

EARLY LEARNING STANDARDS: AGES 3-5 DRAFT



Contents

Early Learning Standards Introduction	3
English Language Arts	6
Introduction	6
3-year old Standards	8
4- year old Standards	11
Vertical Alignment	14
Fine Arts	21
Introduction	21
3-year old Standards	22
4- year old Standards	24
Vertical Alignment	26
Health Education	31
Introduction	31
3-year old Standards	32
4- year old Standards	34
Vertical Alignment	36
Mathematics	39
Introduction	39
3-year old Standards	40
4- year old Standards	42
Vertical Alignment	44
Physical Education	49
Introduction	49
3-year old Standards	51
4- year old Standards	53
Vertical Alignment	55
Science	58
Introduction	58
3 & 4-year old Standards	61
Vertical Alignment	63
Social Studies	66
Introduction	66

3-year old Standards 67
4- year old Standards 70
Vertical Alignment 73

DRAFT

Early Learning Standards Introduction

The purpose of the **Utah Early Learning Standards: Ages 3-5** is to give administrators, early childhood professionals, and families of preschool-aged students guidance and resources on developmentally appropriate standards and goals for their young children and students. Early childhood education is comprehensive and promotes cognitive, language, physical, social, and emotional development. These standards foster school readiness and build a foundation for later academic and social success.

These standards have been written by multiple experts in the field of early childhood and are designed to be inclusive of all children. Educators should be responsive to children's current strengths, knowledge, and skills while planning and creating experiences to support children's learning while being cognizant of the background and needs of the child. Content areas include:

English Language Arts

Fine Arts

Health Education

Mathematics

Physical Education

Science

Social Studies

The 2013 edition of Utah's Early Childhood Core Standards contained sections entitled *Approaches to Learning and Science* and *Social/Emotional and Social Studies*.

In this edition, Science and Social Studies are in sections by themselves. *Approaches to Learning* includes the concepts of curiosity, engagement, interest in learning, independence, flexibility, perseverance, imagination, and problem-solving. These foundational skills are essential for learning and are integrated throughout the standards.

Social-Emotional development includes self-awareness, regulation and recognition of emotions, emotional responsiveness, and the ability to interact with others effectively in social settings. The former *Social-Emotional* content has been integrated throughout all content areas, and a strand has been included in the Health Education section.

The implementation of these Standards in early childhood programs will improve kindergarten readiness and reduce achievement gaps. The standards are not to be used to exclude children from entering kindergarten. Related concepts may be added as appropriate in order to assure that every child reaches his/her potential.

GUIDING PRINCIPLES

Through play, relationships, and instruction, early learning provides children with an opportunity to develop skills and knowledge across all content areas. By guiding and empowering young children through positive experiences, children develop responsibility, persistence, citizenship, communication skills, reasoning, effective questioning, and more.

Young children’s minds grow and develop at an extremely rapid rate. Each child is complex and has various needs. It is critical to consider the whole child and foster their social, intellectual, emotional, physical, and language development. Children must feel emotionally and physically safe and secure for learning to take place.

Learning occurs long before children begin school. Parents and families are the first and most important teachers in a child’s life. Strong partnerships between schools and families foster positive relationships and continued learning at home.

Learning opportunities occur during play and through developmentally appropriate practices. Effective teachers design play activities with specific learning goals in mind. They provide individualized, intentional, and differentiated instruction to facilitate student success. Teachers should model kindness and respect as they guide children’s behavior.

Early childhood programs should welcome all children regardless of their abilities, culture, language, and backgrounds. Effective educators create opportunities for their students to explore and discuss their unique characteristics, experiences, and backgrounds of themselves, their classmates and teachers. Through these activities, students can gain an understanding that every person has value, regardless of their similarities and differences with others.

Children learn in diverse ways. Early childhood professionals need to communicate with families and review classroom data and observations to identify each students’ strengths and needs. Teacher should use this information to guide their instruction and make adaptations as needed. It is essential that all preschool students experience equity in their classroom and within their school community.

HOW TO USE THIS DOCUMENT

The Utah Early Learning Standards are organized into **strands** which represent significant areas of learning within age-level progressions and content areas. Each strand introduction provides an overall view of the concepts needed for foundational understanding. Within each strand are **standards**. A standard is an articulation of how a learner may demonstrate their proficiency.

Each of the general learning areas provides the following information:

- Introduction to the content area

- Strand

- Strand description

- Sub Strand and Sub Strand descriptions (English Language Arts)

Standard(s) for three- and four-year-old's listed separately (with the exception of science)

Vertical alignment of standards for three- and four-year-old standards side-by-side

The phrase “with prompting and support” is including in multiple standards throughout the document. This phrase implies that the skill/standards should be emerging, and the child should be demonstrating some independence in achieving it. Additional time, exposure, discussions, and patience can facilitate the development of these skills.

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English Language Arts

Introduction

Literacy is the ability to read, write, speak and listen, and use numeracy and technology, at a level that enables people to express and understand ideas and opinions, to make decisions and solve problems, to achieve their goals, and to participate fully in their community and in wider society. Achieving literacy is a lifelong learning process (Literacy Advance, 2018).

Language is the basis for understanding and communicating in most aspects of life. The development of language begins in infancy, and by the preschool years, many children have vocabularies that include several thousand words and continue to increase at a remarkable rate. One of the best predictors of reading success is the number of spoken words a preschooler understands and uses.

Research has supported the use of evidence-based literacy practices using systematic, explicit, cumulative instruction when teaching the seven essential components of literacy: oral language, phonological awareness, phonics, fluency, vocabulary, comprehension, writing. By exposing children to a wide variety of texts, and surrounding them with a print-rich environment, they begin to develop foundational reading skills.

ADULTS SUPPORT LEARNING IN ENGLISH LANGUAGE ARTS WHEN THEY:

- Engage in conversations with children.
- Read daily from a variety of text, including literature and informational genres.
- Create a language-rich environment, including eye-level alphabet charts, reading centers, listening centers, writing centers, dramatic play centers, and labels with primary language modifications as necessary.
- Use a wide variety of media and presentation forms, including storytelling, pictures or drawings, posters, appropriate multimedia presentations, drama, show and tell, signs, paintings, sculptures, puppets, and hand signs.
- Sing a wide variety of songs, including those that reflect the cultural makeup of the world.
- Provide a variety of texts such as menus, books, magazines, charts, record sheets, recipes, telephone directories, journals, theater programs, newspapers, maps, instruction booklets, movie or music labels, food and product labels (including those in different languages), and store fliers.
- Provide activities that increase awareness of the rhythm of language, such as clapping the syllables of children's names or other familiar words.
- Provide opportunities for guided oral repeated reading.
- While reading to children, ask questions such as what their favorite part was, how they think a character was feeling, what might happen next, etc.
- Encourage children to reenact stories using dramatic play or puppets.

- Supply a variety of writing tools and materials, including thick and thin pencils, crayons, markers, whiteboards, paintbrushes, etc.
- Model proper writing in many ways, for example: writing children's dictation, writing questions that could be asked of a visitor, or making a list for a food experience.

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3-year old Standards

Strand 1: Academic and Social Language: Speaking and Listening

Language development is crucial in the preschool years to establish foundational skills for all future academic and social success. Language skills include the ability to speak as well as listen.

Standard 3 yr.1.1: Speak in simple sentences to communicate wants and needs.

Standard 3 yr.1.2 Begin to understand and use pronouns, nouns, verbs, and prepositions.

Standard 3 yr.1.3: Begin to ask and answer simple questions (for example, who, what, where).

Standard 3 yr.1.4 With prompting and support, describe familiar people, places, things, and events.

Standard 3 yr.1.5 With prompting and support, use new vocabulary through rich texts, thematic units, conversation, and play.

Standard 3 yr.1.6: With prompting and support, sort objects into categories (for example, shapes, foods) and begin to discuss commonalities and differences.

Standard 3 yr.1.7: With prompting and support, explore opposites (antonyms) (for example, happy/sad, up/down, big/little).

Standard 3 yr.1.8: With prompting and support, engage in conversations with peers and adults.

Standard 3 yr.1.9: With prompting and support, begin to recognize that there are rules for conversation (for example, listening to others, staying on topic, taking turns speaking).

Standard 3 yr.1.10: Follow one-step directions to complete a task or routine (for example, “Go find a seat on the rug.” or “Line up at the door.”).

Strand 2: Reading

By exposing children to a wide variety of texts, and surrounding them with a print-rich environment, they begin to develop foundational reading skills. These skills are divided into five sub-strands: concepts of print, phonological awareness, phonics and word recognition, fluency, and comprehension.

Sub strand: Concepts of Print

The most foundational reading skills include learning how a book is properly held and manipulated, that print carries meaning, and the purpose of illustrations/photographs.

Standard 3 yr.2.1: With prompting and support, correctly hold a book.

Standard 3 yr.2.2: With prompting and support, participate in activities that explore that print conveys meaning and how illustrations/photographs relate to the text.

Standard 3 yr.2.3: With prompting and support, identify print in everyday life including numbers, alphabet letters, letters in own name, and environmental print.

Standard 3 yr.2.4: With prompting and support, recognize that print is read from top to bottom, left to right, and page by page.

Standard 3 yr.2.5: Explore the difference between pictures and words.

Standard 3 yr.2.6: Begins in four-year-old standards.

Standard 3 yr.2.7: Begins in four-year-old standards.

Sub strand: Phonemic Awareness

Phonemic Awareness refers to a child's ability to recognize the many ways that sound functions within words. This includes rhyming, identifying parts of words such as syllables, segmenting individual sounds (also called phonemes), and exploring how those sounds blend to make words.

Standard 3 yr.2.8: With prompting and support, explore sounds (phonemes) in spoken language.

Standard 3 yr.2.9: With prompting and support, explore rhyming words in familiar songs/books.

Standard 3 yr.2.10: With prompting and support, explore syllables in simple words (for example, clap children's names).

Standard 3 yr.2.11: Begins in four-year-old standards.

Standard 3 yr.2.12: With prompting and support, begin to identify the initial sounds of words.

Sub strand: Phonics & Word Recognition

Phonics and word recognition in preschool include the knowledge that words are made up of letters and sounds.

Standard 3 yr.2.13: With prompting and support, explore that words are made up of letters and sounds.

Standard 3 yr.2.14: With prompting and support, begin to identify the names and sounds of some upper and lowercase letters of the alphabet, including those in own name.

Standard 3 yr.2.15: Recognize own name in print.

Sub strand: Fluency

Fluency refers to the developing ability to rapidly name items, letters, and eventually, words in a left-to-right progression with accuracy.

Standard 3 yr.2.16: Begins in four-year-old standards.

Sub strand: Comprehension

Comprehension refers to the ability to derive meaning from written and spoken language.

Standard 3 yr.2.17: With prompting and support, listen attentively to simple texts.

Standard 3 yr.2.18: With prompting and support, ask and answer simple questions relating to a text, media, or information presented orally.

Strand 3: Writing

Writing refers to how children represent spoken words with written language. The development of fine motor control in early childhood is essential for early writing skills. (See Strand One: Fine Motor within the Physical Education Standards.)

Standard 3 yr.3.1: With prompting and support, begin to experiment with writing and represent ideas visually (for example, scribbles, stamps, gluing pictures on paper).

Standard 3 yr.3.2: Begins in four-year-old standards.

Standard 3 yr.3.3 Begins in four-year-old standards.

4- year old Standards

Strand 1: Academic and Social Language: Speaking and Listening

Language development is crucial in the preschool years to establish foundational skills for all future academic and social success. Language skills include the ability to speak as well as listen.

Standard 4 yr.1.1: Speak in sentences of varying lengths to communicate wants, needs, experiences, thoughts, and feelings.

Standard 4 yr.1.2: Use nouns, verbs, prepositions, pronouns, and adjectives when speaking with others.

Standard 4 yr.1.3: Begin to ask and answer complex questions (for example, who, what, where, when, why, how).

Standard 4 yr.1.4: Describe familiar people, places, things, and events.

Standard 4 yr.1.5 Use new vocabulary through rich texts, thematic units, conversation, and play.

Standard 4 yr.1.6: Discuss how objects can be sorted into categories (for example, shapes, foods) based on commonalities and differences.

Standard 4 yr.1.7: Identify and name opposites (antonyms) (for example, happy/sad, up/down, big/little).

Standard 4 yr.1.8: Engage in conversations with peers and adults by talking about activities, personal stories, pictures, topics, and text.

Standard 4 yr.1.9: Follow agreed upon rules for conversation (for example, listening to others, staying on topic, and taking turns speaking).

Standard 4 yr.1.10: Follow two-step directions to complete a task or routine (for example, “Get your coat on and line up.” or “Wash your hands and then find a seat at the table.”).

Strand 2: Reading

By exposing children to a wide variety of texts, and surrounding them with a print-rich environment, they begin to develop foundational reading skills. These skills are divided into five sub-strands: concepts of print, phonological awareness, phonics, and word recognition, fluency, and comprehension.

Sub strand: Concepts of Print

The most foundational reading skills include learning how a book is properly held and manipulated, that print carries meaning, and what the purpose of illustrations/photographs are.

Standard 4 yr.2.1: Correctly hold a book (identify the front cover, back cover, and title page of a book).

Standard 4 yr.2.2: Discuss that print conveys meaning and how illustrations/photographs relate to the text.

Standard 4 yr.2.3: Identify print in everyday life including numbers, alphabet letters, letters in own name, and environmental print.

Standard 4 yr.2.4: Demonstrate that print is read from top to bottom, left to right, and page by page.

Standard 4 yr.2.5: Demonstrate that spoken words are represented in written language.

Standard 4 yr.2.6: Demonstrate that letters are grouped to form words and words are grouped to form sentences.

Standard 4 yr.2.7: With prompting and support, discuss the role of the author and illustrator/photographer in presenting the ideas or information in a text.

Sub strand: Phonemic Awareness

Phonemic Awareness refers to a child's ability to recognize the many ways that sound functions within words. This includes rhyming, identifying parts of words such as syllables, segmenting individual sounds (also called phonemes), and exploring how those sounds blend to make words.

Standard 4 yr.2.8: Identify and discriminate between sounds (phonemes) in spoken language (for example, beginning and ending sounds).

Standard 4 yr.2.9: Identify rhyming words in familiar songs/books.

Standard 4 yr.2.10: Count syllables as words are being read.

Standard 4 yr.2.11: With prompting and support, blend (put together), and segment (take apart) single-syllable words into individual phonemes auditorily (for example, segment: bat= /b/ /a/ /t/, blend: /b/ /a/ /t/ = bat).

Standard 4 yr.2.12: Recognize the initial and ending sounds of words.

Sub strand: Phonics & Word Recognition

Phonics and word recognition in preschool include the knowledge that words are made up of letters and sounds.

Standard 4 yr.2.13: With prompting and support, recognize that words are made up of letters and sounds.

Standard 4 yr.2.14: Identify the names and sounds of some upper and lowercase letters of the alphabet, including those in own name.

Standard 4 yr.2.15: Begin to recognize some printed words that are seen frequently (for example, own name, name of classmates, labels in the classroom environment, etc.).

Sub strand: Fluency

Fluency refers to the developing ability to rapidly name items, letters, and eventually, words in a left-to-right progression with accuracy.

Standard 4 yr.2.16: Participate in rapid automatic naming of pictures, colors, and letters in a left-to-right progression.

Sub strand: Comprehension

Comprehension refers to the ability to derive meaning from written and spoken language.

Standard 4 yr.2.17: With prompting and support, listen attentively to and retell simple texts, including event sequence and characters through conversation, art, movement, or drama.

Standard 4 yr.2.18: With prompting and support, ask and answer questions and make connections about text, media, or information presented orally.

Strand 3: Writing

Writing refers to how children represent spoken words with written language. The development of fine motor control in early childhood is essential for early writing skills. (See Strand One: Fine Motor within the Physical Education Standards.)

Standard 3 yr.3.1: Represent ideas visually (for example, letter-like marks, simple drawings).

Standard 3 yr.3.2: Represent spoken words with written language using letter-like marks and inventive spelling.

Standard 3 yr.3.3: Print some letters of the alphabet, including those in own name.

Vertical Alignment

UTAH EARLY LEARNING STANDARD: Ages 3-5 FOR English Language Arts	
STRAND 1: Academic and Social Language: Speaking and Listening	
<p>Strand Introduction:</p> <p>Language development is crucial in the preschool years to establish foundational skills for all future academic and social success. Language skills include the ability to speak as well as listen. Refer to the English Language Arts Introductory Pages for more detailed information and definitions.</p>	
3-year-olds	4-year-olds
1. Speak in simple sentences to communicate wants and needs.	1. Speak in sentences of varying lengths to communicate wants, needs, experiences, thoughts, and feelings.
2. Begin to understand and use pronouns, nouns, verbs, and prepositions.	2. Use nouns, verbs, prepositions, pronouns, and adjectives when speaking with others.
3. Begin to ask and answer simple questions (for example, who, what, where).	3. Begin to ask and answer complex questions (for example who, what, where, when, why, how).
4. With prompting and support, describe familiar people, places, things, and events.	4. Describe familiar people, places, things, and events.

5. With prompting and support, use new vocabulary through rich texts, thematic units, conversation, and play.	5. Use new vocabulary through rich texts, thematic units, conversation, and play.
6. With prompting and support, sort objects into categories (for example, shapes, foods) and begin to discuss commonalities and differences.	6. Discuss how objects can be sorted into categories (for example, shapes, foods) based on commonalities and differences.
7. With prompting and support, explore opposites (antonyms) (for example, happy/sad, up/down, big/little).	7. Identify and name opposites (antonyms) (for example, happy/sad, up/down, big/little).
8. With prompting and support, engage in conversations with peers and adults.	8. Engage in conversations with peers and adults by talking about activities, personal stories, pictures, topics, and text.
9. With prompting and support, begin to recognize that there are rules for conversation (for example, listening to others, staying on topic, taking turns speaking).	9. Follow agreed upon rules for conversation (for example listening to others, staying on topic, and taking turns speaking).
10. Follow one-step directions to complete a task or routine (for example, “Go find a seat on the rug.” or “Line up at the door.”).	10. Follow two-step directions to complete a task or routine (for example, “Get your coat on and line up.” or “Wash your hands and then find a seat at the table.”).

STRAND 2: Reading

Strand Introduction:

By exposing children to a wide variety of texts, and surrounding them with a print-rich environment, they begin to develop foundational reading skills. These skills are divided into five substrands:

Concepts of Print, Phonological Awareness, Phonics and Word Recognition, Fluency, and Comprehension.

Substrand: Concepts of Print

Substrand Introduction: The most foundational reading skills include learning how a book is properly held and manipulated, that print carries meaning, and what the purpose of illustrations/photographs are. Refer to the English Language Arts Introductory Pages for more detailed information and definitions.

3-year-olds	4-year-olds
1. With prompting and support, correctly hold a book.	1. Correctly hold a book. (identify the front cover, back cover, and title page of a book.)
2. With prompting and support, participate in activities that explore that print conveys meaning and how illustrations/photographs relate to the text.	2. Discuss that print conveys meaning and how illustrations/photographs relate to the text.
3. With prompting and support, identify print in everyday life including numbers, alphabet letters, letters in own name, and environmental print.	3. Identify print in everyday life including numbers, alphabet letters, letters in own name, and environmental print.
4. With prompting and support, recognize that print is read from top to bottom, left to right, and page by page.	4. Demonstrate that print is read from top to bottom, left to right, and page by page.
5. Explore the difference between pictures and words.	5. Demonstrate that spoken words are represented in written language.

6. Begins in four-year-old standards.	6. Demonstrate that letters are grouped to form words and words are grouped to form sentences.
7. Begins in four-year-old standards.	7. With prompting and support, discuss the role of the author and illustrator/photographer in presenting the ideas or information in a text.
Substrand: Phonemic Awareness	
Substrand Introduction: Phonemic Awareness refers to a child's ability to recognize the many ways that sounds function within words. This includes rhyming, identifying parts of words such as syllables, segmenting individual sounds (also called phonemes), and exploring how those sounds blend to make words. Refer to the English Language Arts Introductory Pages for more detailed information and definitions.	
3-year-olds	4-year-olds
8. With prompting and support, explore sounds (phonemes) in spoken language.	8. Identify and discriminate between sounds (phonemes) in spoken language (for example, beginning and ending sounds).
9. With prompting and support, explore rhyming words in familiar songs/books.	9. Identify rhyming words in familiar songs/books.
10. With prompting and support, explore syllables in simple words (for example: clap childrens' names).	10. Count syllables as words are being read.
11. Begins in four-year-old standards.	11. With prompting and support, blend (put together), and segment (take apart) single-syllable words into individual phonemes auditorily (for example, segment: bat= /b/ /a/ /t/, blend: /b/ /a/ /t/ = bat).

12. With prompting and support, begin to identify the initial sounds of words.	12. Recognize the initial and ending sounds of words.
Substrand: Phonics & Word Recognition	
Substrand Introduction: Phonics and word recognition in preschool include the knowledge that words are made up of letters and sounds. Refer to the English Language Arts Introductory Pages for more detailed information and definitions.	
3-year-olds	4-year-olds
13. With prompting and support, explore that words are made up of letters and sounds.	13. With prompting and support, recognize that words are made up of letters and sounds.
14. With prompting and support, begin to identify some of the names and sounds of upper and lowercase letters of the alphabet, including those in own name.	14. Identify the names and sounds of some upper and lowercase letters of the alphabet, including those in own name.
15. Recognize own name in print.	15. Begin to recognize some printed words that are seen frequently (for example, own name, name of classmates, labels in classroom environment, etc.).
Substrand: Fluency	
Substrand Introduction: Fluency refers to the developing ability to rapidly name items, letters, and eventually words in a left-to-right progression with accuracy. Refer to the English Language Arts Introductory Pages for more detailed information and definitions.	
3-year-olds	4-year-olds

16. Begins in four-year-old standards.	16. Participate in rapid automatic naming of pictures, colors, and letters in a left-to-right progression.
Substrand: Comprehension	
Substrand Introduction: Comprehension refers to the ability to derive meaning from written and spoken language. Refer to the English Language Arts Introductory Pages for more detailed information and definitions.	
3-year-olds	4-year-olds
17. With prompting and support, listen attentively to simple texts.	17. With prompting and support, listen attentively to and retell simple texts, including event sequence and characters through conversation, art, movement, or drama.
18. With prompting and support, ask and answer simple questions relating to a text, media, or information presented orally.	18. With prompting and support, ask and answer questions and make connections about text, media, or information presented orally.
STRAND 3: Writing	
Strand Introduction: Writing refers to how children represent spoken words with written language. The development of fine motor control in early childhood is essential for early writing skills. (See Strand One: Fine Motor within the Physical Education Standards.).	
3-year-olds	4-year-olds
1. With prompting and support, begin to experiment with writing and represent ideas visually (for example, scribbles, stamps, gluing pictures on paper).	1. Represent ideas visually (for example, letter-like marks, simple drawings).

2. Begins in four-year-old standards.	2. Represent spoken words with written language using letter like marks and inventive spelling.
3. Begins in four-year-old standards.	3. Print some letters of the alphabet, including those in own name.

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Fine Arts

Introduction

Children use creativity to explore, discover, and make sense of the world around them. As outlined in the Utah State Core Standards, the study of drama, dance, music, and visual arts provide a venue for creativity to flourish. Creative arts provide opportunities for children to explore realities, relationships, and ideas that cannot be learned or demonstrated simply in words or numbers.

Learning in fine arts is valuable for building curiosity and supporting children in expressing and communicating their ideas and experiences. Additionally, integrating the arts throughout the classroom supports children's engagement in cooperative learning and constructing knowledge in all content areas. For example, visual arts instruction improves reading readiness. Performing and creating facilitates the acquisition of problem-solving skills and teamwork. Musical experiences support understanding foundational mathematical concepts. Engaging in creative arts builds cognition, self-awareness, self-direction, social and cultural awareness, independence, language, physical, and social-emotional development and provides opportunities for children to reduce stress and help make sense of the world around them.

In our global economy, collaboration, creativity, and cultural awareness are essential skills and concepts for children to develop and explore. Nurturing and integrating these skills and concepts provide the foundation for children's lifelong educational success.

ADULTS SUPPORT LEARNING IN CREATIVE ARTS WHEN THEY:

- Encourage conversation to help children express their ideas, emotions, and understanding in a variety of ways.
- Gain an understanding of children's preferences, interests, background, and culture to support the development of instruction and to create an engaging learning environment.
- Encourage children to observe, interpret, and understand the expression of others.
- Provide opportunities for children to work collaboratively with others.
- Support children's self-awareness by providing opportunities for children to display, perform, and discuss their creative works.
- Engage and follow the children's lead in creative processes.
- Acknowledge children's efforts and persistence in artistic expression.

3-year old Standards

Strand 1: **Drama**

Drama provides creative opportunities for children to portray a variety of events, characters, or stories through taking on different roles, interacting with props, and engaging in dramatic interactions. Children explore roles individually and collaboratively when acting out experiences and observing the dramatic expression of peers/teachers.

Standard 3 yr.1.1: With prompting and support, learn to express ideas, information, and feelings through dramatic play.

Standard 3 yr.1.2: Attend to an adult telling stories or nursery rhymes and act out different parts.

Standard 3 yr.1.3: Show that real-life or pretend roles can be imitated.

Standard 3 yr.1.4: With prompting and support, begin to work effectively alone and cooperatively in dramatic play.

Standard 3 yr.1.5: With prompting and support, attend to and show appreciation for the dramatization of others.

Standard 3 yr.1.6: With prompting and support, begin to create a scene or play with a beginning and an end.

Strand 2: **DANCE**

Dance provides children the opportunity to use the body to move to music and express themselves.

Standard 3 yr.2.1 Move in rhythm with the music

Standard 3 yr.2.2 Move body to express feelings and ideas

Standard 3 yr.2.3 Demonstrate large motor balance, stability, and control in dance within a defined space.

Standard 3 yr.2.4 Find different ways to control movements of the body, arms, and legs to develop coordination and controlled mobility.

Standard 3 yr.2.5 With prompting and support, begin to dance with others while respecting space and maintaining body control.

Strand 3: **Music**

Music offers students the opportunity to learn songs, create music, develop self-expression, and build cultural understanding with self and others.

Standard 3 yr.3.1 With prompting and support, participate in listening to and singing several simple songs and fingerplays.

Standard 3 yr.3.2 Explore and experiment with musical instruments.

Standard 3 yr.3.3 Show awareness and appreciation of different kinds of music.

Standard 3 yr.3.4 With prompting and support, express thoughts, feelings, and energy through music.

Standard 3 yr.3.5 With prompting and support, begin to explore folk songs and singing games from various cultures.

Standard 3 yr.3.6 With prompting and support, begin to identify favorite songs.

Strand 4: **Visual Arts**

Visual arts provide sensory, expressive, and social opportunities through the use of a variety of media and materials to create drawings, pictures, or other objects.

Standard 3 yr.4.1: Show interest in a variety of art materials.

Standard 3 yr.4.2: Recognize basic colors (for example: red, orange, yellow, green, blue, purple).

Standard 3 yr.4.3: With prompting and support, create artwork that reflect experiences or objects using various materials, tools, and processes.

Standard 3 yr.4.4: With prompting and support, begin to use basic art tools including crayons, markers, clay, scissors, etc.

Standard 3 yr.4.5: With prompting and support, explore and identify physical characteristics of the child's environment including colors, textures, and light.

Standard 3 yr.4.6: With prompting and support, talk with others about the art they created.

Standard 3 yr.4.7: With prompting and support, select art objects for personal portfolio and/or display.

Standard 3 yr.4.8: With prompting and support, select art objects for the child's portfolio and/or display.

4- year old Standards

Strand 1: **Drama**

Drama provides creative opportunities for children to portray a variety of events, characters, or stories through taking on different roles, interacting with props, and engaging in dramatic interactions. Children explore roles individually and collaboratively when acting out experiences and observing the dramatic expression of peers/teachers.

Standard 4 yr.1.1 Identify and express ideas, information, and feelings through dramatic art (for example, telling stories, playing make-believe, etc.)

Standard 4 yr.1.2 Use dialogue, actions, and objects to tell a story.

Standard 4 yr.1.3 Assume roles in dramatic play situations, characters, or stories through drama, props, and language.

Standard 4 yr.1.4 With prompting and support, work alone and cooperatively in dramatic play.

Standard 4 yr.1.5 Attend to and show appreciation for the dramatization of others.

Standard 4 yr.1.6 With prompting and support, create a scene or play with a beginning, middle, and an end.

Strand 2: **Dance**

Dance provides children the opportunity to use the body to move to music and express themselves.

Standard 4 yr.2.1: Move to different patterns of beat and rhythm in music.

Standard 4 yr.2.2: Use creative movement to demonstrate feelings, ideas, concepts, and tell stories.

Standard 4 yr.2.3: With prompting and support, maintain personal space while in group formations and start and stop on cue.

Standard 4 yr.2.4: Find different ways to move the body, arms, and legs and begin to move body parts one at time.

Standard 4 yr.2.5: With prompting and support, dance for and with others while respecting space and maintaining body control.

Strand 3: **Music**

Music offers students the opportunity to learn songs, create music, develop self-expression, and build cultural understanding with self and others.

Standard 4 yr.3.1: Participate in music activities by listening to, singing, and creating music.

Standard 4 yr.3.2: Show increasing awareness of various components of music in terms of dynamics (*loud/soft*), pitch (*high/low*), and duration (*long/short, fast/slow*).

Standard 4 yr.3.3: Explain what is felt and heard through various musical tempos and styles.

Standard 4 yr.3.4: Express thoughts, feelings, and energy through music.

Standard 4 yr.3.5: With prompting and support, begin to sing songs from various cultures.

Standard 4 yr.3.6: With prompting and support, share a favorite song.

Strand 4: **Visual Arts**

Visual arts provide sensory, expressive, and social opportunities using a variety of media and materials to create drawings, pictures, or other objects.

Standard 4 yr.4.1: Use a variety of materials and techniques to create art.

Standard 4 yr.4.2: Recognize and name colors (for example: red, orange, yellow, green, blue, purple, black, white, brown, pink, and gray).

Standard 4 yr.4.3: Create works of art that reflect experiences using various materials, tools, and processes.

Standard 4 yr.4.4: Use basic tools to create art including glue, clay, markers, scissors, paintbrushes, and crayons.

Standard 4 yr.4.5: Explore, identify, and describe the physical characteristics of the child's environment including colors, textures, and light.

Standard 4 yr.4.6: Talk with others about the art created and their creative process.

Standard 4 yr.4.7: With prompting and support, select art objects for personal portfolio and/or display and begin to explain the reasons for selecting preferred artwork.

Standard 4 yr.4.8: Explore how people of many cultures make art and begin to identify different purposes for making artwork.

Vertical Alignment

UTAH EARLY LEARNING STANDARDS: AGES 3-5 FOR Fine Arts	
STRAND 1: Drama	
<p>Strand Introduction:</p> <p>Drama provides creative opportunities for children to portray a variety of events, characters, or stories through taking on different roles, interacting with props, and engaging in dramatic interactions. Children explore roles individually and collaboratively when acting out experiences and observing the dramatic expression of peers/teachers.</p>	
3-year-olds	4-year-olds
1. With prompting and support, learn to express ideas, information, and feelings through dramatic play.	1. Identify and express ideas, information, and feelings through dramatic art (for example, telling stories, playing make-believe, etc.)
2. Attend to an adult telling stories or nursery rhymes and act out different parts.	2. Use dialogue, actions, and objects to tell a story.
3. Show that real-life or pretend roles can be imitated.	3. Assume roles in dramatic play situations, characters, or stories through drama, props, and language.
4. With prompting and support, begin to work effectively alone and cooperatively in dramatic play.	4. With prompting and support, work alone and cooperatively in dramatic play.

5. With prompting and support, attend to and show appreciation for the dramatization of others.	5. Attend to and show appreciation for the dramatization of others.
6. With prompting and support, begin to create a scene or play with a beginning, and an end.	6. With prompting and support, create a scene or play with a beginning, middle, and an end.
STRAND 2: Dance	
<p>Strand Introduction:</p> <p>Dance provides children the opportunity to use their bodies to move to music and express themselves through movement.</p>	
3-year-olds	4-year-olds
1. Move in rhythm with the music.	1. Move to different patterns of beat and rhythm in music.
2. Move body to express feelings and ideas.	2. Use creative movement to demonstrate feelings, ideas, concepts, and tell stories.
3. Demonstrate large motor balance, stability, and control in dance within a defined space.	3. With prompting and support, maintain personal space while in group formations and start and stop on cue.
4. Find different ways to control movements of the body, arms, and legs to develop coordination and controlled mobility.	4. Find different ways to move body, arms, and legs and begin to move body parts one at time.

5. With prompting and support, begin to dance with others while respecting space and maintaining body control.	5. With prompting and support, dance for and with others while respecting space and maintaining body control.
STRAND 3: Music	
<p>Strand Introduction:</p> <p>Music offers students the opportunity to learn songs, create music, develop self-expression, and build cultural understanding with self and others.</p>	
3-year-olds	4-year-olds
1. With prompting and support, participate in listening to and singing several simple songs and fingerplays.	1. Participate in music activities by listening to, singing, and creating music.
2. Explore and experiment with musical instruments.	2. Show increasing awareness of various components of music in terms of dynamics (<i>loud/soft</i>), pitch (<i>high/low</i>), and duration (<i>long/short, fast/slow</i>).
3. Show awareness and appreciation of different kinds of music.	3. Explain what is felt and heard through various musical tempos and styles.
4. With prompting and support, express thoughts, feelings, and energy through music.	4. Express thoughts, feelings, and energy through music.

5. With prompting and support, begin to explore folk songs and singing games from various cultures.	5. With prompting and support, begin to sing songs from various cultures.
6. With prompting and support, begin to identify favorite songs.	6. With prompting and support, share a favorite song.
STRAND 4: Visual Arts	
<p>Strand introduction:</p> <p>Visual arts provide sensory, expressive, and social opportunities through the use of a variety of media and materials to create drawings, pictures, or other objects.</p>	
3-year-olds	4-year-olds
1. Show interest in a variety of art materials.	1. Use a variety of materials and techniques to create art.
2. Recognize basic colors (for example: red, orange, yellow, green, blue, purple).	2. Recognize and name colors (for example: red, orange, yellow, green, blue, purple, black, white, brown, pink, and gray).
3. With prompting and support, create artwork that reflect experiences or objects using various materials, tools, and processes.	3. Create works of art that reflect experiences using various materials, tools, and processes.
4. With prompting and support, use basic art tools including crayons, markers, clay, scissors, etc.	4. Use basic tools to create art including glue, clay, markers, scissors, paintbrushes, and crayons.

5. With prompting and support, explore and identify physical characteristics of the child's environment including colors, textures, and light.	5. Explore, identify, and describe the physical characteristics of the child's environment including colors, textures, and light.
6. With prompting and support, talk with others about the art they created.	6. Talk with others about the art created and their creative process.
7. With prompting and support, select art objects for personal portfolio and/or display.	7. With prompting and support, select art objects for personal portfolio and/or display and begin to explain the reasons for selecting preferred artwork.
8. With prompting and support, explore art from various cultures.	8. Explore how people of many cultures make art and begin to identify different purposes for making artwork.

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Health Education

Introduction

The success of Utah's young children is strongly linked to their health. The goal of Health Education is to support early childhood educators and families in developing healthy, responsible children with knowledge and skills that lead to lifelong healthy behaviors. The inclusion of health practices in a child's education positively contributes to their ability to learn, focus, and achieve health and wellness throughout their lives. The Utah Core Standards for Health Education in preschool is the introduction to physical, mental, emotional, and social health in four strands:

Human Development focuses on independence in personal care and hygiene. Children with experience establishing habits and routines for caring for and protecting their bodies in a developmentally appropriate way tend to have healthier growth and development (Britto et al., 2017).

Health Foundations and Protective Factors of Healthy Self focuses on learning characteristics of safe and healthy relationships with peers and trusted adults (for example, parent, guardian, relative, teacher, counselor, clergy). Children with experience in building strong protective factors through positive reciprocal relationships are less likely to develop mental illness or substance use disorders (Shonkoff et al., 2012).

Mental and Emotional Health focuses on awareness and care for the mental and emotional health of self and others. Children with experience using strategies to identify and manage their thoughts, feelings, and behaviors have shown to be more skilled in self-regulation and self-control (Montroy et al., 2016; Schore, 2015).

Nutrition Focuses on understanding the importance of nutritional food on health throughout life, including food choices and how to properly fuel the body. Proper nutrition is linked to learning readiness, academic achievement, emotional health, supporting the immune system, and reducing the occurrence of many diseases (Britto et al., 2017).

ADULTS SUPPORT LEARNING IN HEALTH EDUCATION WHEN THEY:

- Encourage their child to participate in bedtime routines, brushing their teeth, etc.
- Provide examples of what a good friend is and is not.
- Provide suggestions for appropriate turn taking.
- Talk about foods in the environment and suggest healthy alternatives during snack.
- Help children acknowledge their feelings and teach them appropriate ways to handle those feelings.

3-year old Standards

Strand 1: **Human Development**

Students will learn independence in basic hygiene skills and understand different types of touch.

Standard 3 yr.1.1: Develop participation in personal hygiene and care.

Standard 3 yr.1.2: Develops awareness between appropriate and inappropriate touch.

Strand 2: **Health Foundations and Protective Factors of a Healthy Self**

Students will learn the characteristics of safe and healthy relationships.

Standard 3 yr.2.1: With prompting and support, recognize trusted adults (for example, parent, guardian, relative, teacher, counselor, clergy) and the characteristics that make them trusted and safe.

Standard 3 yr.2.2: Identify and practice how to make friends and be a good friend by calling peers by name and engaging in parallel play.

Standard 3 yr.2.3: With prompting and support, engage in positive social behaviors by sharing, taking turns, and seeking help to solve conflicts.

Standard 3 yr.2.4: With prompting and support, communicate respectfully with others by attending and responding to peers and adults.

Strand 3: **Mental and Emotional Health**

Students will identify emotions and react appropriately to different emotions.

Standard 3 yr.3.1: With prompting and support, express and label emotions (for example: happy, sad, angry, afraid) and feelings (for example: thirsty, hungry, hot, cold, tired).

Standard 3 yr.3.2: With prompting and support, practice methods to calm down (for example, deep breathing, count to 10, mindfulness).

Standard 3 yr.3.3: With prompting and support, begin to develop self-control by regulating one's own impulses and feelings, following simple directions, waiting for turns, transitioning between activities, and complying with limitations.

Strand 4: **Nutrition**

Students will understand why food choices are important for health.

Standard 3 yr.4.1 Begins to identify the difference between healthy and unhealthy foods.

Standard 3 yr.4.2 Begins to identify why eating healthy food is important.

Standard 3 yr.4.3 Begins to try new foods from a variety of food groups.

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4- year old Standards

Strand 1: **Human Development**

Students will learn independence in basic hygiene skills and understand different types of touch.

Standard 4 yr.1.1: Shows independence in personal hygiene and care.

Standard 4 yr.1.2: With prompting and support, distinguish between appropriate and inappropriate touch.

Strand 2: **Health Foundations and Protective Factors of a Healthy Self**

Students will learn the characteristics of safe and healthy relationships.

Standard 4 yr.2.1: With prompting and support, identify trusted adults (for example, parent, guardian, relative, teacher, counselor, clergy) and recognize the characteristics that make them trusted and safe.

Standard 4 yr.2.2: Identify and practice how to make friends and be a good friend by developing friendships with peers and participating in cooperative play.

Standard 4 yr.2.3: Engage in positive social behaviors by sharing, taking turns, and seeking help to solve conflicts.

Standard 4 yr.2.4: Communicate respectfully with others by listening attentively and using polite language to respond to and interact with peers and adults.

Strand 3: **Mental and Emotional Health**

Students will identify emotions and react appropriately to different emotions.

Standard 4 yr.3.1: Express and label emotions (for example: happy, sad, angry, afraid, frustrated, bored) and feelings (for example: thirsty, hungry, hot, cold, tired).

Standard 4 yr.3.2: With prompting and support, practice methods to calm down (for example, deep breathing, count to 10, mindfulness).

Standard 4 yr.3.3: With prompting and support, develop and practice self-control by regulating one's own impulses and feelings, following simple directions, waiting for turns, transitioning between activities, and complying with limitations.

Strand 4: **Nutrition**

Students will understand why food choices are important for health.

Standard 4 yr.4.1: Identify a variety of healthy foods.

Standard 4 yr.4.2: Identify why eating healthy food is important.

Standard 4 yr.4.3: With prompting and support, try new foods from a variety of food groups.

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Vertical Alignment

UTAH EARLY LEARNING STANDARDS: AGES 3-5 FOR Health Education	
STRAND 1: Human Development (HD)	
Strand Definition: Students will learn independence in basic hygiene skills and understands different types of touch.	
3-year-olds	4- year-olds
1. Develops participation in personal hygiene and care	1. Shows independence in personal hygiene and care
2. Develops awareness between appropriate and inappropriate touch	2. With prompting and support, distinguish between appropriate and inappropriate touch.
STRAND 2: Health Foundations and Protective Factors of a Healthy Self (HF)	
Strand Definition: Students will learn the characteristics of safe and healthy relationships.	
3-year-olds	4- year-olds

1. With prompting and support, recognize trusted adults (for example parent, guardian, relative, teacher, counselor, clergy) and the characteristics that make them trusted and safe.	1. With prompting and support, identify trusted adults (for example, parent, guardian, relative, teacher, counselor, clergy) and recognize the characteristics that make them trusted and safe.
2. Identify and practice how to make friends and be a good friend by calling peers by name and engage in parallel play.	2. Identify and practice how to make friends and be a good friend by developing friendships with peers and participating in cooperative play.
3. With prompting and support, engage in positive social behaviors by sharing, taking turns, and seeking help to solve conflicts.	3. Engage in positive social behaviors by sharing, taking turns, and seeking help to solve conflicts.
4. With prompting and support, communicate respectfully with others by attending and responding to peers and adults.	4. Communicate respectfully with others by listening attentively and using polite language to respond to and interact with peers and adults.
STRAND 3: Mental and Emotional Health (MEH)	
Strand Definition: Students will identify emotions and react appropriately to different emotions.	
3-year-olds	4- year-olds
1. With prompting and support, express and label emotions (for example: happy, sad, angry, afraid) and feelings (for example, thirsty, hungry, hot, cold, tired).	1. Express and label emotions (for example: happy, sad, angry, afraid, frustrated, bored) and feelings (for example, thirsty, hungry, hot, cold, tired).

2. With prompting and support, practice methods to calm down (for example, deep breathing, count to 10, mindfulness).	2. With prompting and support, practice methods to calm down (for example, deep breathing, count to 10, mindfulness).
3. With prompting and support, begin to develop self-control by regulating one's own impulses and feelings, following simple directions, waiting for turns, transitioning between activities, and comply with limitations.	3. With prompting and support, develop and practice self-control by regulating one's own impulses and feelings, following simple directions, waiting for turns, transitioning between activities, and comply with limitations.
STRAND 4: Nutrition (N)	
Strand Definition: Students will understand why food choices are important for health.	
3-year-olds	4- year-olds
1. Begins to identify the difference between healthy and unhealthy foods.	1. Identify a variety of healthy foods.
2. Begins to identify why eating healthy food is important.	2. Identify why eating healthy food is important.
3. Begins to try new foods from a variety of food groups.	3. With prompting and support, try new foods from a variety of food groups

Mathematics

Introduction

Mathematics is a way of thinking about patterns, relationships, and seeking multiple solutions to problems. Children's knowledge of math concepts and language are used in all domains of learning.

Children learn mathematics best when their natural interests and curiosity are nurtured. Quality learning environments should focus on actual hands-on experiences during play and interaction with others to incorporate well-designed mathematical experiences. Preschool children should experience language-rich environments that help children connect mathematical concepts, problem-solving, and reasoning skills to previous knowledge.

ADULTS SUPPORT LEARNING IN MATHEMATICS WHEN THEY:

- Give children adequate time to explore and experiment with manipulatives before starting directed work.
- Design experiences where children explore and experience their environment to identify spatial relationships such as, "How many children fit inside the castle in the outdoor area?"
- Model and encourage correct mathematical language throughout the day.
- Use mathematical language to extend children's understanding within the context of their experiences, such as: "Do you want half a glass of milk or a full glass of milk?" "Would you like more or fewer grapes than five?" or "Would you like more or fewer grapes than I have?"
- In the context of classroom play and teacher-guided activity engage in exploration of addition (adding to or putting together) and subtraction (taking from or taking apart) and begin to compare objects using measurable attributes (for example, length [longer/shorter], weight [heavier/lighter], and size [bigger/smaller]).
- Integrate mathematical experiences, including stories, chants, and songs such as "Five Little Speckled Frogs," "Five Little Ducks," and "The Three Billy Goats Gruff" to focus to reinforce mathematical concepts.
- Provide a variety of manipulatives and materials in math centers.
- Integrate mathematics throughout the day. Including counting snacks, identifying the shape of blocks used in the block center, and seriating (ordering in a logical sequence such as length) objects during dramatic play.
- Link math to home by designing experiences where children apply the concepts and skills learned in school, such as counting how many steps from the bed to the door, counting the chairs at the dining table, finding a circle in the home, or finding a pattern on a floor or wall.
- Incorporate the use of the water table, sandbox, play dough, modeling clay, and large blocks for exploration and development of mathematical concepts

3-year old Standards

Strand 1: Counting and Cardinality

Counting and cardinality includes the ability to identify by name, count in sequence, count to tell the number of objects using one-to-one correspondence, identify and compare numerals, and describe quantities of objects counted.

Standard 3 yr.1.1: Count to 10 by ones.

Standard 3 yr.1.2: Recognize that numbers have a known sequence (for example, “1, 2, 3, 4, 5...what comes next?”).

Standard 3 yr.1.3: Begin to name written numerals 0 - 5.

Standard 3 yr.1.4: Recognize the difference between letters, numbers, and other symbols.

Standard 3 yr.1.5: Begin to develop an understanding of the relationship between numbers and quantities by using one-to-one correspondence.

Standard 3 yr.1.6: Will begin to point to and count 5 objects.

Standard 3 yr.1.7: Begin to respond when asked how many.

Standard 3 yr.1.8: Begin to associate quantities with written numerals 0-5.

Strand 2: Operations and Algebraic Thinking

Operations and algebraic thinking involve identifying and manipulating simple patterns, the understanding of addition as putting together and adding to, and the understanding of subtraction as taking apart and removing from.

Standard 3 yr.2.1: Begins in 4-year-old standard.

Standard 3 yr.2.2: Begins in 4-year-old standard.

Standard 3 yr.2.3: Begins in 4-year-old standard.

Standard 3 yr.2.4: Begins in 4-year-old standard.

Standard 3 yr.2.5: Identify simple patterns in the environment and begin to duplicate and extend simple patterns (for example, ababab).

Strand 3: Measurement and Data

Measurement and Data involve the ability to describe and compare measurable attributes of objects, classify objects, and count the number of objects in each category.

Standard 3 yr.3.1: Understand and describe measurable attributes (for example, big, small, tall, short).

Standard 3 yr.3.2: Begins in 4-year-old standard.

Standard 3 yr.3.3: Sort objects into given categories including color, size, shape, etc.

Standard 3 yr.3.4: With prompting and support, compare the number of objects in each category to identify which groups are more, less, or the same.

Strand 4: **Geometry**

Geometry involves the ability to identify, compare, describe, and create shapes.

Standard 3 yr.4.1: Match, point to, and identify basic shapes by name.

Standard 3 yr.4.2: Begins in 4-year-old standard.

Standard 3 yr.4.3: Begins in 4-year-old standard.

Standard 3 yr.4.4: With prompting and support, describe attributes of basic two-dimensional shapes (for example, size, number of sides, etc.).

Standard 3 yr.4.5: Explore shapes using a variety of media (for example, blocks, stickers, play dough/clay, art supplies, etc.).

Standard 3 yr.4.6: Explore combining basic shapes together to represent an object.

4- year old Standards

Strand 1: **COUNTING AND CARDINALITY (CC)**

Counting and cardinality includes the ability to identify by name, count in sequence, count to tell the number of objects using one-to-one correspondence, identify and compare numerals, and describe quantities of objects counted.

Standard 4 yr.1.1: Count to 20 by ones.

Standard 4 yr.1.2: In the sequence of 1-10, understand that numbers come before or after one another.

Standard 4 yr.1.3: Name written numerals 0 - 10.

Standard 4 yr.1.4: Count a number of objects 0-10 and associate with a written numeral.

Standard 4 yr.1.5: Use one-to-one correspondence when counting objects to 10.

Standard 4 yr.1.6: When counting objects to 10, understand that the last number counted in a set answers the question how many.

Standard 4 yr.1.7: Count to determine which of two sets has more objects up to 10.

Standard 4 yr.1.8: Associate quantities with written numerals 0-10.

Strand 2: **Operations and Algebraic Thinking (OA)**

Operations and algebraic thinking involve identifying and manipulating simple patterns, the understanding of addition as putting together and adding to, and the understanding of subtraction as taking apart and removing from.

Standard 4 yr.2.1: Understand and represent addition (adding to or putting together) and subtraction (taking from or taking apart) with concrete objects, fingers, movement, and simple drawings.

Standard 4 yr.2.2: With prompting and support, solve addition and subtraction story problems created by the teacher using up to 5 concrete objects to represent the problem.

Standard 4 yr.2.3: Decompose numbers less than or equal to five by using objects with different attributes (for example, 5 can be decomposed into sets of 2 blue and 3 yellow, 1 square, and 4 circles, etc.).

Standard 4 yr.2.4: Use concrete objects to make sums of 5 using quantities from 0-5. (for example, 0 and 5 make a set of 5, 2 and 3 make a set of 5.)

Standard 3 yr.2.5: Duplicate, extend, and create simple patterns (for example, ababab).

Strand 3: **Measurement and Data**

Measurement and Data involve the ability to describe and compare measurable attributes of objects, classify objects, and count the number of objects in each category.

Standard 4 yr.3.1: Describe objects using vocabulary specific to measurable attributes (for example, length [long/short], weight [heavy/light], size [big/small], and distance [near/far]).

Standard 4 yr.3.2: Directly compare two objects using measurable attributes (for example, length [longer/shorter], weight [heavier/lighter], and size [bigger/smaller]).

Standard 4 yr.3.3: Classify/sort objects into given categories by specified attributes.

Standard 4 yr.3.4: Compare the number of objects in each category to identify which groups are more, less, or the same.

Strand 4: **Geometry**

Geometry involves the ability to identify, compare, describe, and create shapes.

Standard 4 yr.4.1: Describe objects in the environment by using names of shapes and identify the relative positions of these objects using terms such as above, below, besides, in front of, behind, and next to.

Standard 4 yr.4.2: Identify and name basic shapes regardless of their size and/or orientation (the way the object is turned or flipped).

Standard 4 yr.4.3: Begin to explore that shapes can be two-dimensional (flat) or three-dimensional (solid).

Standard 4 yr.4.4: Describe attributes of basic two-dimensional shapes including size, number of sides, number of corners, etc.

Standard 4 yr.4.5: Create basic shapes using media and basic drawing tools (for example, blocks, stickers, play dough/clay, art supplies, etc.).

Standard 4 yr.4.6: Explore combining basic shapes to create new shapes.

Vertical Alignment

UTAH EARLY LEARNING STANDARDS: AGES 3-5 FOR Mathematics	
STRAND 1: Counting and Cardinality (CC)	
Strand Introduction: <i>Counting and cardinality includes the ability to identify by name, count in sequence, count to tell the number of objects using one-to-one correspondence, identify and compare numerals, and describe quantities of objects counted.</i>	
3-year-olds	4-year-olds
1. Count to 10 by ones.	1. Count to 20 by ones.
2. Recognize that numbers have a known sequence (for example: "1, 2, 3, 4, 5...what comes next?").	2. In the sequence of 1-10, understand that numbers come before or after one another.
3. Begin to name written numerals 0 - 5.	3. Name written numerals 0 - 10.
4. Recognize the difference between letters, numbers, and other symbols.	4. Count a number of objects 0-10 and associate with a written numeral.
5. Begin to develop an understanding of the relationship between numbers and quantities by using one-to-one correspondence.	5. Use one-to-one correspondence when counting objects to 10.
6. Will begin to point to and count 5 objects.	6. When counting objects to 10, understand that the last number counted in a set answers the question how many.

7. Begin to respond when asked how many.	7. Count to determine which of two sets has more objects up to 10.
8. Begin to associate quantities with written numerals 0-5.	8. Associate quantities with written numerals 0-10.
STRAND 2: Operations and Algebraic Thinking (OA)	
<p>Strand Introduction:</p> <p>Operations and algebraic thinking involve identifying and manipulating simple patterns, the understanding of addition as putting together and adding to, and the understanding of subtraction as taking apart and removing from.</p>	
3-year-olds	4-year-olds
1. Begins in 4-year-old standard.	1. Understand and represent addition (adding to or putting together) and subtraction (taking from or taking apart) with concrete objects, fingers, movement, and simple drawings.
2. Begins in 4-year-old standard.	2. With prompting and support, solve addition and subtraction story problems created by the teacher using up to 5 concrete objects to represent the problem.
3. Begins in 4-year-old standard.	3. Decompose numbers less than or equal to five by using objects with different attributes (for example, 5 can be decomposed into sets of 2 blue and 3 yellow, 1 square, and 4 circles, etc.).

4. Begins in 4-year-old standard.	4. Use concrete objects to make sums of 5 using quantities from 0-5. (for example, 0 and 5 make a set of 5, 2 and 3 make a set of 5.)
5. Identify simple patterns in the environment and begin to duplicate and extend simple patterns (for example, ababab).	5. Duplicate, extend and create simple patterns (for example, ababab).
STRAND 3: Measurement and Data	
<p>Strand Introduction:</p> <p>Measurement and Data involve the ability to describe and compare measurable attributes of objects, classify objects, and count the number of objects in each category.</p>	
3-year-olds	4-year-olds
1. Understand and describe measurable attributes (for example: big, small, tall, short).	1. Describe objects using vocabulary specific to measurable attributes (for example, length [long/short], weight [heavy/light], size [big/small], and distance [near/far].
2. Begins in 4-year-old standard.	2. Directly compare two objects using measurable attributes (for example, length [longer/shorter], weight [heavier/lighter], and size [bigger/smaller])
3. Sort objects into given categories including color, size, shape, etc.	3. Classify/sort objects into given categories by specified attributes.

<p>4. With prompting and support, compare the number of objects in each category to identify which groups are more, less, or the same.</p>	<p>4. Compare the number of objects in each category to identify which groups are more, less, or the same.</p>
<p>STRAND 4: Geometry</p>	
<p>Strand Introduction: Geometry involves the ability to identify, compare, describe, and create shape.</p>	
<p>3-year-olds</p>	<p>4-year-olds</p>
<p>1. Match, point to, and identify basic shapes by name.</p>	<p>1. Describe objects in the environment by using names of shapes and identify the relative positions of these objects using terms such as above, below, besides, in front of, behind, and next to.</p>
<p>2. Begins in 4-year-old standard.</p>	<p>2. Identify and name basic shapes regardless of their size and/or orientation (the way the object is turned or flipped).</p>
<p>3. Begins in 4-year-old standard.</p>	<p>3. Begin to explore that shapes can be two-dimensional (flat) or three-dimensional (solid).</p>
<p>4. With prompting and support, describe attributes of basic two-dimensional shapes. (for example, size, number of sides, etc.).</p>	<p>4. Describe attributes of basic two-dimensional shapes including size, number of sides, number of corners, etc.</p>

<p>5. Explore shapes using a variety of media (for example, blocks, stickers, play dough/clay, art supplies, etc.).</p>	<p>5. Create basic shapes using media and basic drawing tools (for example, blocks, stickers, play dough/clay, art supplies, etc.).</p>
<p>6. Explore combining basic shapes together to represent an object.</p>	<p>6. Explore combining basic shapes to create new shapes.</p>

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Physical Education

Introduction

The goal of physical education is to develop healthy, responsible children who have the knowledge, skills, and dispositions to work together in groups, think critically, and participate in a variety of activities that lead to a lifelong healthy lifestyle. Physical development is integral to building children's self-esteem, confidence, fitness, and well-being. Research tells us that children who are physically active for 60 minutes a day, are healthier, have higher self-confidence, learn more effectively, and are less likely to be absent. As children refine their physical movements, they develop higher-order thinking skills that are necessary for future social and academic success. Children develop life skills through participation in cooperative and competitive activity.

Quality physical education utilizes developmentally appropriate experiences to develop competence and confidence in a variety of activities such as sports, dance, outdoor recreation, and physical fitness. The emphasis should be on providing success and enjoyment for all children. Children need well-rounded playtime with opportunities to develop both gross (large) and fine (small) motor control.

ADULTS SUPPORT LEARNING IN PHYSICAL EDUCATION WHEN THEY:

- Continually encourage, challenge, and stretch children's gross and fine motor skills by teaching, modeling, and providing many opportunities to:
 - Run, gallop, throw, catch, hop, kick, dance, jump, climb, pull, carry, stretch, bend, twist, and move isolated parts of the body.
 - Practice building with large and small blocks, molding clay, using scissors or tongs, stringing beads, placing pegs in holes, assembling puzzles, using a computer mouse, and using a variety of writing utensils (pencils, crayons, markers) and art mediums (painting, printing, manipulating clay, stamping.)
- Participate in fine and gross motor activities alongside the children.
- Teach, model, and maintain proper safety rules.
- Provide opportunities for both organized and spontaneous play.

Definitions

- Motor skills are defined as both small muscle and large muscle movements.
 - Gross (large) motor skills, which include walking, hopping, galloping, running, sliding, skipping, leaping, and jumping are the foundation of movement.
 - Fine (small) motor skills include the two-finger pincer grasp and manipulation of small objects, which supports the development of pre-writing skills.
- Locomotor skills are defined as walking, hopping, running, and jumping, galloping, leaping, and sliding.

- Non- locomotor is defined as balancing on one foot, moving body parts in isolation, bending, twisting, turning, etc.

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3-year old Standards

Strand 1: **Students will achieve a level of competency in motor skills and movement.**

Motor skill development includes both small muscle and large muscle movements. Gross (large) motor skills, which include walking, hopping, galloping, running, sliding, skipping, leaping, and jumping are the foundation of movement. Fine (small) motor skills include the two-finger pincer grasp, manipulation of small objects, and supports the ability to open and close packets, zip and button objects, write, etc. which supports the development of pre-writing skills.

Gross Motor

Standard 3 yr.1.1: Participate in activities that develop control and balance during movement that moves the child from one place to another (locomotor; for example: walks forward in a straight line, hops, runs, and jumps over low objects).

Standard 3 yr.1.2: Participate in activities that develop coordination and balance in movement that does not move the child from one place to another (non- locomotor; for example, balances on one foot, moves body parts in isolation).

Standard 3 yr.1.3: Participate in activities that develop control of large muscles to manipulate objects (for example, throwing and catching a ball, using a club to move a ball, riding wheeled toys, etc.).

Fine Motor

Standard 3 yr.1.4: Manipulates small pieces or objects (for example, puzzle pieces, Unifix cubes, tongs, lacing, and pegboards, dig with a tool, tears paper, etc.) and builds with a variety of blocks.

Standard 3 yr.1.5: With prompting and support, develop small muscle control by copying lines, circles or scribbles with writing tools (for example, chalk, crayons, paint, markers, digital tools)

Standard 3 yr.1.6: Begins in 4-year-old standard.

Standard 3 yr.1.7: Begins in 4-year-old standard.

Strand 2: **Students will apply knowledge to attain efficient movement and performance**

Efficient movement and performance are attained by demonstrating increasing control over body movements and an awareness of personal boundaries.

Standard 3 yr.2.1: Participate in activities that develop control of body movement through space (for example, runs and stops, changes direction while in motion, moves in response to a cue, and dances.)

Standard 3 yr.2.2: Begins to demonstrate awareness that personal boundaries exist.

Strand 3: Students will understand the components necessary to maintain a healthy level of fitness to support physical activity

Healthy fitness levels are supported as children utilize outdoor equipment, participate in self-selected or organized physical activities, and begin to learn physical safety rules.

Standard 3 yr.3.1: Participate in self-selected or organized activities by exploring indoor and outdoor equipment.

Standard 3 yr.3.2: Begins to learn outdoor and indoor safety rules.

Strand 4: Students will understand the value of physical activity as a tool for wellness.

Children will identify activities that bring satisfaction and pleasure through participation and reflect how physical activity promotes a lifetime of wellness.

Standard 3 yr.4.1: Recognize the feelings experienced during and after physical activity.

4- year old Standards

Strand 1: **Students will achieve a level of competency in motor skills and movement.**

Motor skill development includes both small muscle and large muscle movements. Gross (large) motor skills, which include walking, hopping, galloping, running, sliding, skipping, leaping, and jumping are the foundation of movement. Fine (small) motor skills include the two-finger pincer grasp and manipulation of small objects, which supports the development of pre-writing skills.

Gross Motor

Standard 4 yr.1.1: Demonstrate control and balance during movement that moves the child from one place to another (locomotor; for example: walks forward in a straight line, hops, runs, and jumps over low objects).

Standard 4 yr.1.2: Demonstrate coordination and balance in movement that does not move the child from one place to another (non-locomotor; for example, balances on one foot, moves body parts in isolation).

Standard 4 yr.1.3: Demonstrates control of large muscles to manipulate objects (for example, throwing and catching a ball, using a club to move a ball, riding wheeled toys, etc.).

Fine Motor

Standard 4 yr.1.4: Demonstrate wrist, hand, and finger control (for example, screw lids, button, and zip, push a button, use scissors, create art).

Standard 4 yr.1.5: Holds a pencil and other writing tools with a beginning pincer grasp (thumb to index finger grasp).

Standard 4 yr.1.6: Demonstrate eye-hand coordination (for example: pour from one object to another, strike a stationary object, etc.).

Standard 4 yr.1.7: Demonstrate eye-hand coordination by independently creating simple handwriting strokes such as straight and intersecting lines, circles, and other simple shapes using a variety of writing tools.

Strand 2: **Students will apply knowledge to attain efficient movement and performance**

Efficient movement and performance are attained by demonstrating increasing control over body movements and an awareness of personal boundaries.

Standard 4 yr.2.1: Exhibit control of body movement through space (for example, runs and stops, changes direction while in motion, moves in response to a cue, and dances).

Standard 4 yr.2.2: Begin to maintain personal boundaries while participating in movement activities.

Strand 3: Students will understand the components necessary to maintain a healthy level of fitness to support physical activity

Healthy fitness levels are supported as children utilize outdoor equipment, participate in self-selected or organized physical activities, and begin to learn physical safety rules.

Standard 4 yr.3.1: Participate in self-selected or organized outdoor activities using outdoor equipment appropriately.

Standard 4 yr.3.2: Demonstrates outdoor and indoor safety rules.

Strand 4: Students will understand the value of physical activity as a tool for wellness.

Children will identify activities that bring satisfaction and pleasure through participation and reflect how physical activity promotes a lifetime of wellness.

Standard 4 yr.4.1: Recognize the feelings experienced during and after physical activity.

Vertical Alignment

UTAH EARLY LEARNING STANDARDS: AGES 3-5 FOR Physical Education	
STRAND 1: Students will achieve a level of competency in motor skills and movement.	
<p>Strand Introduction:</p> <p>Motor skill development includes both small muscle and large muscle movements. Gross (large) motor skills, which include walking, hopping, galloping, running, sliding, skipping, leaping, and jumping are the foundation of movement. Fine (small) motor skills include the two-finger pincer grasp and manipulation of small objects, which supports the development of pre-writing skills.</p>	
Gross Motor	
3-year-olds	4-year-olds
1. Participate in activities that develop control and balance during movement that moves the child from one place to another (locomotor; for example: walks forward in a straight line, hops, runs, and jumps over low objects).	1. Demonstrates control and balance during movements that move the child from one place to another (locomotor; for example: walks forward in a straight line, hops, runs, and jumps over low objects).
2. Participate in activities that develop coordination and balance in movement that does not move the child from one place to another (non-locomotor; for example, balances on one foot, moves body parts in isolation).	2. Demonstrates coordination and balance in movements that do not move the child from one place to another (non-locomotor; for example, balances on one foot, moves body parts in isolation).

<p>3. Participate in activities that develop control of large muscles to manipulate objects (for example, throwing and catching a ball, using a club to move a ball, riding wheeled toys, etc.).</p>	<p>3. Demonstrates control of large muscles to manipulate objects (for example, throwing and catching a ball, using a club to move a ball, riding wheeled toys, etc.).</p>
<p>Fine Motor</p>	
<p>3-year-olds</p>	<p>4-year-olds</p>
<p>4. Manipulates small pieces or objects (for example, puzzle pieces, unifix cubes, tongs, lacing, and pegboards, dig with a tool, tears paper, etc.) and builds with a variety of blocks.</p>	<p>4. Demonstrates wrist, hand, and finger control (for example screw lids, button and zip, push a button, use scissors, creates art).</p>
<p>5. With prompting and support, develop small muscle control by copying lines, circles or scribbles with writing tools (for example, chalk, crayons, paint, markers, digital tools).</p>	<p>5. Holds a pencil and other writing tools with a mature pincer grasp (thumb to index finger grasp)</p>
	<p>6. Demonstrates eye-hand coordination: (for example, pour from one object to another, strike a stationary object, etc.).</p>
	<p>4. Demonstrates eye-hand coordination by independently creating simple handwriting strokes such as straight and intersecting lines, circles, and other simple shapes using a variety of writing tools.</p>
<p>STRAND 2: Students will apply knowledge to attain efficient movement and performance (Note: see if this duplicates in Fine Arts)</p>	

<p>Strand Introduction:</p> <p>Efficient movement and performance are attained by demonstrating increasing control over body movements and an awareness of personal boundaries.</p>	
3-year-olds	4-year-olds
1. Participate in activities that develop control of body movement through space (for example, runs and stops, changes direction while in motion, moves in response to a cue, and dances)	1. Exhibits control of body movement through space (for example, runs and stops, changes direction while in motion, moves in response to a cue, and dances).
2. Begins to demonstrate awareness that personal boundaries exist.	2. Begins to maintain personal boundaries while participating in movement activities.
<p>STRAND 3: Students will understand the components necessary to maintain a healthy level of fitness to support physical activity</p>	
<p>Strand Introduction:</p> <p>Healthy fitness levels are supported as children utilize outdoor equipment, participate in self-selected or organized physical activities, and begin to learn physical safety rules.</p>	
3-year-olds	4-year-olds
1. Participate in self-selected or organized activities by exploring indoor and outdoor equipment.	1. Participate in self-selected or organized outdoor activities using outdoor equipment appropriately.
2. Begins to learn outdoor and indoor safety rules.	2. Demonstrates outdoor and indoor safety rules

STRAND 4: Students will understand the value of physical activity as a tool for wellness.	
Strand Introduction: Children will identify activities that bring satisfaction and pleasure through participation and reflect how physical activity promotes a lifetime of wellness.	
3-year-olds	4-year-olds
1. Recognize the feelings experienced during and after physical activity.	1. Recognize the feelings experienced during and after physical activity.

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Science

Introduction

These Preschool Science Standards were written by Utah educators and experts, using a wide array of resources. The writing team used sources including Utah’s *K-12 Science and Engineering Education (SEEd)* standards, *A Framework for K-12 Science Education*¹, and the *Next Generation Science Standards*².

The Science standards are founded on what science is, how science is learned, and the multiple dimensions of scientific work. **Young children are captivated by discovering and exploring their natural world.** They insist that teachers and family members answer their questions about the world around them. The questions that children ask about insects flying, making a shadow or mixing paints are transformed into hypotheses about their world. They use their senses and scientific tools to observe, collect, and interpret data, and draw conclusions. Communicating their findings informally in conversations or through the documentation of results leads children to ask new questions and to continue the cycle of scientific investigation.

By cultivating this sense of wonder, we help children to become scientific thinkers. As they learn about the world around them, including weather, light, living things, and matter and motion, young children begin to see patterns and understand the processes that affect their personal environments. Adults can support this learning by planning developmentally appropriate, experiential learning activities that allow children to utilize the Three Dimensions of Science.

The “three dimensions” of science learning help us to make sense of all that science does and represents. These include:

1. science and engineering practices
2. crosscutting concepts
3. disciplinary core ideas

Taken together, these represent how we use science to make sense of phenomena, and they are most meaningful when learned in concert with one another.

Science and Engineering Practices (SEPs): Practices refer to the things that scientists and engineers do and how they work. Scientists do much more than make hypotheses and test them with experiments. They engage in wonder, design, modeling, construction, communication, and collaboration.

Crosscutting Concepts (CCCs): Understanding crosscutting concepts enables us to make connections among different subjects and to utilize science in diverse settings. They reach across disciplines and demonstrate how specific ideas are united into overarching principles, such as planning and carrying out investigations to determine patterns of cause and effect.

Disciplinary Core Ideas (DCIs): Core ideas are often what we traditionally associate with science knowledge and specific subject areas within science. These core ideas are organized within physical, life, and earth sciences.

Each standard is framed upon the three dimensions of science to represent a cohesive, multi-faceted science learning outcome.

Within each SEEd Standard Science and Engineering Practices are bolded.

Crosscutting Concepts are underlined.

Disciplinary Core Ideas are added to the standard in normal font with the relevant DCIs codes from the K–12 Framework (indicated in parentheses after each standard) to provide further clarity.

Standards with specific engineering expectations are italicized.

Many standards contain additional emphasis and example statements that clarify the learning goals for students.

Emphasis statements highlight a required and necessary part of the student learning to satisfy that standard.

Example statements help to clarify the meaning of the standard and are not required for instruction.

ADULTS SUPPORT LEARNING IN SCIENCE WHEN THEY:

- Allow children to explore their surroundings and ask questions while they are doing so.
- Lead children in discussions of “what do you think will happen if...?”
- Point out changes in children’s environment including the weather, seasons, etc.
- Provide children with words to describe what they say, hear, touch, taste, etc.
- Build ramps, levers, etc. with children and let them discover what will happen when using them.

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3 & 4-year old Standards

Strand 1: Weather

Weather is the combination of sunlight, wind, snow, or rain, and temperature in a particular place at a particular time. Humans can plan and prepare for different weather conditions.

Standard 3-4 yr.1.1: Obtain and communicate information about local, observable weather conditions to describe patterns found in different seasons. Emphasize the observation and recognition of data. Examples of data may include sunny, cloudy, windy, rainy, snowy, cold, or warm.

Standard 3-4 yr.1.2: Obtain and communicate information about human behavior patterns in different weather conditions. Emphasize the observation and recognition of data. Examples of data may include clothing, food, safety, and other preparations for expected weather.

Strand 2: Light

Sunlight has an effect on surfaces. Objects can be seen when light is available to illuminate them. Light is required for plant growth.

Standard 3-4 yr.2.1: Plan and carry out an investigation using the five senses to determine the effect of sunlight on different surfaces and materials. Examples could include determining if the effect is a hot or cold or a light or dark surface.

Standard 3-4 yr.2.2: Carry out an investigation to show the effect of light in illuminating objects. Emphasize that objects can be seen when light is available to illuminate them.

Standard 3-4 yr.2.3: Plan and carry out an investigation to determine the effect of sunlight and water on plant growth. Examples could include growing plants in light or dark places.

Strand 3: Living Things

Living things (plants and animals, including humans) depend on their surroundings to get what they need, including food, water, and shelter, to survive. Behavior patterns between parents and offspring can help animals, including humans, to survive.

Standard 3-4 yr.3.1: Obtain and communicate information about the effect of water and food on living things. Examples could include plants depend on water to live, and animals depend on water and food to live.

Standard 3-4 yr.3.2: Obtain and communicate information about the pattern between living things and the places where they live. Emphasize that living things need water, air, and resources, and they live in places that have the things they need to survive.

Standard 3-4 yr.3.3: Obtain and communicate information about the behavior patterns that help animals, including humans, survive when they are young. Examples of behavioral patterns could include

parents responding to needs, providing shelter and sustenance, and ensuring the security of their offspring.

Strand 4: **Matter and Motion**

All things are made of matter. Various kinds of matter, such as wood, metal, and water, have different properties that can be observed, described, and classified. Pushing or pulling on an object can change the speed or direction of an object in motion.

Standard 3-4 yr.4.1: Plan and carry out an investigation to classify different kinds of materials based on patterns in their observable properties. Examples could include sorting materials based on similar properties such as color, hardness, texture, or whether the materials are solids or liquids.

Standard 3-4 yr.4.2: Plan and carry out an investigation to determine the cause and effect of the speed or direction of an object when a push or pull occurs. Examples could include having a marble or other object move a certain distance, follow a particular path or knockdown other objects.

Vertical Alignment

Vertical Alignment

UTAH EARLY LEARNING STANDARDS: AGES 3-5 FOR Science
Early Childhood Band
STRAND 1: Weather
Strand Introduction: Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular place at a particular time. Humans can plan and prepare for different weather conditions.
Standard 3-4 yr.1.1: Obtain and communicate information about local, observable weather conditions to describe <u>patterns</u> found in different seasons. Emphasize the observation and recognition of data. Examples of data may include sunny, cloudy, windy, rainy, snowy, cold, or warm.
Standard 3-4 yr.1.2: Obtain and communicate information about human behavior <u>patterns</u> in different weather conditions. Emphasize the observation and recognition of data. Examples of data may include clothing, food, safety, and other preparations for expected weather.
STRAND 2: Light
Strand Introduction: Sunlight has an effect on surfaces. Objects can be seen when light is available to illuminate them. Light is required for plant growth.
Standard 3-4 yr.2.1: Plan and carry out an investigation using the five senses to determine the <u>effect</u> of sunlight on different surfaces and materials. Examples could include determining if the effects of sunlight compared to no sunlight cause hot or cold or light or dark surfaces.

Standard 3-4 yr.2.2:

Carry out an investigation to show the effect of light in illuminating objects. Emphasize that objects can be seen when light is available to illuminate them.

Standard 3-4 yr.2.3:

Plan and carry out an investigation to determine the effect of sunlight and water on plant growth. Examples could include growing plants in light or dark places.

STRAND 3: Living Things

Strand Introduction:

Living things (plants and animals, including humans) depend on their surroundings to get what they need, including food, water, and shelter, to survive. Behavior patterns between parents and offspring can help animals, including humans, to survive.

Standard 3-4 yr.3.1:

Obtain and communicate information about the effect of water and food on living things. Examples could include plants depend on water to live, and animals depend on water and food to live.

Standard 3-4 yr.3.2:

Obtain and communicate information about the pattern between living things and the places where they live. Emphasize that living things need water, air, and resources, and they live in places that have the things they need to survive.

Standard 3-4 yr.3.3:

Obtain and communicate information about the behavior patterns that help animals, including humans, survive when they are young. Examples of behavioral patterns could include parents responding to needs, providing shelter and sustenance, and ensuring the security of their offspring.

STRAND 4: Matter and Motion

Strand Introduction:

All things are made of matter. Various kinds of matter, such as wood, metal, and water, have different properties that can be observed, described, and classified. Pushing or pulling on an object can change the speed or direction of an object in motion.

Standard 3-4 yr.4.1:

Plan and carry out an investigation to classify different kinds of materials based on patterns in their observable properties. Examples could include sorting materials based on similar properties such as color, hardness, texture, or whether the materials are solids or liquids.

Standard 3-4 yr.4.2:

Plan and carry out an investigation to determine the cause and effect of the speed or direction of an object when a push or pull occurs. Examples could include having a marble or other object move a certain distance, follow a particular path or knockdown other objects.

Social Studies

Introduction

The primary purpose of social studies is to prepare children to become informed and engaged citizens in a culturally diverse, rapidly changing, and interdependent world. Children will learn about diverse cultures, languages, and abilities and the importance of including all people.

For many children, preschool may be their first experience in a nonfamily, structured social environment. As such, they are beginning to acquire skills in collaboration, problem-solving, decision-making, and citizenship. Although many of these skills will be learned and refined by interacting with peers, children profit from the guidance of knowledgeable and caring adults.

As children develop relationships with their caregivers and peers, they begin to understand the social structures within their schools; as they mature, this will expand to include their communities, country, and the world. They will understand and appreciate the social structures and norms that create a community and their role as an active participant.

ADULTS SUPPORT LEARNING IN SOCIAL STUDIES WHEN THEY:

- Encourage discussions within the classroom community on a regular basis.
- Gain an understanding of children’s preferences, interests, background, and culture, and include this understanding in the development of instruction and learning environments.
- Share information about themselves and find commonalities with children and others.
- Maintain a respectful attitude when interacting with others.
- Encourage children to respect and include all classmates, regardless of differences.
- Acknowledge children’s efforts and classroom contributions.
- Provide direct instruction on appropriate social interaction skills.
- Design activities that require social interaction.
- Demonstrate problem-solving techniques in relationships.
- Model respectful behaviors for the environment.
- Discuss the importance of safety and review procedures often.
- Provide children with choices and voting opportunities.
- Model healthy use of technology.

3-year old Standards

Strand 1: Culture and Diversity

Early learning programs should include experiences that provide for the study of culture and cultural diversity. Students will have the opportunity to share their family's attributes with peers and discuss similarities and differences.

Standard 3 yr.1.1: With prompting and support, recognize differences and commonalities in culture, ethnicity, and abilities within the classroom and immediate communities (for example, language, family structure, traditions, disabilities, etc.)

Strand 2: Time, Continuity, & Change

Early learning programs should include experiences that provide for the study of the past and its legacy. Students will identify changes over time to self, family, and community and explore how these changes affect them.

Standard 3 yr.2.1: Identify examples of change over time-related to personal growth and experiences (for example, talking, dressing, feeding, potty training, height, daily schedule, etc.).

Strand 3: People, Places, & Environments

Early learning programs should include experiences that provide for the study of people, places, and environments. Students will learn how to care for and protect their environment and safely interact within their school and community.

Standard 3 yr.3.1: Recognize people and places within the home, classroom, school, neighborhood, and community.

Standard 3 yr.3.2: With prompting and support, identify and follow safety procedures for school and various environments (for example, safety drills, crosswalks, seatbelts, helmets, safety/traffic signs, etc.).

Standard 3 yr.3.3: With prompting and support, describe ways to care for the environment and the earth (for example, recycling, using paper and water only as needed, place trash in the garbage can, carpool or public transit to prevent air pollution, etc.).

Strand 4: Individual Development & Identity

Early learning programs should include experiences that provide for the study of individual development and identity. Students will gain an awareness of their personal identity, including abilities and preferences.

Standard 3 yr.4.1: Identify personal information (for example, name, age, parent/caregiver, family members).

Standard 3 yr.4.2: Demonstrate awareness of identity including personal characteristics, preferences, and abilities (for example gender, physical attributes, likes/dislikes, etc.).

Strand 5: **Individuals, Groups, & Institutions**

Early learning programs should include experiences that provide for the study of interactions among individuals, groups, and institutions. Students will work cooperatively with others and contribute to the classroom community.

Standard 3 yr.5.1: With prompting and support, interact cooperatively with others by sharing, turn-taking, resolving conflicts, and recognizing others' needs.

Standard 3 yr.5.2: With prompting and support, participate in the classroom community by interacting with other children and adults in a formal or group setting (for example, follow established rules, routines, and directions, participate in a variety of classroom roles, take care of classroom materials, etc.).

Strand 6: **Power, Authority, & Governance**

Early learning programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance. Students will contribute to developing classroom rules and procedures and participate in the selection of classroom activities.

Standard 3 yr.6.1: With prompting and support, participate in the democratic process as it applies to a classroom community (for example, recognize the importance of rules, assist with developing rules, propose solutions to classroom problems, and participate in voting for activities).

Strand 7: **Production, Distribution, & Consumption**

Early learning programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services. Students will identify the differences between wants and needs and the purpose of employment.

Standard 3 yr.7.1: With prompting and support, identify the difference between basic needs (for example, food, shelter, clothing) and wants (for example toys, games, treats).

Standard 3 yr.7.2: Begin to recognize that people have jobs to meet their needs.

Strand 8: **Science, Technology, & Society**

Early learning programs should include experiences that provide for the study of relationships among science, technology, and society. Students will identify how to use technology safely and how it affects learning and living.

Standard 3 yr.8.1: With prompting and support, identify how technology affects the way people live, work, travel, communicate, and play.

Standard 3 yr.8.2: With prompting and support, identify online safety practices and recognize the importance of balancing media time with other activities.

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4- year old Standards

Strand 1: Culture and Diversity

Early learning programs should include experiences that provide for the study of culture and cultural diversity. Students will have the opportunity to share their family's attributes with peers and discuss similarities and differences.

Standard 4 yr.1.1: Recognize differences and commonalities in culture, ethnicity, and abilities within the classroom and immediate communities (for example, language, family structure, traditions, disabilities, etc.).

Strand 2: Time, Continuity, & Change

Early learning programs should include experiences that provide for the study of the past and its legacy. Students will identify changes over time to self, family, and community and explore how these changes affect them.

Standard 4 yr.2.1: Identify examples of change over time on topics including self, family, and community and how these changes may affect them.

Strand 3: People, Places, & Environments

Early learning programs should include experiences that provide for the study of people, places, and environments. Students will learn how to care for and protect their environment and safely interact within their school and community.

Standard 4 yr.3.1: Recognize people and places across familiar environments and discuss what is gained through interactions (for example, food at the store, packages from the mail carrier, etc.).

Standard 4 yr.3.2: Identify and follow safety procedures for school and various environments (for example, safety drills, crosswalks, seatbelts, helmets, safety/traffic signs, etc.).

Standard 4 yr.3.3: Describe ways to care for the environment and the earth (for example, recycling, using paper and water only as needed, place trash in the garbage can, carpool or public transit to prevent air pollution, etc.).

Strand 4: Individual Development & Identity

Early learning programs should include experiences that provide for the study of individual development and identity. Students will gain an awareness of their personal identity, including abilities and preferences.

Standard 4 yr.4.1: Identify personal information (for example, name, age, parent/caregiver, family members).

Standard 4 yr.4.2: Demonstrate awareness of one's own identity including personal characteristics, preferences, and abilities (for example, gender, physical attributes, likes/dislikes, etc.) and participate in respectful discussions about similarities and differences with others.

Strand 5: Individuals, Groups, & Institutions

Early learning programs should include experiences that provide for the study of interactions among individuals, groups, and institutions. Students will work cooperatively with others and contribute to the classroom community.

Standard 4 yr.5.1: Begin to demonstrate independence in interacting cooperatively with others by sharing, turn-taking, resolving conflicts, accepting consequences of actions, and recognizing others' needs.

Standard 4 yr.5.2: Participate in the classroom community by interacting with other children and adults in a formal or group setting (for example, follow established rules, routines, and directions, participate in a variety of classroom roles, take care of classroom materials, etc.).

Strand 6: Power, Authority, & Governance

Early learning programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance. Students will contribute to developing classroom rules and procedures and participate in the selection of classroom activities.

Standard 4 yr.6.1: Participate in the democratic process as it applies to a classroom community (for example, recognize the importance of rules, assist with developing rules, propose solutions to classroom problems, and participate in voting for activities).

Strand 7: Production, Distribution, & Consumption

Early learning programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services. Students will identify the differences between wants and needs and the purpose of employment.

Standard 4 yr.7.1: Identify the difference between basic needs (for example, food, shelter, clothing) and wants (for example, toys, games, treats).

Standard 4 yr.7.2: Explain that people have jobs to meet their needs.

Strand 8: Science, Technology, & Society

Early learning programs should include experiences that provide for the study of relationships among science, technology, and society. Students will identify how to use technology safely and how it affects learning and living.

Standard 4 yr.8.1: Describe how technology affects the way people live, work, travel, communicate, and play.

Standard 4 yr.8.2: Identify online safety practices and recognize the importance of balancing media time with other activities.

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Vertical Alignment

UTAH EARLY LEARNING STANDARDS: AGES 3-5 FOR Social Studies	
STRAND 1: Culture and Diversity	
Strand Introduction: Early learning programs should include experiences that provide for the study of culture and cultural diversity. Students will have the opportunity to share their family’s attributes with peers and discuss similarities and differences.	
3-year-olds	4-year-olds
1. With prompting and support, recognize differences and commonalities in culture, ethnicity, and abilities within the classroom and immediate communities (for example, language, family structure, traditions, disabilities, etc.)	1. Recognize differences and commonalities in culture, ethnicity, and abilities within the classroom and immediate communities (for example language, family structure, traditions, disabilities, etc.)
STRAND 2: Time, Continuity, & Change	
Strand Introduction: Early learning programs should include experiences that provide for the study of the past and its legacy. Students will identify changes over time to self, family, and community and explore how these changes affect them.	
3-year-olds	4-year-olds
1. Identify examples of change over time-related to personal growth and experiences (for example, talking, dressing, feeding, potty training, height, daily schedule, etc.).	1. Identify examples of change over time on topics including self, family, and community and how these changes may affect them.

STRAND 3: People, Places, & Environments	
Strand Introduction: Early learning programs should include experiences that provide for the study of people, places, and environments. Students will learn how to care for and protect their environment and safely interact within their school and community.	
3-year-olds	4-year-olds
1. Recognize people and places within the home, classroom, school, neighborhood, and community.	1. Recognize people and places across familiar environments and discuss what is gained through interactions (for example, food at the store, packages from the mail carrier, etc.).
2. With prompting and support, identify and follow safety procedures for school and various environments (for example safety drills, crosswalks, seatbelts, helmets, safety/traffic signs, etc.).	2. Identify and follow safety procedures for school and various environments (for example, safety drills, crosswalks, seatbelts, helmets, safety/traffic signs, etc.).
3. With prompting and support, describe ways to care for the environment and the earth (for example recycling, using paper and water only as needed, place trash in the garbage can, carpool or public transit to prevent air pollution, etc.).	3. Describe ways to care for the environment and the earth (for example, recycling, using paper and water only as needed, place trash in the garbage can, carpool or public transit to prevent air pollution, etc.).
STRAND 4: Individual Development & Identity	
Strand Introduction: Early learning programs should include experiences that provide for the study of individual development and identity. Students will gain an awareness of their personal identity, including abilities and preferences.	
3-year-olds	4-year-olds

1. Identify personal information (for example, name, age, parent/caregiver, family members).	1. Identify personal information (for example, name, age, parent/caregiver, family members, phone number).
2. Demonstrate awareness of identity including personal characteristics, preferences, and abilities (for example, gender, physical attributes, likes/dislikes, etc.).	2. Demonstrate awareness of one's own identity, including personal characteristics, preferences, and abilities (for example, gender, physical attributes, likes/dislikes, etc.) and participate in respectful discussions about similarities and differences with others.
STRAND 5: Individuals, Groups, & Institutions	
Strand Introduction: Early learning programs should include experiences that provide for the study of interactions among individuals, groups, and institutions. Students will work cooperatively with others and contribute to the classroom community.	
3-year-olds	4-year-olds
1. With prompting and support, interact cooperatively with others by sharing, turn-taking, resolving conflicts, and recognizing others' needs.	1. Begin to demonstrate independence in interacting cooperatively with others by sharing, turn-taking, resolving conflicts, accepting consequences of actions, and recognizing others' needs.
2. With prompting and support, participate in the classroom community by interacting with other children and adults in a formal or group setting (for example, follow established rules, routines, and directions, participate in a variety of classroom roles, take care of classroom materials, etc.).	2. Participate in the classroom community by interacting with other children and adults in a formal or group setting (for example, follow established rules, routines, and directions, participate in a variety of classroom roles, take care of classroom materials, etc.).

STRAND 6: Power, Authority, & Governance

Strand Introduction: Early learning programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance. Students will contribute to developing classroom rules and procedures and participate in the selection of classroom activities.

3-year-olds

4-year-olds

1. With prompting and support, participate in the democratic process as it applies to a classroom community (for example, recognize the importance of rules, assist with developing rules, propose solutions to classroom problems, and participate in voting for activities).

1. Participate in the democratic process as it applies to a classroom community (for example, recognize the importance of rules, assist with developing rules, propose solutions to classroom problems, and participate in voting for activities).

STRAND 7: Production, Distribution, & Consumption

Strand Introduction: Early learning programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services. Students will identify the differences between wants and needs and the purpose of employment.

3-year-olds

4-year-olds

1. With prompting and support, identify the difference between basic needs (for example, food, shelter, clothing) and wants (for example toys, games, treats).

1. Identify the difference between basic needs (for example, food, shelter, clothing) and wants (for example, toys, games, treats).

2. Begin to recognize that people have jobs to meet their needs.	2. Explain that people have jobs to meet their needs.
STRAND 8: Science, Technology, & Society	
Strand Introduction: Early learning programs should include experiences that provide for the study of relationships among science, technology, and society. Students will identify how to use technology safely and how it affects learning and living.	
3-year-olds	4-year-olds
1. With prompting and support, identify how technology affects the way people live, work, travel, communicate, and play.	1. Describe how technology affects the way people live, work, travel, communicate, and play.
2. With prompting and support, identify online safety practices and recognize the importance of balancing media time with other activities.	2. Identify online safety practices and recognize the importance of balancing media time with other activities.