li>• <b>M5</b> Begins to use language to compare numbers of objects with terms such as more, less, greater than, fewer, equal to.</li> </ul>
2.1.2 Represent Numbers in Equivalent Forms	

<ul style="list-style-type: none"> <li>• Understand number concepts, vocabulary, quantities and written numerals in meaningful ways</li> </ul>	<ul style="list-style-type: none"> <li>• <b>M2</b> Begins to associate number concepts, vocabulary, quantities, and written numerals in meaningful ways.</li> </ul>
<ul style="list-style-type: none"> <li>• Differentiate numerals from letters</li> </ul>	<ul style="list-style-type: none"> <li>• <b>M1</b> Demonstrates increasing interest and awareness of numbers and counting as a means for solving problems and determining quantity.</li> </ul>
2.1.3 Concepts of Numbers and Relationships	
<ul style="list-style-type: none"> <li>• Practice combining, separating and naming quantities</li> </ul>	<ul style="list-style-type: none"> <li>• <b>M6</b> Develops increased abilities to combine, separate, and name “how many” concrete objects.</li> </ul>
<ul style="list-style-type: none"> <li>• Match a numeral to a set 0 to 5</li> </ul>	<ul style="list-style-type: none"> <li>• <b>M2</b> Begins to associate number concepts, vocabulary, quantities, and written numerals in meaningful ways.</li> </ul>
<ul style="list-style-type: none"> <li>• Use ordinal number words to describe the position of objects (first, second, last)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>M11</b> Builds an increasing understanding of directionality, order, and positions of objects, and words, such as up, down, over, under, top, bottom, inside, outside, in front, and behind.</li> </ul>
2.1.6 Concepts and Applications of Operations	
<ul style="list-style-type: none"> <li>• Solve oral word problems using concrete objects with assistance</li> </ul>	<ul style="list-style-type: none"> <li>• <b>M1</b> Demonstrates increasing interest and awareness of numbers and counting as a means for solving problems and determining quantity.</li> </ul>
<ul style="list-style-type: none"> <li>• Visually quantify one to three objects</li> </ul>	<ul style="list-style-type: none"> <li>• <b>M2</b> Begins to associate number concepts, vocabulary, quantities, and written numerals in meaningful ways.</li> </ul>
<ul style="list-style-type: none"> <li>• Sort objects by two or more attributes</li> </ul>	<ul style="list-style-type: none"> <li>• <b>M13</b> Shows increasing abilities to match, sort, put in a series, and regroup objects according to one or two attributes such as shape or size.</li> </ul>
<ul style="list-style-type: none"> <li>• Identify properties of numbers</li> </ul>	<ul style="list-style-type: none"> <li>• <b>M2</b> Begins to associate number concepts, vocabulary, quantities, and written numerals in meaningful ways.</li> </ul>
<ul style="list-style-type: none"> <li>• Apply strategies of “counting on”</li> </ul>	<ul style="list-style-type: none"> <li>• <b>M6</b> Develops increased abilities to combine, separate, and name “how many” concrete objects.</li> <li>• <b>M4</b> Begins to make use of one-to-one correspondence in counting objects and matching groups of objects.</li> </ul>
<b>STANDARD 2.2: COMPUTATION AND ESTIMATION</b>	
2.2.1 Fluency in Basic Facts	
<ul style="list-style-type: none"> <li>• Observe adult reading number sentences created with manipulatives</li> </ul>	<ul style="list-style-type: none"> <li>• <b>M6</b> Develops increased abilities to combine, separate, and name “how many” concrete objects.</li> <li>• <b>ATL10</b> Grows in recognizing and solving problems through active exploration, including trial and error, and interactions and discussions with peers and adults.</li> </ul>
2.2.2 Computation	



<ul style="list-style-type: none"> <li>• Solve problems using manipulatives to correspond to given number 1 to 6</li> </ul>	<ul style="list-style-type: none"> <li>• <b>M3</b> Develops increasing ability to count in sequence to 0 and beyond.</li> <li>• <b>M6</b> Develops increased abilities to combine, separate, and name “how many” concrete objects.</li> <li>• <b>ATL10</b> Grows in recognizing and solving problems through active exploration, including trial and error, and interactions and discussions with peers and adults.</li> </ul>
2.2.4 Numerical Estimation	
<ul style="list-style-type: none"> <li>• Make estimates of a set of objects up to 6</li> </ul>	<ul style="list-style-type: none"> <li>• <b>M6</b> Develops increased abilities to combine, separate, and name “how many” concrete objects.</li> <li>• <b>M5</b> Begins to use language to compare numbers of objects with terms such as more, less, greater than, fewer, equal to.</li> </ul>
<ul style="list-style-type: none"> <li>• Practice checking estimates</li> </ul>	<ul style="list-style-type: none"> <li>• <b>M3</b> Develops increasing ability to count in sequence to 0 and beyond.</li> </ul>
<b>STANDARD 2.3: MEASUREMENT AND ESTIMATION</b>	
2.3.1 Concepts of Measurement	
<ul style="list-style-type: none"> <li>• Practice measuring by attributes</li> </ul>	<ul style="list-style-type: none"> <li>• <b>M15</b> Shows progress in using standard and nonstandard measures.</li> <li>• <b>S1</b> Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials, and observe processes and relationships.</li> </ul>
<ul style="list-style-type: none"> <li>• Engage in number conservation experiences</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
2.3.2 Units and Tools of Measurement	
<ul style="list-style-type: none"> <li>• Practice using standard and nonstandard measures in everyday situations</li> </ul>	<ul style="list-style-type: none"> <li>• <b>M15</b> Shows progress in using standard and nonstandard measures.</li> <li>• <b>S1</b> Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials, and observe processes and relationships.</li> </ul>
2.3.4 Conversations	
<ul style="list-style-type: none"> <li>• Group objects according to common properties</li> </ul>	<ul style="list-style-type: none"> <li>• <b>M7</b> Begins to recognize, describe, compare, and name common shapes, their parts, and attributes.</li> <li>• <b>M13</b> Shows increasing abilities to match, sort, put in a series, and regroup objects according to one or two attributes such as shape or size.</li> </ul>
<ul style="list-style-type: none"> <li>• Develop an awareness of seriation through comparison of attributes</li> </ul>	<ul style="list-style-type: none"> <li>• <b>M10</b> Shows growth in matching, sorting, putting in a series, and regrouping objects according to one or two attributes such as color, shape, or size.</li> </ul>
2.3.5 Measurement and Estimation	
<ul style="list-style-type: none"> <li>• Practice using measurement vocabulary with adult support</li> </ul>	<ul style="list-style-type: none"> <li>• <b>M15</b> Shows progress in using standard and nonstandard measures.</li> <li>• <b>L7</b> Uses an increasingly complex and varied spoken vocabulary.</li> </ul>

<ul style="list-style-type: none"> <li>• Practice estimating distance with adult assistance</li> </ul>	<ul style="list-style-type: none"> <li>• <b>S5</b> Begins to describe and discuss predictions, explanations, and generalizations based on past experiences.</li> </ul>
<b>STANDARD 2.4: MATHEMATICAL REASONING AND CONNECTIONS</b>	
2.4.1 Reasoning	
<ul style="list-style-type: none"> <li>• Predict and verify use of environmental objects</li> </ul>	<ul style="list-style-type: none"> <li>• <b>S5</b> Begins to describe and discuss predictions, explanations, and generalizations based on past experiences.</li> </ul>
<b>STANDARD 2.5: MATHEMATICAL PROBLEM SOLVING AND COMMUNICATION</b>	
2.5.1 Problem Solving	
<ul style="list-style-type: none"> <li>• Use both familiar and new strategies for solving problems</li> </ul>	<ul style="list-style-type: none"> <li>• <b>ATL9</b> Develops increasing ability to find more than one solution to a question, task, or problem.</li> <li>• <b>ATL10</b> Grows in recognizing and solving problems through active exploration, including trial and error, and interactions and discussions with peers and adults.</li> </ul>
<ul style="list-style-type: none"> <li>• Recognize objects, places and ideas by symbols</li> </ul>	<ul style="list-style-type: none"> <li>• <b>L10</b> Shows growing understanding that communication may take many forms, including signs, gestures, symbols, body language, facial expressions, and may be augmented by communication devices.</li> </ul>
2.5.2 Communication	
<ul style="list-style-type: none"> <li>• Communicate the findings from the problem solving process using math vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• <b>L7</b> Uses an increasingly complex and varied spoken vocabulary.</li> <li>• <b>LT19</b> Progresses from using scribbles, shapes, or pictures to represent ideas, to using letter-like symbols, to copying or writing familiar words such as their own name.</li> </ul>
<ul style="list-style-type: none"> <li>• Use pictures to replicate a process</li> </ul>	<ul style="list-style-type: none"> <li>• <b>L10</b> Shows growing understanding that communication may take many forms, including signs, gestures, symbols, body language, facial expressions, and may be augmented by communication devices.</li> </ul>
<b>STANDARD 2.6: STATISTICS AND DATA ANALYSIS</b>	
2.6.1 Collection of Data	
<ul style="list-style-type: none"> <li>• Use environmental objects for data collection purposes</li> </ul>	<ul style="list-style-type: none"> <li>• <b>M14</b> Begins to make comparisons between several objects based on a single attribute.</li> <li>• <b>S1</b> Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials, and observe processes and relationships.</li> <li>• <b>S4</b> Develops growing abilities to collect, describe, and record information through a variety of means, including discussion, drawings, maps, and charts.</li> </ul>
<ul style="list-style-type: none"> <li>• Create graphs cooperatively with an adult and /or other child</li> </ul>	<ul style="list-style-type: none"> <li>• <b>S4</b> Develops growing abilities to collect, describe, and record information through a variety of means, including discussion, drawings, maps, and charts.</li> </ul>

2.6.2 Organization and Display of Data	
<ul style="list-style-type: none"> <li>• Organize and display objects by one attribute</li> </ul>	<ul style="list-style-type: none"> <li>• <b>M10</b> Shows growth in matching, sorting, putting in a series, and regrouping objects according to one or two attributes such as color, shape, or size.</li> <li>• <b>M14</b> Begins to make comparisons between several objects based on a single attribute.</li> </ul>
2.6.3 Numeral and Summaries	
<ul style="list-style-type: none"> <li>• Compare groups of one to five objects</li> </ul>	<ul style="list-style-type: none"> <li>• <b>M14</b> Begins to make comparisons between several objects based on a single attribute.</li> </ul>
2.6.5 Interpretation of Data	
<ul style="list-style-type: none"> <li>• Draw conclusions with adult guidance and questioning</li> </ul>	<ul style="list-style-type: none"> <li>• <b>M5</b> Begins to use language to compare numbers of objects with terms such as more, less, greater than, fewer, equal to.</li> <li>• <b>S4</b> Develops growing abilities to collect, describe, and record information through a variety of means, including discussion, drawings, maps, and charts.</li> </ul>
<b>STANDARD 2.7: PROBABILITY AND PREDICTIONS</b>	
2.7.1 Calculate Probabilities	
<ul style="list-style-type: none"> <li>• Predict the probability of an event occurring based on observation and prior knowledge with scaffolding</li> </ul>	<ul style="list-style-type: none"> <li>• <b>LT8</b> Demonstrates progress in abilities to retell and dictate stories from books and experiences, to act out stories in dramatic play, and to predict what will happen next in a story.</li> <li>• <b>S5</b> Begins to describe and discuss predictions, explanations, and generalizations based on past experiences.</li> <li>• <b>ATL11</b> Develops increasing abilities to classify, compare, and contrast objects, events, and experiences.</li> </ul>
2.7.3 Representations of Probabilities	
<ul style="list-style-type: none"> <li>• Complete a simple yes/no graph to make a selection with assistance</li> </ul>	<ul style="list-style-type: none"> <li>• <b>S4</b> Develops growing abilities to collect, describe, and record information through a variety of means, including discussion, drawings, maps, and charts.</li> <li>• <b>S5</b> Begins to describe and discuss predictions, explanations, and generalizations based on past experiences.</li> </ul>
<b>STANDARD 2.8: ALGEBRA AND FUNCTIONS</b>	
2.8.1 Algebraic Properties	
<ul style="list-style-type: none"> <li>• Compare quantities of concrete objects</li> </ul>	<ul style="list-style-type: none"> <li>• <b>M6</b> Develops increased abilities to combine, separate, and name “how many” concrete objects.</li> <li>• <b>ATL11</b> Develops increasing abilities to classify, compare, and</li> </ul>

	contrast objects, events, and experiences.
2.8.2 Algebraic Manipulations	
• Practice and count using numbers as a means of determining quantity	• <b>M1</b> Demonstrates increasing interest and awareness of numbers and counting as a means for solving problems and determining quantity.
• Practice using concrete objects to portray simple story	• <b>M2</b> Begins to associate number concepts, vocabulary, quantities, and written numerals in meaningful ways.
2.8.3 Patterns	
• Identify and describe patterns	• <b>M12</b> Enhances abilities to recognize, duplicate, and extend simple patterns using a variety of materials.
• Recognize and extend simple patterns	• <b>M12</b> Enhances abilities to recognize, duplicate, and extend simple patterns using a variety of materials. • <b>M13</b> Shows increasing abilities to match, sort, put in a series, and regroup objects according to one or two attributes such as shape or size.
<b>STANDARD 2.9 GEOMETRY</b>	
2.9.1 Definitions, Properties, and Relations	
• Identify and name simple three-dimensional shapes	• <b>M7</b> Begins to recognize, describe, compare, and name common shapes, their parts, and attributes.
• Replicate simple three-dimensional shapes	• <b>M8</b> Progresses in ability to put together and take apart shapes. • <b>PHD2</b> Grows in hand-eye coordination in building with blocks, putting together puzzles, reproducing shapes and patterns, stringing beads, and using scissors.
• Determine the attributes of basic shape	• <b>M7</b> Begins to recognize, describe, compare, and name common shapes, their parts, and attributes.
2.9.2 Transformations and Symmetry	
• Observe symmetry	• <b>M14</b> Begins to make comparisons between several objects based on a single attribute. •
• Create a symmetrical design from a model	• <b>M13</b> Shows increasing abilities to match, sort, put in a series, and regroup objects according to one or two attributes such as shape or size.
2.9.3 Coordinate Geometry	
• Practice using directionality and appropriate vocabulary with assistance	• <b>M11</b> Builds an increasing understanding of directionality, order, and positions of objects, and words, such as up, down, over, under, top, bottom, inside, outside, in front, and behind.
• Demonstrate an understanding of directionality, order and positions of objects	• <b>M11</b> Builds an increasing understanding of directionality, order, and positions of objects, and words, such as up, down, over, under, top,

	bottom, inside, outside, in front, and behind.
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<b>SCIENTIFIC THINKING AND TECHNOLOGY</b>	
<b>Pennsylvania Standards for Prekindergarten</b>	<b>HighReach Learning Curriculum Alignment with Standards</b>
<b>STANDARD 3.1a: BIOLOGICAL SCIENCES: LIVING AND NON-LIVING ORGANISMS</b>	
3.1a.1 Common Characteristics of Life	
<ul style="list-style-type: none"> <li>• Recognize the difference between living and non living things</li> </ul>	<ul style="list-style-type: none"> <li>• <b>S6</b> Expands knowledge of and abilities to observe, describe, and discuss the natural world, materials, living things, and natural processes.</li> <li>• <b>ATL11</b> Develops increasing abilities to classify, compare, and contrast objects, events, and experiences.</li> </ul>
<ul style="list-style-type: none"> <li>• Categorize common living things into plants and animals.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>S6</b> Expands knowledge of and abilities to observe, describe, and discuss the natural world, materials, living things, and natural processes.</li> <li>• <b>ATL11</b> Develops increasing abilities to classify, compare, and contrast objects, events, and experiences.</li> </ul>
<ul style="list-style-type: none"> <li>• State that living things need air, food and water to survive</li> </ul>	<ul style="list-style-type: none"> <li>• <b>S7</b> Expands knowledge of and respect for their body and the environment.</li> <li>• <b>S6</b> Expands knowledge of and abilities to observe, describe, and discuss the natural world, materials, living things, and natural processes.</li> </ul>
3.1a.3 Life Cycles	
<ul style="list-style-type: none"> <li>• Identify that plants and animals have life cycles</li> </ul>	<ul style="list-style-type: none"> <li>• <b>S6</b> Expands knowledge of and abilities to observe, describe, and discuss the natural world, materials, living things, and natural processes.</li> <li>• <b>L7</b> Uses an increasingly complex and varied spoken vocabulary.</li> </ul>
3.1a.5 Form and Function	
<ul style="list-style-type: none"> <li>• Identify parts of living things</li> </ul>	<ul style="list-style-type: none"> <li>• <b>S6</b> Expands knowledge of and abilities to observe, describe, and discuss the natural world, materials, living things, and natural processes.</li> <li>• <b>S2</b> Develops increased ability to observe and discuss common properties, differences, and comparisons among objects and materials.</li> <li>• <b>L7</b> Uses an increasingly complex and varied spoken vocabulary.</li> </ul>
3.1a.8 Unifying Themes	
<ul style="list-style-type: none"> <li>• Identify that plants and animals have different kinds of parts</li> </ul>	<ul style="list-style-type: none"> <li>• <b>S6</b> Expands knowledge of and abilities to observe, describe, and discuss the natural world, materials, living things, and natural processes.</li> <li>• <b>ATL11</b> Develops increasing abilities to classify, compare, and</li> </ul>

	contrast objects, events, and experiences. • <b>L7</b> Uses an increasingly complex and varied spoken vocabulary.
3.1a.9 Science as Inquiry	
• Use the five senses as tools with which to observe, classify, collect information and describe observations	• <b>S1</b> Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials, and observe processes and relationships. • <b>S2</b> Develops increased ability to observe and discuss common properties, differences, and comparisons among objects and materials.
<b>STANDARD 3.1b: BIOLOGICAL SCIENCES: GENETICS</b>	
3.1b.1 Heredity	
• Identify similar characteristics of own family such as hair color, eye color and height	• <b>SE17</b> Develops ability to identify personal characteristics, including gender, and family composition. • <b>SE18</b> Progresses in understanding similarities and respecting differences among people, such as gender, race, special needs, culture, language, and family structures. • <b>S6</b> Expands knowledge of and abilities to observe, describe, and discuss the natural world, materials, living things, and natural processes.
3.1b.2 Reproduction	
• Describe that seeds grow into plants, eggs hatch and babies grow into adults	• <b>S6</b> Expands knowledge of and abilities to observe, describe, and discuss the natural world, materials, living things, and natural processes. • <b>SE21</b> Increases ability to observe and identify changes in themselves and their families over time.
3.1b.5 Unifying Themes	
• Describe observable patterns in objects	• <b>M12</b> Enhances abilities to recognize, duplicate, and extend simple patterns using a variety of materials. • <b>M13</b> Shows increasing abilities to match, sort, put in a series, and regroup objects according to one or two attributes such as shape or size. • <b>SE18</b> Progresses in understanding similarities and respecting differences among people, such as gender, race, special needs, culture, language, and family structures.
<b>STANDARD 3.1c: BIOLOGICAL SCIENCES: EVOLUTION</b>	
3.1c.2 Adaptation	

<ul style="list-style-type: none"> <li>• Match types of clothing to seasonal weather conditions</li> </ul>	<ul style="list-style-type: none"> <li>• <b>S6</b> Expands knowledge of and abilities to observe, describe, and discuss the natural world, materials, living things, and natural processes.</li> <li>• <b>S8</b> Develops growing awareness of ideas and language related to attributes of time and temperature.</li> <li>• <b>S9</b> Shows increased awareness and beginning understanding of changes in materials and cause-effect relationships.</li> <li>• <b>S10</b> Builds increasing knowledge of the environment and environmental changes through play.</li> </ul>
<ul style="list-style-type: none"> <li>• Identify changes that occur in animals during the seasons</li> </ul>	<ul style="list-style-type: none"> <li>• <b>S6</b> Expands knowledge of and abilities to observe, describe, and discuss the natural world, materials, living things, and natural processes.</li> <li>• <b>S8</b> Develops growing awareness of ideas and language related to attributes of time and temperature.</li> <li>• <b>S9</b> Shows increased awareness and beginning understanding of changes in materials and cause-effect relationships.</li> </ul>
3.1c.3 Unifying Themes	
<ul style="list-style-type: none"> <li>• Describe change in home and school environments</li> </ul>	<ul style="list-style-type: none"> <li>• <b>S6</b> Expands knowledge of and abilities to observe, describe, and discuss the natural world, materials, living things, and natural processes.</li> <li>• <b>S7</b> Expands knowledge of and respect for their body and the environment.</li> </ul>
3.1c.4 Scientific Inquiry	
<ul style="list-style-type: none"> <li>• Discuss observations and discoveries</li> </ul>	<ul style="list-style-type: none"> <li>• <b>S4</b> Develops growing abilities to collect, describe, and record information through a variety of means, including discussion, drawings, maps, and charts.</li> </ul>
<b>STANDARD 3.2a: PHYSICAL SCIENCES: CHEMISTRY</b>	
3.2a.1 Properties of Matter	
<ul style="list-style-type: none"> <li>• Describe objects according to size, shape, color or properties of matter</li> </ul>	<ul style="list-style-type: none"> <li>• <b>S2</b> Develops increased ability to observe and discuss common properties, differences, and comparisons among objects and materials.</li> <li>• <b>S6</b> Expands knowledge of and abilities to observe, describe, and discuss the natural world, materials, living things, and natural processes.</li> <li>• <b>M7</b> Begins to recognize, describe, compare, and name common shapes, their parts, and attributes.</li> <li>• <b>ATL11</b> Develops increasing abilities to classify, compare, and contrast objects, events, and experiences</li> </ul>
3.2b.4 Electrical and Magnetic Energy	
<ul style="list-style-type: none"> <li>• Use magnets to explore and sort materials</li> </ul>	<ul style="list-style-type: none"> <li>• <b>S1</b> Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials, and observe processes and relationships.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>S9</b> Shows increased awareness and beginning understanding of changes in materials and cause-effect relationships.</li> </ul>
3.2b.5 Nature of Waves and Sounds	
<ul style="list-style-type: none"> <li>• Categorize and create sounds based on different attributes</li> </ul>	<ul style="list-style-type: none"> <li>• <b>LT3</b> Progresses in recognizing matching sounds and rhymes in familiar words, games, songs, stories, and poems.</li> </ul>
3.2b.6 Unifying Themes	
<ul style="list-style-type: none"> <li>• Predict a reaction based on previous experiences</li> </ul>	<ul style="list-style-type: none"> <li>• <b>S5</b> Begins to describe and discuss predictions, explanations, and generalizations based on past experiences.</li> </ul>
3.2b.7 Scientific Inquiry	
<ul style="list-style-type: none"> <li>• Participate in scientific investigations</li> </ul>	<ul style="list-style-type: none"> <li>• <b>ATL4</b> Grows in eagerness to learn about and discuss a growing range of topics, ideas, and tasks.</li> <li>• <b>ATL8</b> Grows in the ability to distinguish when and how to seek help or information.</li> <li>• <b>ATL9</b> Develops increasing ability to find more than one solution to a question, task, or problem.</li> <li>• <b>SE22</b> Investigates and gains knowledge about people in the classroom and community and actively helps others in the community.</li> <li>• <b>S6</b> Expands knowledge of and abilities to observe, describe, and discuss the natural world, materials, living things, and natural processes.</li> <li>• <b>L5</b> Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.</li> </ul>
<b>STANDARD 3.3a EARTH AND SPACE SCIENCES: EARTH STRUCTURE, PROCESSES AND CYCLES</b>	
3.3a.1 Earth Features and the Processes That Change It	
<ul style="list-style-type: none"> <li>• Identify earth forms in pictures</li> </ul>	<ul style="list-style-type: none"> <li>• <b>S1</b> Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials, and observe processes and relationships.</li> <li>• <b>S2</b> Develops increased ability to observe and discuss common properties, differences, and comparisons among objects and materials.</li> <li>• <b>S4</b> Develops growing abilities to collect, describe, and record information through a variety of means, including discussion, drawings, maps, and charts.</li> <li>• <b>S5</b> Begins to describe and discuss predictions, explanations, and generalizations based on past experiences.</li> </ul>
3.3a.2 Earth's Resources and Materials	



<ul style="list-style-type: none"> <li>• Sort different types of earth</li> </ul>	<ul style="list-style-type: none"> <li>• <b>S6</b> Expands knowledge of and abilities to observe, describe, and discuss the natural world, materials, living things, and natural processes.</li> <li>• <b>S4</b> Develops growing abilities to collect, describe, and record information through a variety of means, including discussion, drawings, maps, and charts.</li> <li>• <b>S10</b> Builds increasing knowledge of the environment and environmental changes through play.</li> </ul>
3.3a.4 Water	
<ul style="list-style-type: none"> <li>• Observe and explore water in solid and liquid states</li> </ul>	<ul style="list-style-type: none"> <li>• <b>S6</b> Expands knowledge of and abilities to observe, describe, and discuss the natural world, materials, living things, and natural processes.</li> <li>• <b>S1</b> Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials, and observe processes and relationships.</li> </ul>
<ul style="list-style-type: none"> <li>• Identify a variety of uses for water</li> </ul>	<ul style="list-style-type: none"> <li>• <b>S6</b> Expands knowledge of and abilities to observe, describe, and discuss the natural world, materials, living things, and natural processes.</li> <li>• <b>L7</b> Uses an increasingly complex and varied spoken vocabulary.</li> </ul>
3.3a.5 Weather and Climate	
<ul style="list-style-type: none"> <li>• Identify season that corresponds with observable conditions</li> </ul>	<ul style="list-style-type: none"> <li>• <b>S8</b> Develops growing awareness of ideas and language related to attributes of time and temperature.</li> <li>• <b>S6</b> Expands knowledge of and abilities to observe, describe, and discuss the natural world, materials, living things, and natural processes.</li> </ul>
<ul style="list-style-type: none"> <li>• Identify how weather affects daily life</li> </ul>	<ul style="list-style-type: none"> <li>• <b>S8</b> Develops growing awareness of ideas and language related to attributes of time and temperature.</li> <li>• <b>S9</b> Shows increased awareness and beginning understanding of changes in materials and cause-effect relationships.</li> </ul>
<ul style="list-style-type: none"> <li>• Identify different types of precipitation</li> </ul>	<ul style="list-style-type: none"> <li>• <b>S8</b> Develops growing awareness of ideas and language related to attributes of time and temperature.</li> <li>• <b>S6</b> Expands knowledge of and abilities to observe, describe, and discuss the natural world, materials, living things, and natural processes.</li> </ul>
<ul style="list-style-type: none"> <li>• Identify a thermometer as a tool for measuring temperature</li> </ul>	<ul style="list-style-type: none"> <li>• <b>S8</b> Develops growing awareness of ideas and language related to attributes of time and temperature.</li> <li>• <b>M15</b> Shows progress in using standard and nonstandard measures.</li> </ul>
3.3a.6 Unifying Themes	
<ul style="list-style-type: none"> <li>• Examine change through simple observation</li> </ul>	<ul style="list-style-type: none"> <li>• <b>S10</b> Builds increasing knowledge of the environment and environmental changes through play.</li> </ul>
<b>STANDARD 3.3b: EARTH AND SPACE SCIENCES: ORIGIN AND EVOLUTION OF THE UNIVERSE</b>	
3.3b.1 Composition and Structure	

<ul style="list-style-type: none"> <li>• Identify the characteristics of the sun, moon, stars and clouds</li> </ul>	<ul style="list-style-type: none"> <li>• <b>S2</b> Develops increased ability to observe and discuss common properties, differences, and comparisons among objects and materials.</li> <li>• <b>S6</b> Expands knowledge of and abilities to observe, describe, and discuss the natural world, materials, living things, and natural processes.</li> <li>• <b>L7</b> Uses an increasingly complex and varied spoken vocabulary.</li> </ul>
<b>STANDARD 3.4a: SCOPE OF TECHNOLOGY</b>	
3.4a.1 Characteristics of Technology	
<ul style="list-style-type: none"> <li>• Identify examples of technology</li> </ul>	<ul style="list-style-type: none"> <li>• <b>S11</b> Expands use and knowledge of various technologies.</li> <li>• <b>L7</b> Uses an increasingly complex and varied spoken vocabulary.</li> </ul>
3.4a.3 Technology Connections	
<ul style="list-style-type: none"> <li>• Identify the function of simple technological objects</li> </ul>	<ul style="list-style-type: none"> <li>• <b>S11</b> Expands use and knowledge of various technologies.</li> <li>• <b>L7</b> Uses an increasingly complex and varied spoken vocabulary.</li> </ul>
<ul style="list-style-type: none"> <li>• Identify the appropriate technology to complete a task</li> </ul>	<ul style="list-style-type: none"> <li>• <b>S11</b> Expands use and knowledge of various technologies.</li> <li>• <b>L7</b> Uses an increasingly complex and varied spoken vocabulary.</li> </ul>
<b>STANDARD 3.4c: TECHNOLOGY AND ENGINEERING DESIGN</b>	
3.4c.1 Design Attributes	
<ul style="list-style-type: none"> <li>• Use simple tools and materials</li> </ul>	<ul style="list-style-type: none"> <li>• <b>S1</b> Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials, and observe processes and relationships.</li> <li>• <b>S11</b> Expands use and knowledge of various technologies.</li> <li>• <b>PHD3</b> Progresses in abilities to use writing, drawing, and art tools, including pencils, markers, chalk, paintbrushes, and various types of technology.</li> </ul>
<b>STANDARD 3.4e: TECHNOLOGY: THE DESIGN WORLD</b>	
3.4e.1 Medical Technologies	
<ul style="list-style-type: none"> <li>• Practice using medical equipment and materials</li> </ul>	<ul style="list-style-type: none"> <li>• <b>S11</b> Expands use and knowledge of various technologies.</li> </ul>
3.4e.3 Energy and Power Technologies	

<ul style="list-style-type: none"> <li>• Explore wind power</li> </ul>	<ul style="list-style-type: none"> <li>• <b>S1</b> Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials, and observe processes and relationships.</li> <li>• <b>S6</b> Expands knowledge of and abilities to observe, describe, and discuss the natural world, materials, living things, and natural processes.</li> <li>• <b>S10</b> Builds increasing knowledge of the environment and environmental changes through play.</li> <li>• <b>S11</b> Expands use and knowledge of various technologies.</li> </ul>
3.4e.4 Information and Communication Technologies	
<ul style="list-style-type: none"> <li>• Identify communication devices in the home</li> </ul>	<ul style="list-style-type: none"> <li>• <b>S11</b> Expands use and knowledge of various technologies.</li> </ul>
<ul style="list-style-type: none"> <li>• Identify parts of a computer</li> </ul>	<ul style="list-style-type: none"> <li>• <b>S11</b> Expands use and knowledge of various technologies.</li> </ul>
<ul style="list-style-type: none"> <li>• Use a computer to run specific software independently</li> </ul>	<ul style="list-style-type: none"> <li>• <b>S11</b> Expands use and knowledge of various technologies.</li> </ul>
3.4e.5 Transportation Technologies	
<ul style="list-style-type: none"> <li>• Classify types and uses of transportation vehicles</li> </ul>	<ul style="list-style-type: none"> <li>• <b>S1</b> Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials, and observe processes and relationships.</li> <li>• <b>S2</b> Develops increased ability to observe and discuss common properties, differences, and comparisons among objects and materials.</li> <li>• <b>S11</b> Expands use and knowledge of various technologies.</li> </ul>
3.4e.7 Construction Technologies	
<ul style="list-style-type: none"> <li>• Identify construction vehicles, simple tools and materials</li> </ul>	<ul style="list-style-type: none"> <li>• <b>S2</b> Develops increased ability to observe and discuss common properties, differences, and comparisons among objects and materials.</li> <li>• <b>S11</b> Expands use and knowledge of various technologies.</li> </ul>
<ul style="list-style-type: none"> <li>• Build structures using a variety of block types</li> </ul>	<ul style="list-style-type: none"> <li>• <b>PHD2</b> Grows in hand-eye coordination in building with blocks, putting together puzzles, reproducing shapes and patterns, stringing beads, and using scissors.</li> </ul>
<b>STANDARD 4.1: ENVIRONMENT AND ECOLOGY</b>	
4.1 Watersheds and Wetlands	
<ul style="list-style-type: none"> <li>• Identify bodies of water</li> </ul>	<ul style="list-style-type: none"> <li>• <b>S6</b> Expands knowledge of and abilities to observe, describe, and discuss the natural world, materials, living things, and natural processes.</li> <li>• <b>S2</b> Develops increased ability to observe and discuss common properties, differences, and comparisons among objects and materials.</li> <li>• <b>L7</b> Uses an increasingly complex and varied spoken vocabulary.</li> </ul>

4.2 Renewable and Non-Renewable Resources	
<ul style="list-style-type: none"> <li>• Identify objects that can be recycled</li> </ul>	<ul style="list-style-type: none"> <li>• <b>S6</b> Expands knowledge of and abilities to observe, describe, and discuss the natural world, materials, living things, and natural processes.</li> <li>• <b>S7</b> Expands knowledge of and respect for their body and the environment.</li> <li>• <b>L7</b> Uses an increasingly complex and varied spoken vocabulary.</li> </ul>
<ul style="list-style-type: none"> <li>• Discuss the purpose of recycling</li> </ul>	<ul style="list-style-type: none"> <li>• <b>S6</b> Expands knowledge of and abilities to observe, describe, and discuss the natural world, materials, living things, and natural processes.</li> <li>• <b>S7</b> Expands knowledge of and respect for their body and the environment.</li> </ul>
4.3 Environmental Health	
<ul style="list-style-type: none"> <li>• Identify how litter can have a negative impact on animals and their environment</li> </ul>	<ul style="list-style-type: none"> <li>• <b>S6</b> Expands knowledge of and abilities to observe, describe, and discuss the natural world, materials, living things, and natural processes.</li> <li>• <b>S7</b> Expands knowledge of and respect for their body and the environment.</li> <li>• <b>S9</b> Shows increased awareness and beginning understanding of changes in materials and cause-effect relationships.</li> <li>• <b>S10</b> Builds increasing knowledge of the environment and environmental changes through play.</li> <li>• <b>L7</b> Uses an increasingly complex and varied spoken vocabulary.</li> </ul>
4.4 Agriculture and Society	
<ul style="list-style-type: none"> <li>• Describe the purpose of a farm</li> </ul>	<ul style="list-style-type: none"> <li>• <b>S6</b> Expands knowledge of and abilities to observe, describe, and discuss the natural world, materials, living things, and natural processes.</li> <li>• <b>SE19</b> Develops growing awareness of jobs and what is required to perform them.</li> </ul>
<ul style="list-style-type: none"> <li>• Identify the products that are produced on a farm</li> </ul>	<ul style="list-style-type: none"> <li>• <b>S6</b> Expands knowledge of and abilities to observe, describe, and discuss the natural world, materials, living things, and natural processes.</li> <li>• <b>L7</b> Uses an increasingly complex and varied spoken vocabulary.</li> </ul>
<ul style="list-style-type: none"> <li>• Describe the people, animals and equipment that are found on a farm</li> </ul>	<ul style="list-style-type: none"> <li>• <b>S6</b> Expands knowledge of and abilities to observe, describe, and discuss the natural world, materials, living things, and natural processes.</li> <li>• <b>SE19</b> Develops growing awareness of jobs and what is required to perform them.</li> </ul>
4.6 Ecosystems and Their Interactions	
<ul style="list-style-type: none"> <li>• Observe events that occur in a cycle</li> </ul>	<ul style="list-style-type: none"> <li>• <b>S1</b> Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials, and observe processes and relationships.</li> <li>• <b>S2</b> Develops increased ability to observe and discuss common properties, differences, and comparisons among objects and materials.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>S6</b> Expands knowledge of and abilities to observe, describe, and discuss the natural world, materials, living things, and natural processes.</li> </ul>
4.7 Threatened, Endangered and Extinct Species	
<ul style="list-style-type: none"> <li>• Identify some species that are extinct</li> </ul>	<ul style="list-style-type: none"> <li>• <b>S6</b> Expands knowledge of and abilities to observe, describe, and discuss the natural world, materials, living things, and natural processes.</li> <li>• <b>L7</b> Uses an increasingly complex and varied spoken vocabulary.</li> </ul>
4.8 Humans and the Environment	
<ul style="list-style-type: none"> <li>• Identify types of shelters that humans use</li> </ul>	<ul style="list-style-type: none"> <li>• <b>S2</b> Develops increased ability to observe and discuss common properties, differences, and comparisons among objects and materials.</li> <li>• <b>S7</b> Expands knowledge of and respect for their body and the environment.</li> <li>• <b>SE20</b> Begins to express and understand concepts and language of geography in the contexts of their classroom, home, and community.</li> </ul>
4.9 Environmental Laws and Regulations	
<ul style="list-style-type: none"> <li>• Discuss rules that protect the environment</li> </ul>	<ul style="list-style-type: none"> <li>• <b>S10</b> Builds increasing knowledge of the environment and environmental changes through play.</li> <li>• <b>S9</b> Shows increased awareness and beginning understanding of changes in materials and cause-effect relationships.</li> <li>• <b>PHD10</b> Builds awareness and ability to follow basic health and safety rules such as fire safety, traffic and pedestrian safety, and responding appropriately to potentially harmful objects, substances, and activities.</li> </ul>

## **SOCIAL STUDIES THINKING: CONNECTING COMMUNITIES**

<b>Pennsylvania Standards for Prekindergarten</b>	<b>HighReach Learning Curriculum Alignment with Standards</b>
<b>STANDARD 5.1: PRINCIPLES AND DOCUMENTS OF GOVERNMENT</b>	
5.1.1 Sources, Purpose and Functions of Law	
<ul style="list-style-type: none"> <li>• State rules and some consequences</li> </ul>	<ul style="list-style-type: none"> <li>• <b>L2</b> Shows progress in understanding and following simple and multiple-step directions.</li> <li>• <b>SE6</b> Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully.</li> <li>• <b>PHD10</b> Builds awareness and ability to follow basic health and safety rules such as fire safety, traffic and pedestrian safety, and responding appropriately to potentially harmful objects, substances, and activities.</li> </ul>

**STANDARD 5.2: RIGHTS AND RESPONSIBILITIES OF CITIZENSHIP****5.2.1 Civic rights, Responsibilities and Duties**

<ul style="list-style-type: none"><li>• Display awareness of role as a member of a group</li></ul>	<ul style="list-style-type: none"><li>• <b>SE6</b> Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully.<b>SE19</b> Develops growing awareness of jobs and what is required to perform them.</li></ul>
<ul style="list-style-type: none"><li>• Explain how community workers keep us healthy and safe</li></ul>	<ul style="list-style-type: none"><li>• <b>PHD10</b> Builds awareness and ability to follow basic health and safety rules such as fire safety, traffic and pedestrian safety, and responding appropriately to potentially harmful objects, substances, and activities.</li><li>• <b>SE19</b> Develops growing awareness of jobs and what is required to perform them.</li></ul>

**5.2.2 Sources and Resolution of Conflict**

<ul style="list-style-type: none"><li>• Identify one or two solutions to a conflict or a problem</li></ul>	<ul style="list-style-type: none"><li>• <b>SE11</b> Shows increasing abilities to use compromise and discussion in working, playing, and resolving conflicts with peers.</li></ul>
<ul style="list-style-type: none"><li>• Attempt to independently solve a conflict with a peer</li></ul>	<ul style="list-style-type: none"><li>• <b>SE4</b> Shows progress in expressing feelings, needs, and opinions in difficult situations and conflicts without harming themselves, others, or property.</li><li>• <b>SE11</b> Shows increasing abilities to use compromise and discussion in working, playing, and resolving conflicts with peers.</li></ul>

**STANDARD 5.2:RIGHTS AND RESPONSIBILITIES OF CITIZENSHIP****5.2.3Political Leadership and Public Service**

<ul style="list-style-type: none"><li>• Show interest in leashership opportunity</li></ul>	<ul style="list-style-type: none"><li>• <b>SE2</b> Develops growing capacity for independence in a range of activities, routines, and tasks.</li><li>• <b>SE3</b> Demonstrates growing confidence in a range of abilities and expresses pride in accomplishments.</li><li>• <b>SE22</b> Investigates and gains knowledge about people in the classroom and community and actively helps others in the community.</li></ul>
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**STANDARD 6.1: ECONOMIC SYSTEMS****6.1.2 Traditional, Command and Market Economics**

<ul style="list-style-type: none"><li>• Recognize equal distribution</li></ul>	<ul style="list-style-type: none"><li>• <b>SE12</b> Develops increasing abilities to give and take in interactions, to take turns in games or using materials, and to interact without being overly submissive or directive.</li><li>• <b>M5</b> Begins to use language to compare numbers of objects with terms such as more, less, greater than, fewer, equal to.</li><li>• <b>SE19</b> Develops growing awareness of jobs and what is required to perform them.</li></ul>
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6.1.3 Measures of Economic	
<ul style="list-style-type: none"> <li>• Demonstrate knowledge about community workers and their roles</li> </ul>	<ul style="list-style-type: none"> <li>• <b>SE19</b> Develops growing awareness of jobs and what is required to perform them.</li> <li>• <b>SE22</b> Investigates and gains knowledge about people in the classroom and community and actively helps others in the community.</li> </ul>
<b>STANDARD 6.2: MARKETS AND THE FUNCTIONS OF GOVERNMENT</b>	
6.2.3 Function of Money	
<ul style="list-style-type: none"> <li>• Demonstrate an awareness of the uses of money</li> </ul>	<ul style="list-style-type: none"> <li>• <b>S1</b> Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials, and observe processes and relationships.</li> <li>• <b>S9</b> Shows increased awareness and beginning understanding of changes in materials and cause-effect relationships.</li> <li>• <b>SE18</b> Progresses in understanding similarities and respecting differences among people, such as gender, race, special needs, culture, language, and family structures.</li> </ul>
6.2.5 Changes in Supply and Demand	
<ul style="list-style-type: none"> <li>• Identify where some products originate</li> </ul>	<ul style="list-style-type: none"> <li>• <b>ATL4</b> Grows in eagerness to learn about and discuss a growing range of topics, ideas, and tasks.</li> <li>• <b>L7</b> Uses an increasingly complex and varied spoken vocabulary.</li> <li>• <b>Additional Information:</b> HighReach Learning curriculum encourages the exploration of different aspects of culture. Themes such as money, trade, goods, and services may be incorporated through activities. For example, teachers may choose to create a dramatic play store including money, price tags, and other aspects of shopping.</li> </ul>
<b>STANDARD 6.3: SCARCITY AND CHOICE</b>	
6.3.1 Scarcity and Limited Resources	
<ul style="list-style-type: none"> <li>• Understand that some resources and money are limited</li> </ul>	<ul style="list-style-type: none"> <li>• <b>M5</b> Begins to use language to compare numbers of objects with terms such as more, less, greater than, fewer, equal to.</li> <li>• <b>S1</b> Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials, and observe processes and relationships.</li> <li>• <b>S9</b> Shows increased awareness and beginning understanding of changes in materials and cause-effect relationships.</li> </ul>
<ul style="list-style-type: none"> <li>• Notice when materials are gone</li> </ul>	<ul style="list-style-type: none"> <li>• <b>M5</b> Begins to use language to compare numbers of objects with terms such as more, less, greater than, fewer, equal to.</li> </ul>
6.3.3 Allocation of Resources	

<ul style="list-style-type: none"> <li>• Share or offer items to others</li> </ul>	<ul style="list-style-type: none"> <li>• <b>SE13</b> Demonstrates increasing ability to manage personal belongings and share in the care of equipment and materials in the environment.</li> </ul>
<b>STANDARD 6.5: WORK AND EARNINGS</b>	
6.5.1 Factors Influencing Wages	
<ul style="list-style-type: none"> <li>• Understand that one earns money from working</li> </ul>	<ul style="list-style-type: none"> <li>• <b>S9</b> Shows increased awareness and beginning understanding of changes in materials and cause-effect relationships.</li> <li>• <b>SE18</b> Progresses in understanding similarities and respecting differences among people, such as gender, race, special needs, culture, language, and family structures.</li> <li>• <b>Additional Information:</b> HighReach Learning curriculum encourages the exploration of different aspects of culture. Themes such as money, trade, goods, and services may be incorporated through activities. For example, teachers may choose to create a dramatic play store where people work and get paid play money.</li> </ul>
6.5.3 Types of Business	
<ul style="list-style-type: none"> <li>• Name businesses and their corresponding goods and services</li> </ul>	<ul style="list-style-type: none"> <li>• <b>ATL4</b> Grows in eagerness to learn about and discuss a growing range of topics, ideas, and tasks.</li> <li>• <b>L7</b> Uses an increasingly complex and varied spoken vocabulary.</li> <li>• <b>Additional Information:</b> HighReach Learning curriculum encourages the exploration of different aspects of culture. Themes such as money, trade, goods, and services may be incorporated through activities. For example, teachers may choose to create a dramatic play store including money, price tags, and other aspects of shopping.</li> </ul>
6.5.7 Costs and Benefits of Saving	
<ul style="list-style-type: none"> <li>• Practice saving money or tokens</li> </ul>	<ul style="list-style-type: none"> <li>• <b>S9</b> Shows increased awareness and beginning understanding of changes in materials and cause-effect relationships.</li> <li>• <b>SE18</b> Progresses in understanding similarities and respecting differences among people, such as gender, race, special needs, culture, language, and family structures.</li> <li>• <b>ATL1</b> Chooses to participate in an increasing variety of tasks and activities.</li> <li>• <b>ATL4</b> Grows in eagerness to learn about and discuss a growing range or topics, ideas, and tasks.</li> </ul>
<b>STANDARD 7.1: BASIC GEOGRAPHIC LITERACY</b>	
7.1.1 Geographic Tools	
<ul style="list-style-type: none"> <li>• Demonstrate a beginning understanding of maps as actual representations of places</li> </ul>	<ul style="list-style-type: none"> <li>• <b>S4</b> Develops growing abilities to collect, describe, and record information through a variety of means, including discussion, drawings, maps, and charts.</li> </ul>



	<ul style="list-style-type: none"> <li>• <b>SE20</b> Begins to express and understand concepts and language of geography in the contexts of their classroom, home, and community.</li> </ul>
7.1.2 Places and Regions	
<ul style="list-style-type: none"> <li>• Describe the characteristics of his/her home and frequently visited locations</li> </ul>	<ul style="list-style-type: none"> <li>• <b>SE20</b> Begins to express and understand concepts and language of geography in the contexts of their classroom, home, and community.</li> </ul>
<b>STANDARD 7.2: PHYSICAL CHARACTERISTICS OF PLACES AND REGIONS</b>	
7.2.1 Physical Characteristics	
<ul style="list-style-type: none"> <li>• Describe the location of items/areas in the classroom and areas at home</li> </ul>	<ul style="list-style-type: none"> <li>• <b>SE20</b> Begins to express and understand concepts and language of geography in the contexts of their classroom, home, and community.</li> <li>• <b>M11</b> Builds an increasing understanding of directionality, order, and positions of objects, and words, such as up, down, over, under, top, bottom, inside, outside, in front, and behind.</li> </ul>
<b>STANDARD 7.3: HUMAN CHARACTERISTICS OF PLACES AND REGIONS</b>	
7.3.1 Human Characteristics	
<ul style="list-style-type: none"> <li>• Identify some similarities and differences of physical and personal characteristics</li> </ul>	<ul style="list-style-type: none"> <li>• <b>SE18</b> Progresses in understanding similarities and respecting differences among people, such as gender, race, special needs, culture, language, and family structures.</li> </ul>
<ul style="list-style-type: none"> <li>• Demonstrate an appreciation of one's own characteristics and those of others and others' cultures</li> </ul>	<ul style="list-style-type: none"> <li>• <b>SE1</b> Begins to develop and express awareness of self in terms of specific abilities, characteristics, and preferences.</li> </ul>
<b>STANDARD 7.4: INTERACTIONS BETWEEN PEOPLE AND THE ENVIRONMENT</b>	
7.4.1 Impact of Physical Systems on People	
<ul style="list-style-type: none"> <li>• Recognize that environmental changes can impact what people do</li> </ul>	<ul style="list-style-type: none"> <li>• <b>S6</b> Expands knowledge of and abilities to observe, describe, and discuss the natural world, materials, living things, and natural processes.</li> <li>• <b>S7</b> Expands knowledge of and respect for their body and the environment.</li> <li>• <b>S9</b> Shows increased awareness and beginning understanding of changes in materials and cause-effect relationships.</li> <li>• <b>S10</b> Builds increasing knowledge of the environment and environmental changes through play.</li> </ul>
7.4.2 Impact of People on Physical Systems	
<ul style="list-style-type: none"> <li>• Understand how to make simple technology work</li> </ul>	<ul style="list-style-type: none"> <li>• <b>PHD10</b> Builds awareness and ability to follow basic health and safety rules such as fire safety, traffic and pedestrian safety, and</li> </ul>

	responding appropriately to potentially harmful objects, substances, and activities.
<b>STANDARD 8.1: HISTORICAL ANALYSIS AND SKILLS DEVELOPMENT</b>	
8.1.1 Continuity and Change Over Time	
<ul style="list-style-type: none"> <li>• Demonstrate understanding of a sequence of events</li> </ul>	<ul style="list-style-type: none"> <li>• <b>ATL11</b> Develops increasing abilities to classify, compare, and contrast objects, events, and experiences.</li> </ul>
<ul style="list-style-type: none"> <li>• Use words to describe time (yesterday, today, tomorrow)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>S8</b> Develops growing awareness of ideas and language related to attributes of time and temperature.</li> </ul>
8.1.2 Historical Comprehension and Interpretation	
<ul style="list-style-type: none"> <li>• Understand how things, people and places change over time</li> </ul>	<ul style="list-style-type: none"> <li>• <b>S8</b> Develops growing awareness of ideas and language related to attributes of time and temperature.</li> <li>• <b>ATL11</b> Develops increasing abilities to classify, compare, and contrast objects, events, and experiences.</li> </ul>
8.1.3 Research	
<ul style="list-style-type: none"> <li>• Understand that information comes from many sources, such as books, computer, or newspaper understanding of a sequence of events</li> </ul>	<ul style="list-style-type: none"> <li>• <b>LT12</b> Develops growing understanding of the different functions of forms of print such as signs, letters, newspapers, lists, messages, and menus.</li> </ul>

<b>HEALTH, WELLNESS AND PHYSICAL DEVELOPMENT</b>	
<b>Pennsylvania Standards for Prekindergarten</b>	<b>HighReach Learning Curriculum Alignment with Standards</b>
<b>STANDARD 10.1-3: HEALTH AND SAFE PRACTICES</b>	
10.1-3.1 Fundamentals of Good Health	
<ul style="list-style-type: none"> <li>• Practice basic hygiene routines with adult reminders</li> </ul>	<ul style="list-style-type: none"> <li>• <b>PHD9</b> Shows growing independence in hygiene, nutrition, and personal care when eating, dressing, washing hands, brushing teeth, and toileting.</li> </ul>
<ul style="list-style-type: none"> <li>• Identify medicine and know that is it used to stay healthy</li> </ul>	<ul style="list-style-type: none"> <li>• <b>PHD10</b> Builds awareness and ability to follow basic health and safety rules such as fire safety, traffic and pedestrian safety, and responding appropriately to potentially harmful objects, substances, and activities.</li> </ul>
<ul style="list-style-type: none"> <li>• Identify fundamental practices for good health</li> </ul>	<ul style="list-style-type: none"> <li>• <b>PHD8</b> Participates actively in games, outdoor play, and other forms of exercise that enhance physical fitness.</li> <li>• <b>PHD9</b> Shows growing independence in hygiene, nutrition, and personal care when eating, dressing, washing hands, brushing teeth, and toileting.</li> <li>• <b>PHD10</b> Builds awareness and ability to follow basic health and</li> </ul>

	safety rules such as fire safety, traffic and pedestrian safety, and responding appropriately to potentially harmful objects, substances, and activities.
<ul style="list-style-type: none"> <li>Identify how people keep us healthy</li> </ul>	<ul style="list-style-type: none"> <li><b>PHD8</b> Participates actively in games, outdoor play, and other forms of exercise that enhance physical fitness.</li> <li><b>PHD9</b> Shows growing independence in hygiene, nutrition, and personal care when eating, dressing, washing hands, brushing teeth, and toileting.</li> <li><b>PHD10</b> Builds awareness and ability to follow basic health and safety rules such as fire safety, traffic and pedestrian safety, and responding appropriately to potentially harmful objects, substances, and activities.</li> </ul>
10.1-3.2 Body Awareness	
<ul style="list-style-type: none"> <li>Identify and locate body parts</li> </ul>	<ul style="list-style-type: none"> <li><b>SE1</b> Begins to develop and express awareness of self in terms of specific abilities, characteristics, and preferences.</li> </ul>
<ul style="list-style-type: none"> <li>Identify specific practices that support body development and function</li> </ul>	<ul style="list-style-type: none"> <li><b>PHD7</b> Progresses in physical growth, strength, stamina, and flexibility.</li> <li><b>PHD9</b> Shows growing independence in hygiene, nutrition, and personal care when eating, dressing, washing hands, brushing teeth, and toileting.</li> </ul>
10.1-3.3 Safe Practices	
<ul style="list-style-type: none"> <li>Identify and follow basic safety rules</li> </ul>	<ul style="list-style-type: none"> <li><b>SE6</b> Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully.</li> </ul>
<ul style="list-style-type: none"> <li>Identify how people help to keep us safe</li> </ul>	<ul style="list-style-type: none"> <li><b>SE7</b> Develops increasing ability to discriminate between risk-taking behavior that is appropriate and not appropriate or dangerous.</li> </ul>
<ul style="list-style-type: none"> <li>Identify the consequence of unsafe behavior</li> </ul>	<ul style="list-style-type: none"> <li><b>PHD10</b> Builds awareness and ability to follow basic health and safety rules such as fire safety, traffic and pedestrian safety, and responding appropriately to potentially harmful objects, substances, and activities.</li> </ul>
10.1-3.4 Nutrition	
<ul style="list-style-type: none"> <li>Name foods that keep us healthy</li> </ul>	<ul style="list-style-type: none"> <li><b>PHD9</b> Shows growing independence in hygiene, nutrition, and personal care when eating, dressing, washing hands, brushing teeth, and toileting.</li> <li><b>M14</b> Begins to make comparisons between several objects based on a single attribute.</li> </ul>
<ul style="list-style-type: none"> <li>Classify foods by their food group</li> </ul>	<ul style="list-style-type: none"> <li><b>PHD9</b> Shows growing independence in hygiene, nutrition, and personal care when eating, dressing, washing hands, brushing teeth, and toileting.</li> <li><b>M14</b> Begins to make comparisons between several objects based on a single attribute.</li> </ul>
<b>STANDARD 10.4: PHYSICAL ACTIVITY:GROSS MOTOR COORDINATION</b>	
10.4.1 Control and Coordination	

<ul style="list-style-type: none"> <li>• Combine large motor movements with the use of equipment</li> </ul>	<ul style="list-style-type: none"> <li>• <b>PHD5</b> Demonstrates increasing abilities to coordinate movements in throwing, catching, kicking, bouncing balls, and using the slide and swing.</li> </ul>
<ul style="list-style-type: none"> <li>• Demonstrate coordination of body movements in active play</li> </ul>	<ul style="list-style-type: none"> <li>• <b>PHD4</b> Shows increasing levels of proficiency, control, and balance in walking, climbing, running, jumping, hopping, skipping, marching, and galloping.</li> <li>• <b>PHD8</b> Participates actively in games, outdoor play, and other forms of exercise that enhance physical fitness.</li> </ul>
<ul style="list-style-type: none"> <li>• Move and stop with control</li> </ul>	<ul style="list-style-type: none"> <li>• <b>PHD4</b> Shows increasing levels of proficiency, control, and balance in walking, climbing, running, jumping, hopping, skipping, marching, and galloping.</li> </ul>
<ul style="list-style-type: none"> <li>• Perform a variety of movement skills along side and with a partner</li> </ul>	<ul style="list-style-type: none"> <li>• <b>SE12</b> Develops increasing abilities to give and take in interactions, to take turns in games or using materials, and to interact without being overly submissive or directive.</li> </ul>
10.4.3 Balance and Strength	
<ul style="list-style-type: none"> <li>• Exhibit balance while moving on large motor equipment</li> </ul>	<ul style="list-style-type: none"> <li>• <b>PHD6</b> Chooses to actively explore large muscle equipment such as climbers, slides, balls, and adaptive physical activities as appropriate.</li> </ul>
<ul style="list-style-type: none"> <li>• Show enthusiasm for mastery of gross motor movements through repetitive practice</li> </ul>	<ul style="list-style-type: none"> <li>• <b>PHD4</b> Shows increasing levels of proficiency, control, and balance in walking, climbing, running, jumping, hopping, skipping, marching, and galloping.</li> </ul>
<b>STANDARD 10.5: CONCEPTS, PRINCIPLES AND STRATEGIES OF MOVEMENT: FINE MOTOR DEVELOPMENT</b>	
10.5.1 Strength, Coordination and Muscle Control	
<ul style="list-style-type: none"> <li>• Use hands, fingers and wrists to manipulate objects</li> </ul>	<ul style="list-style-type: none"> <li>• <b>PHD1</b> Develops growing strength, dexterity, and control needed to use tools such as scissors, paper punch, stapler, and hammer.</li> </ul>
<ul style="list-style-type: none"> <li>• Practice manual self help skills</li> </ul>	<ul style="list-style-type: none"> <li>• <b>PHD1</b> Develops growing strength, dexterity, and control needed to use tools such as scissors, paper punch, stapler, and hammer.</li> <li>• <b>SE2</b> Develops growing capacity for independence in a range of activities, routines, and tasks.</li> </ul>
10.5.2 Eye/Hand Coordination	
<ul style="list-style-type: none"> <li>• Coordinate eye and hand movements to perform a task</li> </ul>	<ul style="list-style-type: none"> <li>• <b>PHD2</b> Grows in hand-eye coordination in building with blocks, putting together puzzles, reproducing shapes and patterns, stringing beads, and using scissors.</li> </ul>
10.5.3 Use of Tools	
<ul style="list-style-type: none"> <li>• Use writing and drawing implements with correct grip to make pictures</li> </ul>	<ul style="list-style-type: none"> <li>• <b>LT18</b> Experiments with a growing variety of writing tools and materials, such as pencils, crayons, and computers.</li> </ul>
<ul style="list-style-type: none"> <li>• Use classroom and household tools independently to accomplish a purpose</li> </ul>	<ul style="list-style-type: none"> <li>• <b>PHD3</b> Progresses in abilities to use writing, drawing, and art tools, including pencils, markers, chalk, paintbrushes, and various types of technology.</li> <li>• <b>SE2</b> Develops growing capacity for independence in a range of activities, routines, and tasks.</li> </ul>

## **LANGUAGE AND LITERACY DEVELOPMENT**

### **Pennsylvania Standards for Prekindergarten**

### **HighReach Learning Curriculum Alignment with Standards**

#### **STANDARD 1.1: LEARNING TO READ INDEPENDENTLY**

##### **1.1.1 Purposes for Reading**

- |                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Use a variety of text during play</li> </ul>     | <ul style="list-style-type: none"> <li>• <b>LT6</b> Shows growing interest and involvement in listening to and discussing a variety of fiction and nonfiction books and poetry.</li> <li>• <b>LT7</b> Shows growing interest in reading-related activities, such as asking to have a favorite book read, choosing to look at books, drawing pictures based on stories, asking to take books home, going to the library, and engaging in pretend-reading with other children.</li> </ul> |
| <ul style="list-style-type: none"> <li>• Select a variety of genre during play</li> </ul> | <ul style="list-style-type: none"> <li>• <b>LT6</b> Shows growing interest and involvement in listening to and discussing a variety of fiction and nonfiction books and poetry.</li> </ul>                                                                                                                                                                                                                                                                                              |

##### **1.1.2 Word Recognition Skills**

- |                                                                                                                  |                                                                                                                                                                                                                                                                                                               |
|------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Identify upper case letters</li> </ul>                                  | <ul style="list-style-type: none"> <li>• <b>LT15</b> Recognizes a word as a unit of print, or awareness that letters are grouped to form words, and that words are separated by spaces.</li> <li>• <b>LT22</b> Identifies at least 10 letters of the alphabet, especially those in their own name.</li> </ul> |
| <ul style="list-style-type: none"> <li>• Associate some names of letters with their shapes and sounds</li> </ul> | <ul style="list-style-type: none"> <li>• <b>LT20</b> Shows progress in associating the names of letters with their shapes and sounds.</li> </ul>                                                                                                                                                              |
| <ul style="list-style-type: none"> <li>• Differentiate words and letters</li> </ul>                              | <ul style="list-style-type: none"> <li>• <b>LT21</b> Increases in ability to notice the beginning letters in familiar words.</li> <li>• <b>LT23</b> Knows that letters of the alphabet are a special category of visual graphics that can be individually named.</li> </ul>                                   |
| <ul style="list-style-type: none"> <li>• Continue teacher-initiated word patterns</li> </ul>                     | <ul style="list-style-type: none"> <li>•</li> </ul>                                                                                                                                                                                                                                                           |
| <ul style="list-style-type: none"> <li>• Identify familiar words and environmental print</li> </ul>              | <ul style="list-style-type: none"> <li>• <b>LT11</b> Shows increasing awareness of print in classroom, home, and community settings.</li> </ul>                                                                                                                                                               |

##### **1.1.3 Vocabulary Development**

- |                                                                                                     |                                                                                                                                                                                                                                                                                             |
|-----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Describe pictures in books using detail</li> </ul>         | <ul style="list-style-type: none"> <li>• <b>L5</b> Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.</li> </ul>                                             |
| <ul style="list-style-type: none"> <li>• Practice new vocabulary with teacher assistance</li> </ul> | <ul style="list-style-type: none"> <li>• <b>L3</b> Understands an increasingly complex and varied vocabulary.</li> </ul>                                                                                                                                                                    |
| <ul style="list-style-type: none"> <li>• Match vocabulary to picture clues</li> </ul>               | <ul style="list-style-type: none"> <li>• <b>L3</b> Understands an increasingly complex and varied vocabulary.</li> <li>• <b>LT12</b> Develops growing understanding of the different functions of forms of print such as signs, letters, newspapers, lists, messages, and menus.</li> </ul> |
| <ul style="list-style-type: none"> <li>• Use new vocabulary when speaking</li> </ul>                | <ul style="list-style-type: none"> <li>• <b>L7</b> Uses an increasingly complex and varied spoken vocabulary.</li> </ul>                                                                                                                                                                    |

1.1.4 Comprehension and Interpretation	
• Respond appropriately to directions and stories	• <b>L1</b> Demonstrates increasing ability to attend to and understand conversations, stories, songs, and poems.
• Use verbs to describe illustrations showing action	• <b>L7</b> Uses an increasingly complex and varied spoken vocabulary.
• Retell a simple story in sequence with picture support	• <b>LT8</b> Demonstrates progress in abilities to retell and dictate stories from books and experiences, to act out stories in dramatic play, and to predict what will happen next in a story.
• Identify story details through questioning	• <b>LT6</b> Shows growing interest and involvement in listening to and discussing a variety of fiction and nonfiction books and poetry.
• Draw connections between story events and personal experiences	• <b>LT10</b> Begins to connect own life with related events in books.
1.1.5 Fluency	
• Recite rhymes, songs, and familiar text while using tracking	• <b>LT3</b> Progresses in recognizing matching sounds and rhymes in familiar words, games, songs, stories, and poems. • <b>LT14</b> Shows progress in recognizing the association between spoken and written words by following print as it is read aloud.
• Apply knowledge of letters, words, and sounds to read simple sentences	• <b>LT15</b> Recognizes a word as a unit of print, or awareness that letters are grouped to form words, and that words are separated by spaces.
<b>STANDARD 1.2: READING, ANALYZING AND INTERPRETING TEXT</b>	
1.2.1 Text Analysis and Evaluation	
• Identify title and author of story	• <b>LT9</b> Progresses in learning how to handle and care for books; knowing to view one page at a time in sequence from front to back; and understanding that a book has a title, author, and illustrator.
• Identify characters in story	• <b>LT6</b> Shows growing interest and involvement in listening to and discussing a variety of fiction and nonfiction books and poetry.
• Discuss events in book or story	• <b>LT13</b> Demonstrates increasing awareness of concepts of print, such as that reading in English moves from top to bottom and from left to right, that speech can be written down, and that print conveys a message. • <b>LT6</b> Shows growing interest and involvement in listening to and discussing a variety of fiction and nonfiction books and poetry.
• Explain reasons for liking or disliking a book or story with prompting	• <b>LT7</b> Shows growing interest in reading-related activities, such as asking to have a favorite book read, choosing to look at books, drawing pictures based on stories, asking to take books home, going to the library, and engaging in pretend-reading with other children.
1.2.2 Text Organization	
• Practice book handling skills	• <b>LT9</b> Progresses in learning how to handle and care for books; knowing to view one page at a time in sequence from front to back; and understanding that a book has a title, author, and illustrator.

<ul style="list-style-type: none"> <li>• Identify beginning and end of a story</li> </ul>	<ul style="list-style-type: none"> <li>• <b>LT9</b> Progresses in learning how to handle and care for books; knowing to view one page at a time in sequence from front to back; and understanding that a book has a title, author, and illustrator.</li> </ul>
<ul style="list-style-type: none"> <li>• Practice tracking from top to bottom and left to right with scaffolding</li> </ul>	<ul style="list-style-type: none"> <li>• <b>LT9</b> Progresses in learning how to handle and care for books; knowing to view one page at a time in sequence from front to back; and understanding that a book has a title, author, and illustrator.</li> <li>• <b>LT13</b> Demonstrates increasing awareness of concepts of print, such as that reading in English moves from top to bottom and from left to right, that speech can be written down, and that print conveys a message.</li> </ul>
1.2.3 Fact and Opinion	
<ul style="list-style-type: none"> <li>• Differentiate between real and makebelieve</li> </ul>	<ul style="list-style-type: none"> <li>• <b>LT6</b> Shows growing interest and involvement in listening to and discussing a variety of fiction and nonfiction books and poetry.</li> </ul>
<ul style="list-style-type: none"> <li>• State at least one important fact from informational text</li> </ul>	<ul style="list-style-type: none"> <li>• <b>LT6</b> Shows growing interest and involvement in listening to and discussing a variety of fiction and nonfiction books and poetry.</li> </ul>
1.2.5 Inferences	
<ul style="list-style-type: none"> <li>• Use illustration clues and story sequence to infer and predict what happens next in a story</li> </ul>	<ul style="list-style-type: none"> <li>• <b>LT8</b> Demonstrates progress in abilities to retell and dictate stories from books and experiences, to act out stories in dramatic play, and to predict what will happen next in a story.</li> </ul>
<ul style="list-style-type: none"> <li>• Decide if predications were confirmed</li> </ul>	<ul style="list-style-type: none"> <li>• <b>LT8</b> Demonstrates progress in abilities to retell and dictate stories from books and experiences, to act out stories in dramatic play, and to predict what will happen next in a story.</li> </ul>
<b>STANDARD 1.3: READING, ANALYZING AND INTERPRETING LITERATURE</b>	
1.3.1 Analysis and Evaluation	
<ul style="list-style-type: none"> <li>• Select favorite book from many by same author</li> </ul>	<ul style="list-style-type: none"> <li>• <b>LT9</b> Progresses in learning how to handle and care for books; knowing to view one page at a time in sequence from front to back; and understanding that a book has a title, author, and illustrator.</li> </ul>
1.3.2 Literary Genres	
<ul style="list-style-type: none"> <li>• Identify a variety of literary genre with teacher support</li> </ul>	<ul style="list-style-type: none"> <li>• <b>LT6</b> Shows growing interest and involvement in listening to and discussing a variety of fiction and nonfiction books and poetry.</li> <li>• <b>LT7</b> Shows growing interest in reading-related activities, such as asking to have a favorite book read, choosing to look at books, drawing pictures based on stories, asking to take books home, going to the library, and engaging in pretend-reading with other children.</li> <li>• <b>LT10</b> Begins to connect own life with related events in books.</li> </ul>
1.3.3 Literary Elements	
<ul style="list-style-type: none"> <li>• Respond to questions about main characteristics setting and events during a read aloud</li> </ul>	<ul style="list-style-type: none"> <li>• <b>LT6</b> Shows growing interest and involvement in listening to and discussing a variety of fiction and nonfiction books and poetry.</li> </ul>

1.3.4 Literary Devices	
<ul style="list-style-type: none"> <li>• Recognize rhyming words in works of literature with teacher support</li> </ul>	<ul style="list-style-type: none"> <li>• <b>LT3</b> Progresses in recognizing matching sounds and rhymes in familiar words, games, songs, stories, and poems.</li> </ul>
<b>STANDARD 1.4: TYPES OF WRITING</b>	
1.4.1 Narrative <ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• <b>LT7</b> Shows growing interest in reading-related activities, such as asking to have a favorite book read, choosing to look at books, drawing pictures based on stories, asking to take books home, going to the library, and engaging in pretend-reading with other children.</li> <li>• <b>LT17</b> Begins to represent stories and experiences through pictures, dictation, and in play.</li> <li>• <b>LT18</b> Experiments with a growing variety of writing tools and materials, such as pencils, crayons, and computers.</li> <li>• <b>LT19</b> Progresses from using scribbles, shapes, or pictures to represent ideas, to using letter-like symbols, to copying or writing familiar words such as their own name.</li> <li>• <b>CA4</b> Progresses in abilities to create drawings, paintings, models, and other art creations that are more detailed, creative, or realistic.</li> </ul>
<ul style="list-style-type: none"> <li>• Create illustration and write about it</li> </ul>	<ul style="list-style-type: none"> <li>• <b>LT17</b> Begins to represent stories and experiences through pictures, dictation, and in play.</li> <li>• <b>LT18</b> Experiments with a growing variety of writing tools and materials, such as pencils, crayons, and computers.</li> <li>• <b>LT19</b> Progresses from using scribbles, shapes, or pictures to represent ideas, to using letter-like symbols, to copying or writing familiar words such as their own name.</li> </ul>
1.4.2 Informational	
<ul style="list-style-type: none"> <li>• Share information through pictures and dictated words</li> </ul>	<ul style="list-style-type: none"> <li>• <b>LT17</b> Begins to represent stories and experiences through pictures, dictation, and in play.</li> <li>• <b>LT18</b> Experiments with a growing variety of writing tools and materials, such as pencils, crayons, and computers.</li> <li>• <b>LT19</b> Progresses from using scribbles, shapes, or pictures to represent ideas, to using letter-like symbols, to copying or writing familiar words such as their own name.</li> </ul>
<b>STANDARD 1.5: QUALITY OF WRITING</b>	
1.5.1 Focus	
<ul style="list-style-type: none"> <li>• Illustrate and/or tell about a specific topic</li> </ul>	<ul style="list-style-type: none"> <li>• <b>LT16</b> Develops understanding that writing is a way of communicating for a variety of purposes.</li> <li>• <b>LT17</b> Begins to represent stories and experiences through pictures, dictation, and in play.</li> <li>• <b>CA4</b> Progresses in abilities to create drawings, paintings, models, and other art creations that are more detailed, creative, or realistic.</li> </ul>



1.5.2 Content	
<ul style="list-style-type: none"> <li>• Generate ideas for a picture, story or shared writing</li> </ul>	<ul style="list-style-type: none"> <li>• <b>LT7</b> Shows growing interest in reading-related activities, such as asking to have a favorite book read, choosing to look at books, drawing pictures based on stories, asking to take books home, going to the library, and engaging in pretend-reading with other children.</li> <li>• <b>LT17</b> Begins to represent stories and experiences through pictures, dictation, and in play.</li> </ul>
1.5.3 Organization	
<ul style="list-style-type: none"> <li>• Write symbols, words or simple phrases that communicate an idea</li> </ul>	<ul style="list-style-type: none"> <li>• <b>LT17</b> Begins to represent stories and experiences through pictures, dictation, and in play.</li> <li>• <b>LT18</b> Experiments with a growing variety of writing tools and materials, such as pencils, crayons, and computers.</li> <li>• <b>LT19</b> Progresses from using scribbles, shapes, or pictures to represent ideas, to using letter-like symbols, to copying or writing familiar words such as their own name.</li> </ul>
1.5.6 Convention	
<ul style="list-style-type: none"> <li>• Experiment with a variety of writing tools and surfaces</li> </ul>	<ul style="list-style-type: none"> <li>• <b>LT18</b> Experiments with a growing variety of writing tools and materials, such as pencils, crayons, and computers.</li> <li>• <b>PHD3</b> Progresses in abilities to use writing, drawing, and art tools, including pencils, markers, chalk, paintbrushes, and various types of technology.</li> </ul>
<ul style="list-style-type: none"> <li>• Create letter forms using various materials</li> </ul>	<ul style="list-style-type: none"> <li>• <b>LT19</b> Progresses from using scribbles, shapes, or pictures to represent ideas, to using letter-like symbols, to copying or writing familiar words such as their own name.</li> </ul>
<ul style="list-style-type: none"> <li>• Print letters in name using letter-like forms or conventional print</li> </ul>	<ul style="list-style-type: none"> <li>• <b>LT19</b> Progresses from using scribbles, shapes, or pictures to represent ideas, to using letter-like symbols, to copying or writing familiar words such as their own name.</li> </ul>
<b>STANDARD 1.6: SPEAKING AND LISTENING</b>	
1.6.1 Discussion	
<ul style="list-style-type: none"> <li>• Listen and respond attentively to conversations</li> </ul>	<ul style="list-style-type: none"> <li>• <b>L1</b> Demonstrates increasing ability to attend to and understand conversations, stories, songs, and poems.</li> <li>• <b>L6</b> Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.</li> </ul>
<ul style="list-style-type: none"> <li>• Ask and answer relevant questions</li> </ul>	<ul style="list-style-type: none"> <li>• <b>L5</b> Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.</li> </ul>
<ul style="list-style-type: none"> <li>• Follow two-step directions</li> </ul>	<ul style="list-style-type: none"> <li>• <b>L2</b> Shows progress in understanding and following simple and multiple-step directions.</li> </ul>

1.6.2 Listening Skills	
• Share experience when asked	<ul style="list-style-type: none"> <li>• <b>L5</b> Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.</li> <li>• <b>L6</b> Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.</li> </ul>
• Speak in simple sentences	<ul style="list-style-type: none"> <li>• <b>L8</b> Progresses in clarity of pronunciation and towards speaking in sentences of increasing length and grammatical complexity.</li> </ul>
• Recite rhymes, songs and familiar text in a group	<ul style="list-style-type: none"> <li>• <b>LT3</b> Progresses in recognizing matching sounds and rhymes in familiar words, games, songs, stories, and poems.</li> <li>• <b>CA1</b> Participates with increasing interest and enjoyment in a variety of music activities, including listening, singing, finger plays, games, and performances.</li> <li>• <b>L11</b> Begins to adjust volume, tone, expression, and inflection as situationally appropriate.</li> </ul>
• Answer questions	<ul style="list-style-type: none"> <li>• <b>ATL9</b> Develops increasing ability to find more than one solution to a question, task, or problem.</li> <li>• <b>ATL4</b> Grows in eagerness to learn about and discuss a growing range of topics, ideas, and tasks.</li> <li>• <b>L6</b> Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.</li> </ul>
1.6.3 Discussion	
• Communicate using detail when relating personal experiences	<ul style="list-style-type: none"> <li>• <b>L5</b> Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.</li> </ul>
• Pose questions and listen to ideas of others	<ul style="list-style-type: none"> <li>• <b>L6</b> Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.</li> <li>• <b>ATL4</b> Grows in eagerness to learn about and discuss a growing range of topics, ideas, and tasks.</li> </ul>
• Contribute to class discussion	<ul style="list-style-type: none"> <li>• <b>L6</b> Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.</li> </ul>
1.6.4 Presentation	
• Share information about an item of interest	<ul style="list-style-type: none"> <li>• <b>L5</b> Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.</li> <li>• <b>L6</b> Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.</li> <li>• <b>SE1</b> Begins to develop and express awareness of self in terms of specific abilities, characteristics, and preferences.</li> </ul>
<b>STANDARD 1.7: CHARACTERISTICS AND FUNCTIONS OF THE ENGLISH LANGUAGE</b>	
1.7.1 Communicating in More Than One Language	

<ul style="list-style-type: none"> <li>• Use verbal and nonverbal language to communicate for a variety of purposes</li> </ul>	<ul style="list-style-type: none"> <li>• <b>L5</b> Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.</li> <li>• <b>L9</b> For non-English-speaking children, progresses in speaking English.</li> <li>• <b>L10</b> Shows growing understanding that communication may take many forms, including signs, gestures, symbols, body language, facial expressions, and may be augmented by communication devices.</li> </ul>
<ul style="list-style-type: none"> <li>• Repeat a few words in a language other than native language</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>STANDARD 1.8: RESEARCH</b>	
1.8.1 Inquiry Based Process	
<ul style="list-style-type: none"> <li>• Ask questions about topics of personal interest to gain information</li> </ul>	<ul style="list-style-type: none"> <li>• <b>L5</b> Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.</li> <li>• <b>SE22</b> Investigates and gains knowledge about people in the classroom and community and actively helps others in the community.</li> <li>• <b>ATL8</b> Grows in the ability to distinguish when and how to seek help or information.</li> </ul>
1.8.2 Location of Information and Citing Sources	
<ul style="list-style-type: none"> <li>• Locate information on identified topics using resources provided by teacher</li> </ul>	<ul style="list-style-type: none"> <li>• <b>LT15</b> Recognizes a word as a unit of print, or awareness that letters are grouped to form words, and that words are separated by spaces.</li> <li>• <b>ATL8</b> Grows in the ability to distinguish when and how to seek help or information.</li> </ul>
1.8.3 Organization and Production of Final Product	
<ul style="list-style-type: none"> <li>• Produce a simple project based on research with assistance</li> </ul>	<ul style="list-style-type: none"> <li>• <b>ATL8</b> Grows in the ability to distinguish when and how to seek help or information.</li> <li>• <b>LT15</b> Recognizes a word as a unit of print, or awareness that letters are grouped to form words, and that words are separated by spaces.</li> </ul>
<b>STANDARD 1.9: INFORMATION, COMMUNICATION AND TECHNOLOGY LITERACY</b>	
1.9.1 Media and Technology Resources	
<ul style="list-style-type: none"> <li>• Identify technology that can be used to gain information</li> </ul>	<ul style="list-style-type: none"> <li>• <b>S11</b> Expands use and knowledge of various technologies.</li> <li>• <b>ATL8</b> Grows in the ability to distinguish when and how to seek help or information.</li> <li>• <b>L10</b> Shows growing understanding that communication may take</li> </ul>

	many forms, including signs, gestures, symbols, body language, facial expressions, and may be augmented by communication devices.
• Use age appropriate computer program after training	• <b>S11</b> Expands use and knowledge of various technologies.

## **SOCIAL AND EMOTIONAL DEVELOPMENT**

<b>Pennsylvania Standards for Prekindergarten</b>	<b>HighReach Learning Curriculum Alignment with Standards</b>
<b>STANDARD 25.1 SELF CONCEPT (IDENTITY)</b>	
25.1.1 Self Awareness	
• Demonstrate awareness of self and one's own preferences	• <b>SE1</b> Begins to develop and express awareness of self in terms of specific abilities, characteristics, and preferences.
• Know and state independent thoughts and feelings	• <b>SE1</b> Begins to develop and express awareness of self in terms of specific abilities, characteristics, and preferences. • <b>SE3</b> Demonstrates growing confidence in a range of abilities and expresses pride in accomplishments.
25.1.2 Understanding Emotions	
• Use socially-accepted ways to express emotions	• <b>SE4</b> Shows progress in expressing feelings, needs, and opinions in difficult situations and conflicts without harming themselves, others, or property.
• Recognize and label basic feelings	• <b>SE4</b> Shows progress in expressing feelings, needs, and opinions in difficult situations and conflicts without harming themselves, others, or property. • <b>L7</b> Uses an increasingly complex and varied spoken vocabulary.
• Express feelings that are appropriate to the situation	• <b>SE4</b> Shows progress in expressing feelings, needs, and opinions in difficult situations and conflicts without harming themselves, others, or property. • <b>SE1</b> Begins to develop and express awareness of self in terms of specific abilities, characteristics, and preferences.
25.1.3 Competence	
• Show pride in own accomplishments	• <b>SE3</b> Demonstrates growing confidence in a range of abilities and expresses pride in accomplishments.
• Choose materials and activities independently	• <b>SE2</b> Develops growing capacity for independence in a range of activities, routines, and tasks.
• Participate in new experiences with confidence and independence	• <b>SE2</b> Develops growing capacity for independence in a range of activities, routines, and tasks. • <b>SE3</b> Demonstrates growing confidence in a range of abilities and expresses pride in accomplishments.
<b>STANDARD 25.2: SELF REGULATION</b>	

25.2.1 Emotional Regulation	
<ul style="list-style-type: none"> <li>• Ask for and accept offers of help when needed or appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• <b>SE10</b> Increases abilities to sustain interactions with peers by helping, sharing, and discussion.</li> <li>• <b>ATL8</b> Grows in the ability to distinguish when and how to seek help or information.</li> </ul>
<ul style="list-style-type: none"> <li>• Know when to withhold expression of feelings in certain situations</li> </ul>	<ul style="list-style-type: none"> <li>• <b>SE4</b> Shows progress in expressing feelings, needs, and opinions in difficult situations and conflicts without harming themselves, others, or property.</li> </ul>
<ul style="list-style-type: none"> <li>• Adjust to changes in routines and activities with guidance</li> </ul>	<ul style="list-style-type: none"> <li>• <b>SE9</b> Demonstrates increased ability to self-regulate behavior during transition times.</li> </ul>
<ul style="list-style-type: none"> <li>• Begin to understand the consequences of own behavior</li> </ul>	<ul style="list-style-type: none"> <li>• <b>SE4</b> Shows progress in expressing feelings, needs, and opinions in difficult situations and conflicts without harming themselves, others, or property.</li> <li>• <b>SE6</b> Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully.</li> <li>• <b>SE7</b> Develops increasing ability to discriminate between risk-taking behavior that is appropriate and not appropriate or dangerous.</li> </ul>
25.2.2 Behavioral Regulation	
<ul style="list-style-type: none"> <li>• Demonstrate increased self reliance in self-care activities</li> </ul>	<ul style="list-style-type: none"> <li>• <b>PHD9</b> Shows growing independence in hygiene, nutrition, and personal care when eating, dressing, washing hands, brushing teeth, and toileting.</li> </ul>
<ul style="list-style-type: none"> <li>• Follow the rules and routines in classroom and other settings with reminders</li> </ul>	<ul style="list-style-type: none"> <li>• <b>SE6</b> Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully.</li> </ul>
<ul style="list-style-type: none"> <li>• Use materials with purpose, safety and respect</li> </ul>	<ul style="list-style-type: none"> <li>• <b>SE6</b> Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully.</li> <li>• <b>SE12</b> Develops increasing abilities to give and take in interactions, to take turns in games or using materials, and to interact without being overly submissive or directive.</li> </ul>
<ul style="list-style-type: none"> <li>• Understand and follow simple classroom rules</li> </ul>	<ul style="list-style-type: none"> <li>• <b>SE6</b> Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully.</li> </ul>
<ul style="list-style-type: none"> <li>• Make transitions between activities after warning</li> </ul>	<ul style="list-style-type: none"> <li>• <b>SE9</b> Demonstrates increased ability to self-regulate behavior during transition times.</li> </ul>
<ul style="list-style-type: none"> <li>• Wait for teacher approval before acting in required situations</li> </ul>	<ul style="list-style-type: none"> <li>• <b>SE6</b> Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully.</li> </ul>
<ul style="list-style-type: none"> <li>• Recognize unsafe situations and tell an adult</li> </ul>	<ul style="list-style-type: none"> <li>• <b>SE7</b> Develops increasing ability to discriminate between risk-taking behavior that is appropriate and not appropriate or dangerous.</li> </ul>
<ul style="list-style-type: none"> <li>• Clean up or put away materials on own with teacher direction</li> </ul>	<ul style="list-style-type: none"> <li>• <b>SE9</b> Demonstrates increased ability to self-regulate behavior during transition times.</li> <li>• <b>SE13</b> Demonstrates increasing ability to manage personal belongings and share in the care of equipment and materials in the environment.</li> </ul>
<b>STANDARD 25.3: PRO-SOCIAL RELATIONSHIPS WITH ADULTS</b>	

25.3.1 Trust	
<ul style="list-style-type: none"> <li>• Seek help from familiar adults when needed</li> </ul>	<ul style="list-style-type: none"> <li>• <b>SE14</b> Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults.</li> <li>• <b>ATL8</b> Grows in the ability to distinguish when and how to seek help or information.</li> </ul>
<ul style="list-style-type: none"> <li>• Respond to familiar adults' questions and directions</li> </ul>	<ul style="list-style-type: none"> <li>• <b>SE14</b> Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults.</li> </ul>
<ul style="list-style-type: none"> <li>• Engage in reciprocal conversation with familiar adults</li> </ul>	<ul style="list-style-type: none"> <li>• <b>L6</b> Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.</li> </ul>
25.3.2 Attachment	
<ul style="list-style-type: none"> <li>• Demonstrate affection for familiar adults through hugs, kisses or making gifts</li> </ul>	<ul style="list-style-type: none"> <li>• <b>SE5</b> Develops growing understanding of how their actions affect others and begins to accept the consequences of their actions.</li> </ul>
<ul style="list-style-type: none"> <li>• Separate from familiar adults in a familiar setting with minimal distress</li> </ul>	<ul style="list-style-type: none"> <li>• <b>SE9</b> Demonstrates increased ability to self-regulate behavior during transition times.</li> </ul>
<ul style="list-style-type: none"> <li>• Show preference for one adult over another when more than one is present</li> </ul>	<ul style="list-style-type: none"> <li>• <b>SE5</b> Develops growing understanding of how their actions affect others and begins to accept the consequences of their actions.</li> </ul>
<b>STANDARD 25.4: PRO-SOCIAL RELATIONSHIPS WITH PEERS</b>	
25.4.1 Social Identity	
<ul style="list-style-type: none"> <li>• Imitate others' actions using social play or dramatic play situations</li> </ul>	<ul style="list-style-type: none"> <li>• <b>SE18</b> Progresses in understanding similarities and respecting differences among people, such as gender, race, special needs, culture, language, and family structures.</li> <li>• <b>CA11</b> Participates in a variety of dramatic play activities that become more extended and complex.</li> </ul>
<ul style="list-style-type: none"> <li>• Initiate play with 1 or 2 peers</li> </ul>	<ul style="list-style-type: none"> <li>• <b>L6</b> Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.</li> </ul>
<ul style="list-style-type: none"> <li>• Play cooperatively with a few peers for sustained period of time</li> </ul>	<ul style="list-style-type: none"> <li>• <b>SE10</b> Increases abilities to sustain interactions with peers by helping, sharing, and discussion.</li> <li>• <b>SE12</b> Develops increasing abilities to give and take in interactions, to take turns in games or using materials, and to interact without being overly submissive or directive.</li> </ul>
<ul style="list-style-type: none"> <li>• Cooperate in both large and small group activities that are facilitated by adults</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Additional Information:</b> HighReach Learning curriculum includes experiences that involve individuals, pairs, small groups, and large groups.</li> </ul>
25.4.2 Respect and Empathy	
<ul style="list-style-type: none"> <li>• Respond with empathy to others who are upset</li> </ul>	<ul style="list-style-type: none"> <li>• <b>SE16</b> Progresses in responding sympathetically to peers who are in need, upset, hurt, or angry; and in expressing empathy or caring for others.</li> </ul>

• Seek help from peers	<ul style="list-style-type: none"> <li>• <b>SE10</b> Increases abilities to sustain interactions with peers by helping, sharing, and discussion.</li> <li>• <b>ATL8</b> Grows in the ability to distinguish when and how to seek help or information.</li> </ul>
• Share and take turns with adult guidance	<ul style="list-style-type: none"> <li>• <b>SE10</b> Increases abilities to sustain interactions with peers by helping, sharing, and discussion.</li> </ul>
• Respect feelings and belongings of peers	<ul style="list-style-type: none"> <li>• <b>SE16</b> Progresses in responding sympathetically to peers who are in need, upset, hurt, or angry; and in expressing empathy or caring for others.</li> </ul>
• Solve simple conflicts with peers with independence	<ul style="list-style-type: none"> <li>• <b>SE11</b> Shows increasing abilities to use compromise and discussion in working, playing, and resolving conflicts with peers.</li> </ul>
• Demonstrate polite and respectful interactions	<ul style="list-style-type: none"> <li>• <b>SE10</b> Increases abilities to sustain interactions with peers by helping, sharing, and discussion.</li> </ul>
• Demonstrate respect for children's differences	<ul style="list-style-type: none"> <li>• <b>SE18</b> Progresses in understanding similarities and respecting differences among people, such as gender, race, special needs, culture, language, and family structures.</li> </ul>

For more information, visit the HighReach Learning, Inc., Web site at [www.highreach.com](http://www.highreach.com); contact, Jenn Siegfried, at [jsiegfried@highreach.com](mailto:jsiegfried@highreach.com); or call the company at (800) 729-9988, ext. 5164.