

2025 Pennsylvania Learning Standards for Early Childhood Infant/Toddler Curriculum Alignment

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Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
Approaches To Learning Through Play	
<i>Standard AL.1: Constructing and Gathering Knowledge</i>	
<p>Curiosity and Initiative</p> <p>AL1.1.A Use the senses as a primary means to explore and learn from the environment.</p> <ul style="list-style-type: none"> • Use hands, mouth, eyes in a coordinated manner to explore body, objects and surroundings • Transfer items from hand to hand to investigate the feel or appearance <p>AL.1.YT.A Show interest in various environmental stimuli.</p> <ul style="list-style-type: none"> • Ask questions to obtain an adult response • Point to and move towards an object or activity • Engage with objects to learn about them • Reach for or ask to play with a new toy or object after introduced by adult <p>AL.1.OT.A Explore characteristics of and ask questions about objects people, activities and environments.</p> <ul style="list-style-type: none"> • Explore object to see how they work (e.g. pushing buttons to start and stop turning object over) • Approach others at play and ask what they are doing or attempt to join in • Make independent play choices • Ask questions to seek information 	

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<p>Risk Taking</p> <p>AL. 1.I.B Explore in the comfort of a familiar surrounding or adult. Engage in play routines near a familiar adult Engage with an unfamiliar adult to complete routine activity while a familiar adult is nearby</p> <ul style="list-style-type: none"> • Try to take walking steps to reach a familiar adult <p>AL.1.YT.B Explore the environment in close proximity to and in the constant sight of familiar adult.</p> <ul style="list-style-type: none"> • Engage with an unfamiliar adult while a familiar adult is nearby • Participate in new experiences initiated by familiar adult <p>AL.1.OT.B Explore the environment independently seeking occasional approval from adults.</p> <ul style="list-style-type: none"> • Turn and look to adult for reassurance when attempting new things or meeting new people • Observe adult completing a task, then independently attempt the task 	

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<p>Stages of Play</p> <p>AL.1.1.C Engage in parallel play. Move toward an object Imitate adult actions in play Children will independently play near adults Play near others without interacting with them</p> <p>AL.1.YT.C Engage in associative play.</p> <ul style="list-style-type: none"> • Imitate action of peers and adults in their play • Build with blocks alongside another block-builder, occasionally taking the other's blocks for own structure • Color on paper with crayons while seated next to another child who is coloring or painting • Place phone to ear and pretend to listen after watching a peer complete similar action • Join others at play, first watching and later joining in <p>AL.1.OT.C Engage with others in simple cooperative play.</p> <ul style="list-style-type: none"> • Interact with other children during play • Join others play, first watching and later joining in • Act out familiar scenarios 	



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<i>Standard AL.2: Organizing and understanding information</i>	
<p>Engagement and Attention</p> <p>AL.2.I.A Interact with others, objects or activities for short periods of time.</p> <ul style="list-style-type: none"> • Attend to adult during reciprocal interaction • Gaze with interest at adult ,peer, or object nearby • Engage in exploration of objects within the environment <p>AL.2.YT.A Engage with others, focus attention and participate in activities for longer periods of time.</p> <ul style="list-style-type: none"> • Engage in the same activity over and over • Engage with adult in extended reciprocal interactions • Examine an object with interest • Read a book with an adult from start to finish <p>AL.2.OT.A Focus attention and participate in task oriented activities.</p> <ul style="list-style-type: none"> • Complete short, simple task with adult support • Engage with peers in play for an extended period of time • Participate with others focusing on a specific task • Try a task or activity several times 	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
<p>Task Analysis</p> <p>AL.2.I.B Anticipate next step of a familiar routine or activity.</p> <ul style="list-style-type: none"> Repeat routine actions (e.g. lift legs for clean diaper placement, hold out hand for washing following diaper change, go to seat in expectation of meal) <p>AL.2.YT.B Know the sequence of familiar routines.</p> <ul style="list-style-type: none"> Complete the sequence of a familiar routine Demonstrate frustration when routine is changed <p>AL.2.OT.B Identify and complete the sequence of familiar routines and tasks.</p> <ul style="list-style-type: none"> Complete a multi-step task with adult support Verbalize the daily schedule (e.g. breakfast comes after morning meeting) Talk about ways to complete a task or activity and act on it Describe the sequential steps of basic routines and activities 	

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<p>Persistence</p> <p>AL.2.I.C Engage with an object in more than one way.</p> <ul style="list-style-type: none"> • Repeat attempts to engage an adult to meet needs • Play with a variety of objects to determine similar and different outcomes • Explore objects in the environment <p>AL.2.YT.C Attempt to accomplish challenging tasks.</p> <ul style="list-style-type: none"> • Demonstrate frustration when attempting to complete a difficult task (e.g. may give up, walk away from task) • Persist in working with materials that are challenging • Solve simple problems independently • Attempt to complete task in more than one way (e.g. using materials in more than one way, trial and error) • Stick to a task for a short period of time before asking for help • Show excitement in completion of a challenging task <p>AL.2.OT.C Attempt to accomplish challenging tasks by employing familiar strategies.</p> <ul style="list-style-type: none"> • Attempt to complete a task in more than one way (e.g. using materials in more than one way, trial and error, and breaking tasks into steps) • Focus on an activity or object while other things are occurring in the environment • Stick to a task for a short period of time before asking for help • Show pride in completion of a challenging task 	

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<p>Patterning</p> <p>AL.2.YT.D Recognize simple patterns in the environment.</p> <ul style="list-style-type: none"> Identify patterns in the environment (e.g. spots on an animal, stripes on a shirt) Dance to rhythmic music <p>AL.2.OT.D Recognize and create simple patterns.</p> <ul style="list-style-type: none"> Identify patterns in the environment (e.g. spots on an animal, stripes on a shirt, predictable text) Clap out rhythmic patterns Create simple patterns using manipulatives 	
<p>Memory</p> <p>AL.2.I.E Recognize and respond to familiar adults and routines.</p> <ul style="list-style-type: none"> Smile when familiar adult enters room Act on familiar routines (e.g. go to changing table for diaper change) Show excitement for familiar adult <p>AL.2.YT.E Recall information from previous experiences.</p> <ul style="list-style-type: none"> Relate information and/or experiences from the past Engage in memory games <p>AL.2.OT.E Retain and recall information from previous experiences.</p> <ul style="list-style-type: none"> Relate information and/or experiences from the past Engage in memory games Recall details from stories, events, and experiences 	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
Standard AL.3: Applying Knowledge	
<p>Creativity and Invention</p> <p>AL.3.I.A/B Respond to music, art and stories.</p> <ul style="list-style-type: none"> Reference 9.1.V.I.B <p>AL.3.YT.A/B Express self through simple actions, gestures and words.</p> <ul style="list-style-type: none"> Reference 9.1.V.YT. A; 9.1.V.YT.B; 9.1.M.YT.E <p>AL.3.OT.A/B Construct music, art and stories as a means of self- expression.</p> <ul style="list-style-type: none"> Reference 9.1.V.OT. A; 9.1.V.OT.B; 9.1.M.OT.E 	
<p>Representation</p> <p>AL.3.I.C Use a variety of materials to create.</p> <ul style="list-style-type: none"> Explore a variety of materials Imitate use of materials when modeled by adult <p>AL.3.YT.C Use a variety of materials to represent familiar objects.</p> <ul style="list-style-type: none"> Use non-conforming objects to create representations of real-life objects or activities (e.g. block for phone, stick for spoon) <p>AL.3.OT.C Experiment with materials to represent objects.</p> <ul style="list-style-type: none"> Use non-conforming objects to create representations of real-life objects or activities (e.g. block for phone, stick for spoon) Use real-life objects to represent make-believe or fantasy objects (e.g. spoon for magic wand, broom for a flying horse) 	

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<i>Standard AL.4: Learning Through Experience</i>	
<p>Making Connections</p> <p>AL.4.I.A Demonstrate comfort in routines, objects and materials that reflect home experiences.</p> <ul style="list-style-type: none"> • Show comfort when shown or provided a favorite object from home • Show excitement when steps of a routine mirror home experience • Respond to familiar family phrases <p>AL.4.YT.A Relay experience from one setting to another.</p> <ul style="list-style-type: none"> • Share new skills or tasks, learned or practiced, outside the school setting • Apply a skill to multiple tasks (e.g. use measuring cups in sensory table, outside and in cooking activity) • Use familiar phrases or behaviors from one setting in another setting • Engage in play that reflects home culture <p>AL.4.OT.A Notice similarities and differences between settings.</p> <ul style="list-style-type: none"> • Relate personal experiences during play • Identify things that can be done in one environment but not another (e.g. “I can serve my own food here, but mommy does it at home”) • Tell another that he or she is doing something wrong when it varies from a familiar routine • Ask questions about differences, similarities among peers • State similarities between activities 	

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<p>Resiliency-Competence</p> <p>AL.4.I.B Use comfort of familiar experiences to explore new activities and experiences.</p> <ul style="list-style-type: none"> • REFERENCE 16.1.I.C <p>AL.4.YT.B Repeat familiar activity to gain comfort and confidence.</p> <ul style="list-style-type: none"> • REFERENCE 16.1.YT.C <p>AL.4.OT.B Approach new experiences with confidence.</p> <ul style="list-style-type: none"> • REFERENCE 16.1.OT.C 	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
<p>Problem Solving</p> <p>AL.4.IC Play with a variety of objects to determine similar and different outcomes.</p> <ul style="list-style-type: none"> • Interact with an object in more than one way • Repeat actions that have an interesting response • Explore objects to see how they work • Compare outcomes of actions upon objects (e.g. shake a rattle and then shake a ball to determine if they have similar responses) <p>AL.4.YTC Solve simple problems independently.</p> <ul style="list-style-type: none"> • Demonstrate inflexibility when attempting to solve a problem (e.g. stick to one strategy, repeat error multiple times, unwilling to try alternative solution) • Repeat actions in attempt to achieve desired outcome • Observe other’s actions with materials to learn strategies for problem-solving • Explore objects to see how they work • Compare outcomes of actions upon objects (e.g. pour water through different objects and notice similarities and differences) • Try new ways to complete a familiar task • Attempt to complete a task in more than one way (e.g. using materials in new ways, trial and error) • Use a previously successful strategy <p>AL.4.OTC Attempt problem solving activities to achieve a positive outcome.</p> <ul style="list-style-type: none"> • Observe other’s actions with materials to learn strategies for problem-solving • Try new ways to complete a familiar task • Attempt to complete a task in more than one way (e.g. using materials in new ways, trial and error, breaking tasks into steps, ask for assistance) • Use a previously successful strategy • Discuss the different ways used to accomplish a task or to solve a problem 	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
Social and Emotional Development at the bottom of this template.	
Language and Literacy Development	
<i>Standard 1.1 Foundational Skills</i>	
<p>Book Handling</p> <p>1.1.1.A Explore books in a variety of ways.</p> <ul style="list-style-type: none">• Gaze, babble, pat, and point at books• Attend to pictures in a book during lap-reading with an adult <p>1.1 Y.T.A Demonstrate beginning book handling skills.</p> <ul style="list-style-type: none">• Point to or frequently turn to favorite parts of a book• Turn pages• Pretend to read by tracking <p>1.1 O.T.A Demonstrate book handling skills.</p> <ul style="list-style-type: none">• Independently seek books to read during free play• Orient book correctly• Turn pages in order• Use pointer or finger to track print	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
<p>Print Concepts</p> <p>1.1.1.B Demonstrate interest in books that have color, pattern, and contrast.</p> <ul style="list-style-type: none">• Gaze, babble, pat, and point at books• Attend to pictures in a book during lap-reading with an adult <p>1.1 YT.B Demonstrate interest in pictures and text.</p> <ul style="list-style-type: none">• Shows preference for favorite books or pages• Point to or frequently turn to favorite parts in a book.• Notice print in the environment <p>1.1 OT.B Recognize that print has meaning.</p> <ul style="list-style-type: none">• Chose books from a collection and name each one even if not using proper titles• Differentiate between numbers and letters• Recognize some letters in their name	

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<p>Phonological Awareness</p> <p>1.1 I.C Respond to sounds in the environment.</p> <ul style="list-style-type: none"> • Startle to unfamiliar sounds (e.g. vacuum cleaner) • Respond positively to familiar sounds and words (e.g. voice of familiar adult) • Repeat sounds initiated by adult • Look towards sounds <p>1.1 Y.T.C Identify and imitate familiar sounds in the environment.</p> <ul style="list-style-type: none"> • Label sounds when they are heard (e.g. say “dog” when they hear a dog barking) • Repeat a sound sequence (e.g. “E, I, E, I, O”) <p>1.1 O.T.C Categorize familiar sounds.</p> <ul style="list-style-type: none"> • Identify animal sounds • Listen to sounds and guess what they are • Use and imitate sounds when playing • Recognize sounds that are similar to those found in name • Engage in activities that include rhyme and alliteration 	
<p>Phonics and Word recognition</p> <p>1.1.O.T.D Recognize familiar environmental print.</p> <ul style="list-style-type: none"> • Recognize and associate familiar logos (e.g. restaurants, stores, teams) • Recognize objects labeled with his/her name 	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
<i>Standard 1.2 Reading Informational Text</i>	
<p>Key Ideas</p> <p>1.2 I.B Attend to a picture in a text when reading with an adult.</p> <ul style="list-style-type: none"> • Gaze at pages of a text • Point to familiar objects pictured within a text • Attempt to communicate about familiar objects in text (e.g. sees a ball and says “ba”, uses sign for apple when seeing an apple) <p>1.2.YT.B Respond to simple questions about a text.</p> <ul style="list-style-type: none"> • Point to picture in a text when asked by an adult • Attempt to communicate about the text when asked by an adult <p>1.2 OT.B Answer simple questions about a text.</p> <ul style="list-style-type: none"> • Use some details from the text to answer questions • Answer “who” or “what” the text is about 	

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<p>Key Ideas and Details</p> <p>1.2.YT.C Relate familiar objects in a text to personal experience.</p> <ul style="list-style-type: none"> • Point to picture in a book when asked by adult • Answer a question about a book (e.g. "What is the bat eating?") • Move to real object after viewing in a text <p>1.3 OT.C Relate text to personal experiences when asked.</p> <ul style="list-style-type: none"> • Respond to action in a story (e.g. jump when characters jump) • Share personal experience and prior knowledge that is relevant to the text • Answer questions about text that relate to personal experiences • Choose text based on personal interest and experiences 	
<p>Craft and Structure-Text Structure</p> <p>1.2. YT.E Identify a favorite book by its cover.</p> <ul style="list-style-type: none"> • Use front cover to locate favorite text • Ask adult to read a favorite text often <p>1.2 OT.E Identify a text by the front cover.</p> <ul style="list-style-type: none"> • Locate a familiar text when provided with title • Locate an unfamiliar text when provided a description of the front cover 	

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<p>Integration of Knowledge</p> <p>1.3 OT.G Notice details in illustration or picture.</p> <ul style="list-style-type: none"> Describe details about pictures in text 	
<p>Vocabulary Acquisition and Use</p> <p>1.2 I.J Use single words to identify family members and familiar objects.</p> <ul style="list-style-type: none"> Look at or move toward named person or object Repeat sounds initiated by adult Use newly acquired vocabulary to name objects <p>1.2. YT.J Use new vocabulary in everyday speech.</p> <ul style="list-style-type: none"> Ask adults questions to learn names for new objects Use newly acquired vocabulary to name objects Understand about 200 words and use about 50 in everyday speech <p>1.2. OT.J Use expanded vocabulary in everyday speech.</p> <ul style="list-style-type: none"> Talk about pictures using new vocabulary words or phrases Use new vocabulary in the context of dramatic play, daily routines and classroom conversations Begin to use new vocabulary when asking questions or describing situations or objects Use prepositions and pronouns Understand as many as 900 words and use about 300 in everyday speech 	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
<p>Range of Reading</p> <p>1.2 I.L Engage in reading activities.</p> <ul style="list-style-type: none"> • Gaze, babble, pat and point at books or photos • Attend to pictures in a book during lap-reading with an adult • Purposefully seek out opportunities to engage with books <p>1.2. YT.L Actively engage in reading activities for short periods of time.</p> <ul style="list-style-type: none"> • Listen to and interact with adult • Point to or frequently turn to favorite parts of a book • Ask and answer questions about the text being read aloud • Purposefully seek out opportunities to engage with books <p>1.2. OT.L Actively engage in small group reading activities.</p> <ul style="list-style-type: none"> • Share prior knowledge about text being read aloud • Ask and answer questions about text being read aloud • Respond to comments from other children • Use ideas gained in group reading, other daily routines, learning centers and activities 	
<i>Standard 1.3: Reading Literature</i>	
<p>Key Ideas and Details-Theme</p> <p>1.3.OT.A Recall an event from a story.</p> <ul style="list-style-type: none"> • Name one event in a story • Talk about what the story is about 	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
<p>Key Ideas and Details-Text Analysis</p> <p>1.3 I.B Attend to a picture in a story when reading with an adult.</p> <ul style="list-style-type: none"> • Gaze at pages of a story • Point to familiar objects pictured within a story • Attempt to communicate about familiar objects in story (e.g. sees a ball and says “ba”, uses sign for apple when seeing an apple) <p>1.4 YT.B Respond to simple questions about a story.</p> <ul style="list-style-type: none"> • Point to picture in a story when asked by an adult • Attempt to communicate about the story when asked by an adult <p>1.2 OT.B Answer simple questions about a story.</p> <ul style="list-style-type: none"> • Use some details from the story to answer questions • Answer “who” or “what” the story is about 	
<p>Key Ideas and Details-Literacy Elements</p> <p>1.3.OT.C Recognize pictures of familiar characters in a book.</p> <ul style="list-style-type: none"> • Name characters in the story 	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
<p>Integration of Knowledge</p> <p>1.4 OT.G Notice details in illustration or picture.</p> <ul style="list-style-type: none"> Describe details about pictures in stories 	
<p>Vocabulary Acquisition and Use</p> <p>1.3 I.J Use single words to identify family members and familiar objects.</p> <ul style="list-style-type: none"> Look at or move toward named person or object Repeat sounds initiated by adult Use newly acquired vocabulary to name objects <p>1.3. YT.J Use new vocabulary in everyday speech.</p> <ul style="list-style-type: none"> Ask adults questions to learn names for new objects Use newly acquired vocabulary to name objects Understand about 200 words and use about 50 in everyday speech <p>1.3. OT.J Use expanded vocabulary in everyday speech.</p> <ul style="list-style-type: none"> Talk about pictures using new vocabulary words or phrases Use new vocabulary in the context of dramatic play, daily routines and classroom conversations Begin to use new vocabulary when asking questions or describing situations or objects Use prepositions and pronouns Understand as many as 900 words and use about 300 in everyday speech 	

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<p>Range of Reading</p> <p>1.3 I.L Engage in reading activities.</p> <ul style="list-style-type: none"> • Gaze, babble, pat and point at books or photos • Attend to pictures in a book during lap-reading with an adult • Purposefully seek out opportunities to engage with books <p>1.3. YT.L Actively engage in reading activities for short periods of time.</p> <ul style="list-style-type: none"> • Listen to and interact with adult • Point to or frequently turn to favorite parts of a book • Ask and answer questions about the story being read aloud • Purposefully seek out opportunities to engage with books <p>1.2. OT.L Actively engage in small group reading activities.</p> <ul style="list-style-type: none"> • Share prior knowledge about text being read aloud • Ask and answer questions about text being read aloud • Respond to comments from other children • Use ideas gained in group reading, other daily routines, learning centers and activities 	

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Standard 1.4 Writing	
<p>Narrative</p> <p>1.4.OT.M Tell a story about a picture.</p> <ul style="list-style-type: none">• Tell a real or make-believe story• Describe the shapes in a drawn pictures (e.g. “This is a dog and that is her dog house”)• Respond when asked “who” or “what” is in the picture• When prompted, provide details to further support the description of the picture• Communicate the beginning and end of an event	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
<p>Narrative Conventions of Language</p> <p>1.4.1.R Make marks with writing and drawing tools.</p> <ul style="list-style-type: none"> • Use a variety of writing tools and surfaces during play • Engage in tactile experiences • Imitate adult mark making (e.g. taps out dots on paper after adult models) <p>1.4.YT.R Scribble with writing and drawing tools.</p> <ul style="list-style-type: none"> • Make marks that appear in random order • Repeat scribbles • Choose from a variety of writing tools and surfaces during play • Engage in tactile experiences creating shapes and other forms • Create shapes and scribbles from tactile materials <p>1.4.OT.R Intentionally make marks with writing and drawing tools.</p> <ul style="list-style-type: none"> • Choose from a variety of writing tools and surfaces during play • Engage in tactile experiences creating letters and other forms • Scribble writes deliberately • Scribble lines, circles, zig-zags or in rows • Write segments of letter forms (e.g. lines, curves) • Begin to use letter like forms • Trace and create letters and other shapes using tactile materials (e.g. sand, sandpaper, glue, foam) 	

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<p>Conducting Research</p> <p>1.4.OT.V Ask questions about topics of personal interest to gain information.</p> <ul style="list-style-type: none"> • Ask about a new toy or object in the classroom (e.g. “How does that work?”) • Ask questions about familiar and unfamiliar people 	
<p><i>Standard 1.5 Speaking and Listening</i></p>	
<p>Comprehension and Collaboration</p> <p>1.5.1.A Use sounds and gestures as a form of reciprocal communication.</p> <ul style="list-style-type: none"> • Use verbal and nonverbal language to have needs met • Use verbal and nonverbal language to show interest in objects and people • Engage in conversational turn taking <p>1.5.YT.A Use sounds, gestures, and words as a form of reciprocal communication.</p> <ul style="list-style-type: none"> • Use verbal and nonverbal language to have needs met • Use verbal and nonverbal language to show interest in objects and people • Engage in conversational turn taking <p>1.5.OT.A Engage in reciprocal conversations and interactions with peers and adults.</p> <ul style="list-style-type: none"> • Engage in conversational turn taking • Pose questions • Allow wait time before responding 	

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<p>Comprehension and Collaboration Evaluation</p> <p>1.5.I.C Respond in ways that indicate understanding of what is being communicated.</p> <ul style="list-style-type: none"> • Respond to tone of others voice • Connect voice to specific person • Follow simple direction • Turn head toward speaker <p>1.5.YT.C Respond to questions, comments or directions.</p> <ul style="list-style-type: none"> • Focus attention on speaker and attempt to imitate speech • Respond to adults' requests showing understanding of what is being asked (e.g. answer a simple question with a nod of head, go to wash hands when asked) • Follow a one-step simple direction <p>1.5.OT.C Respond to questions, comments or directions.</p> <ul style="list-style-type: none"> • Respond to adults' requests showing understanding of what is being asked (e.g. answer a simple question with a nod of head, go to wash hands when asked) • Demonstrate understanding of position words • Follow 2-step directions with reminders • Respond to a question with an answer or details related to the topic being discussed 	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
<p>Presentation of Knowledge</p> <p>1.5.1.D/E Babble and begin to use single words and/or signs.</p> <ul style="list-style-type: none"> • Change tone to express feelings • Babble using strings of consonant sounds and sounds and rhythms of native language • Actively imitate the sounds of speech and/or signs <p>1.5.YT.D/E Use 1-2 words and/or signs to communicate.</p> <ul style="list-style-type: none"> • Use simple words and/or signs to indicate wants or needs • Use simple gestures • Use inflection when speaking • Express thoughts, feelings and ideas • Talk about stories, experiences and interests <p>1.5.OT.D/E Use simple sentences; communicating clearly enough to be understood by familiar adults.</p> <ul style="list-style-type: none"> • Express thoughts, feelings and ideas • Talk about stories, experiences and interests • Use appropriate volume to be heard by group, paying attention to inside and outside voices • Use pronouns more frequently • Use inflection when speaking 	

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<p>Conventions of Standard English</p> <p>1.5.OT.G Demonstrate command of the conventions of standard English when speaking based on older toddler development.</p> <ul style="list-style-type: none">• Speak in simple sentences• Use pronouns for self• May omit some words or use some words incorrectly (e.g. “Mommy goed to work”, “I want banana”)• End words in “s” to indicate plural (e.g. trucks, mouses)• Begin to use prepositions	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
Mathematical Thinking and Expression	
<i>Standard 2.1: Numbers and Operation</i>	
<p>Counting and Cardinality: Cardinality</p> <p>2.1. I.A.1 Explore objects</p> <ul style="list-style-type: none"> • Stack and unstack objects • Dump and fill objects into and out of containers • Repeat sound patterns (e.g. repeatedly beat on drums, clap hands) <p>2.1 YT.A.1 Imitate rote counting using some names of numbers.</p> <ul style="list-style-type: none"> • Attempt to count, not always in the correct order <p>2.1 OT.A.1 Know some number names and the count sequence.</p> <ul style="list-style-type: none"> • Rote count to 5 • Recognize some numerals (e.g. notice numerals in the environment and names some of them, point to a numeral when asked) • Engage in experiences related to numbers (e.g. counting songs, finger plays, reading number books) 	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
<p>Counting and Cardinality: Counting</p> <p>2.1 OT.A.2 Count to tell the number of objects.</p> <ul style="list-style-type: none"> • Subitize (visually quantify) to determine how many: attach a numeric value to a set of objects without counting up to 3 • Practice one to one correspondence (e.g. setting out snack, counting children, matching objects) • Verbalize how many objects they have • Use counting and numbers as part of play and as a means for determining quantity 	
<p>Counting and Cardinality: Comparing</p> <p>2.1 I.A.3 Explore relationships between objects.</p> <ul style="list-style-type: none"> • Stack and unstack objects • Dump and fill objects into and out of containers • Place objects inside of other objects <p>2.1. YT.A.3 Explore simple comparisons of quantity.</p> <ul style="list-style-type: none"> • Ask for “more” • Notice differences in size (e.g. big, small) • Indicate when something is gone • Participate <p>2.1 .OT.A.3 Use comparative language to show understanding of more or less.</p> <ul style="list-style-type: none"> • Recognize who has more than another • Use terms like “more,” “less,” “bigger than,” “smaller than,” “the same” • Identify groups of more or less 	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
<p>Mathematical Processes</p> <p>2.1.1.MP Engage in numerical play.</p> <ul style="list-style-type: none"> • Stack and unstack objects • Dump and fill objects into and out of containers • Place objects inside of other objects • Engage in experiences related to numbers (e.g. counting songs, finger plays, reading number books) <p>2.1.YT.MP Engage and persist in numerical play.</p> <ul style="list-style-type: none"> • Stack and unstack objects • Dump and fill objects into and out of containers • Place objects inside of other objects • Engage in experiences related to numbers (e.g. counting songs, finger plays, reading number books) <p>2.1.OT.MP Use mathematical processes when quantifying, comparing and representing numbers.</p> <ul style="list-style-type: none"> • Engage in numerical play • Persist in numerical play • (Reference AL.2.OT.C) • When prompted, communicate thinking while engaged in numerical play • Talk and listen to peers during numerical play • Use simple forms of numerical representations (e.g. pictures, objects, fingers) 	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
Standard 2.2: Algebraic Concepts	
<p>Operations and Algebraic Thinking</p> <p>2.2 Y.T.A.1 Sort manipulatives into sets.</p> <ul style="list-style-type: none"> • Group like objects into sets • Engage in experiences related to adding and subtracting (e.g. songs, finger plays, books) <p>2.2 .OT.A.1 Add to and take apart sets.</p> <ul style="list-style-type: none"> • Group like objects into sets • Engage in experiences related to adding and subtracting (e.g. songs, finger plays, books) • Use vocabulary that includes subtraction or addition concepts (e.g. “I need one more,” “They’re all gone”) 	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
<i>Standard 2.3: Geometry</i>	
<p>Geometric Identification</p> <p>2.3.I.A.1 Explore objects of different sizes and shapes.</p> <ul style="list-style-type: none"> • Explore similarities and differences in the shape of objects • Explore puzzles with assistance • Stack and build with various shaped and sized blocks • Manipulate various shapes • Explore the ways that shapes and objects fit together <p>2.3.YT.A.1 Match identical shapes.</p> <ul style="list-style-type: none"> • Put together simple puzzles with assistance • Place shapes in shape sorter <p>2.3.OT.A.1 Recognize and identify basic shapes in the environment.</p> <ul style="list-style-type: none"> • Describe objects in the environment and name shapes • Complete simple puzzles • Manipulate objects of various shape and size 	
<p>Geometry: Application</p> <p>2.3.OT.A.2 Create and compose simple shapes.</p> <ul style="list-style-type: none"> • Use simple shapes in drawing • Use 3-D materials to represent simple shapes • Use fingers or body to represent shapes when asked 	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
<p>Geometry: Math Process</p> <p>2.3.1.MP Engage in geometric play.</p> <ul style="list-style-type: none"> • Explore similarities and differences in the shape of objects • Explore puzzles with assistance • Stack and build with various shaped and sized blocks • Manipulate various shapes • Explore the ways that shapes and objects fit together. <p>2.3.YT.MP Engage and persist in geometric play.</p> <ul style="list-style-type: none"> • Put together simple puzzles with assistance • Place shapes in shape sorter <p>2.3.OT.MP Use mathematical processes when creating and composing shapes.</p> <ul style="list-style-type: none"> • Describe objects in the environment and name shapes • Complete simple puzzles • Manipulate objects of various shape and size • Persist in geometric play (Reference AL.2.OT.C) • Engage in geometric play • Problem solve during geometric play (Reference AL.4.OT.C) • When prompted, communicate thinking while engaged in numerical play • Talk and listen to peers during numerical play 	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
<i>Standard 2.4: Measurement, Data and Probability</i>	
<p>Measurement and Data: Measurement</p> <p>2.4.YT.A.1 Engage in measurement experiences.</p> <ul style="list-style-type: none"> • Begin to use size words • Explore objects to determine size • Explore measuring tools • Fills and empties containers in the water table <p>2.4.OT.A.1 Use basic measurement vocabulary.</p> <ul style="list-style-type: none"> • Use size words (e.g. many, big and little) • Compare sizes of objects • Explore objects to determine size • Explore measuring tools • Measure objects with adult assistance • Begin to use nonstandard (e.g. hand, shoe, yarn, block) or standard tools to measure objects 	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
<p>Measurement and Data: Data</p> <p>2.4 YT.A.2 Participate in sorting objects.</p> <ul style="list-style-type: none">• Put similar objects into piles• Begin to sort objects by size or shape (e.g. beads, blocks, counting bears) with teacher support <p>2.4 OT.A.2 Classify objects and count the number of objects in each category.</p> <ul style="list-style-type: none">• Sort objects by one attribute (e.g. color, size, shape)• Classify up to five objects using one attribute into categories• Count the number of objects in each category and with adult assistance display the number of objects in each category	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
<p>Measurement and Data</p> <p>2.1.YT.MP Engage and persist when measuring and sorting objects.</p> <ul style="list-style-type: none"> • Begin to use size words • Explore objects to determine size • Explore measuring tools • Fills and empties containers in the water table • Put similar objects into piles • Begin to sort objects by size or shape (e.g. beads, blocks, counting bears) with teacher support <p>2.1.OT.MP Use mathematical processes when measuring; organizing data.</p> <ul style="list-style-type: none"> • Engage in measurement activities • Engage in activities that include organizing data • Persist in measurement activities (Reference AL.2.OT.C) • Persist in activities that include organizing data (Reference AL.2.OT.C) • Problem solve during measurement activities (Reference AL.4.OT.C) • Problem solve in activities that include organizing data (Reference AL.4.OT.C) • When prompted, communicate thinking while engaged in measurement activities and organizing • Talk and listen to peers 	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
Scientific Thinking and Expression: Exploring, Inquiry and Discovery	
<i>Standard 3.1. Life Science</i>	
<p>ORGANIZATION FOR MATTER AND ENERGY FLOW IN ORGANISMS</p> <p>Infant 3.1 I.A: Participate in simple investigations of living and nonliving things.</p> <p><i>Core Ideas:</i> <i>There are differences between living and non-living things.</i></p> <p><i>The characteristics of living things can be observed and studied.</i></p> <p><i>Concepts and Competencies:</i></p> <ul style="list-style-type: none"> • Use senses to explore living and nonliving things. • Show interest in the natural world. • Observe basic care of plants and animals. • Explore parts of living things. <p>-----</p> <p>Young Toddler 3.1 Y.T.A: Participate in simple investigations of living and nonliving things.</p> <p><i>Core Ideas:</i> <i>There are differences between living and non-living things.</i></p> <p><i>The characteristics of living things can be observed and studied.</i></p> <p><i>All living things have basic needs that allow them to live and grow.</i></p> <p><i>Use senses and simple equipment to explore living and non-living things.</i></p>	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
<p><i>Concepts and Competencies:</i></p> <ul style="list-style-type: none"> • Show interest in and respond to plants, animals, and people in the environment. • Engage in basic care of plants and animals. • Explore parts of living things. • Point to basic body parts when asked. • Participate in simple body parts games (e.g., Head, Shoulder, Knees and Toes). • Point to and match basic parts of plants and animals (e.g., flower, leaf, and tail). <p>-----</p> <p>Older Toddler 3.1 OT.A: Participate in simple investigations of living and nonliving things to answer a question.</p> <p><i>Core Ideas:</i> <i>There are differences between living and non-living things.</i></p> <p><i>The characteristics of living things can be observed and studied.</i></p> <p><i>All living things have basic needs that allow them to live and grow.</i></p> <p><i>Concepts and Competencies:</i></p> <ul style="list-style-type: none"> • Use senses and simple equipment to gather data about living and nonliving things. • Asks questions about living and nonliving things. • Use technology (e.g., magnifying glass, digital camera, light table) to observe and describe objects. • Identify the external characteristics of living and non-living things (e.g., size, shape, color, and texture). • Engage in basic care of plants and animals. • Communicate that living things need food and water to survive. • Ask questions about plants and animals growing and changing. • Observe and document the growth of a living thing through 	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
<p>scribbles, drawings, and/or photos.</p> <ul style="list-style-type: none"> Describe changes in people and animals over time (e.g., losing teeth, bean sprouting). Point to basic body parts when asked. Participate in simple body parts games (e.g., Head, Shoulder, Knees and Toes). Name basic parts of plants and animals (e.g., flower, leaf, and tail). Include basic parts (e.g., head, flower) in drawings of people, animals, or plants. Talk about changes that occur in animals during the seasons. 	
<p><i>Core Ideas:</i></p> <p><i>Plants and animals grow and change.</i></p> <p><i>Concepts and Competencies:</i></p> <ul style="list-style-type: none"> Ask questions about plants and animals growing and changing. Observe and document the growth of a living thing through scribbles, drawings, and/or photos. Describe changes in people and animals over time (e.g., losing teeth, growing out of clothing, beans sprouting). Care for plants and animals in the classroom 	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
<i>Standard 3.2 Physical Science</i>	
<p>STRUCTURE AND PROPERTIES OF MATTER</p> <p>Infant 3.2 I.A: Participate in simple investigations to explore objects with varying characteristics.</p> <p><i>Core Ideas:</i> Different kinds of matter exist, and matter can be described and classified by its observable properties.</p> <p><i>Concepts and Competencies:</i></p> <ul style="list-style-type: none"> • Use senses to explore objects. • Explore objects of varying sizes, shapes, textures, and colors. • Engage with objects to learn about their characteristics. <p><i>Core Ideas:</i> Matter can change.</p> <p><i>Concepts and Competencies:</i></p> <ul style="list-style-type: none"> • Observe an adult combining materials to make a new substance (e.g., cooking, making volcano, mixing paint colors). • Observe differences in water (e.g., ice cube or snow melting and freezing). • Observe changes in solid materials (e.g., crayon melting). • Engage with adult provided materials. <p>-----</p> <p>Young Toddler 3.2 YT.A: Participate in simple investigations to engage with objects to learn about their characteristics.</p> <p><i>Core Ideas:</i> Different kinds of matter exist, and matter can be described and classified by its observable properties.</p>	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
<p><i>Concepts and Competencies:</i></p> <ul style="list-style-type: none"> • Use senses and simple equipment to explore objects. • Explore objects of varying sizes, shapes, textures, and colors. • Participate in teacher-led exploration of matter (e.g., water and sensory play, explore novel objects introduced into classroom). • Engage with adult-provided materials. <p><i>Core Ideas:</i> Matter can change.</p> <p><i>Concepts and Competencies:</i></p> <ul style="list-style-type: none"> • Engage in activities involving changes in matter. • Combine materials to make a new substance (e.g., mix paint color, mix water and soil). • Participate in teacher-led cooking activities. • Observe differences in water (e.g., an ice cube or snow melting and freezing). • Observe changes in solid materials (e.g., crayon melting). <p>-----</p> <p>Older Toddler 3.2 OT.A: Participate in simple investigations to engage with objects to learn about and discuss their characteristics.</p> <p><i>Core Ideas:</i> Different kinds of matter exist, and matter can be described and classified by its observable properties.</p> <p><i>Concepts and Competencies:</i></p> <ul style="list-style-type: none"> • Use senses and simple equipment to explore objects. • Explore objects of varying sizes, shapes, textures, and colors. • Participate in teacher-led exploration of matter (e.g., water and sensory play, explore novel objects introduced into classroom). • Engage with adult-provided materials. 	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
<ul style="list-style-type: none">• Collect and sort objects according to characteristics. • Ask questions about matter.• Use the five senses and simple equipment to gather data.• Describe observations.• Describe objects by their characteristics. <p><i>Core Ideas:</i> Matter can change.</p> <p><i>Concepts and Competencies:</i></p> <ul style="list-style-type: none">• Combine materials to make a new substance (e.g., mix paint color, mix water and soil) and describe the result.• Point out when a change in matter occurs.• Discuss changes in water (e.g., an ice cube or snow melting and freezing).• Discuss changes in solid materials (e.g., crayon melting).• Describe changes in food substances during cooking.	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
<p>FORCES AND MOTION</p> <p>Infant 3.2 I.B.1: Participate in simple investigations to explore the motion of objects</p> <p><i>Core Ideas:</i> Objects can be moved by external forces.</p> <p><i>Concepts and Competencies:</i></p> <ul style="list-style-type: none"> • Recognize that objects can be moved. • Act upon objects to make them move in various ways. • Participate in teacher-led activities involving moving objects. • Use senses to explore the motion of objects. • Explore the motion of objects with varying size, shape, and weights. <p>-----</p> <p>Young Toddler 3.2 YT.B.1: Participate in simple investigations to recognize and explore how objects move.</p> <p><i>Core Ideas:</i> Objects can be moved by external forces.</p> <p><i>Concepts and Competencies:</i></p> <ul style="list-style-type: none"> • Recognize that objects can be moved. • Act upon objects to make them move in various ways. • Participate in teacher-led activities involving moving objects. • Use senses to explore the motion of objects. • Explore the motion of objects with varying size, shape, and weights. <p>-----</p>	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
<p>Older Toddler 3.2 OT.B.1: Participate in simple investigations to recognize, explore, and communicate about how objects move.</p> <p><i>Core Ideas:</i> <i>Pushing or pulling on an object can change the speed or direction of its motion and can start or stop it.</i></p> <p><i>Concepts and Competencies:</i></p> <ul style="list-style-type: none">• Communicate about the motion of objects during play.• Recognize that objects can be moved by pushing or pulling.• Act upon objects to make them move in various ways.• Participate in teacher-led activities involving objects.• Use words related to motion (e.g., push, pull, fast, slow, start, stop).• Participate in discussions about the motion of objects.• Use senses to explore the motion of objects.• Push or pull objects with varying size, shape, and weights.	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
<i>Standard 3.3. Earth and Space Sciences</i>	
<p>EARTH MATERIALS AND SYSTEMS</p> <p>Infant 3.3 I.A: Participate in simple investigations of earth materials.</p> <p><i>Core Ideas:</i> The earth consists of different types of materials.</p> <p><i>Concepts and Competencies:</i></p> <ul style="list-style-type: none"> • Use senses and simple tools to explore earth materials. • Explore a variety of earth materials (e.g., large rocks, soil, wood, minerals, water). • Participate in teacher-led activities (e.g., sorting rocks, mixing water and soil, watering plants, washing hands). <p>-----</p> <p>Young Toddler 3.3 YT.A: Participate in simple investigations of earth materials.</p> <p><i>Core Ideas:</i> The earth consists of different types of materials.</p> <p><i>Concepts and Competencies:</i></p> <ul style="list-style-type: none"> • Use senses and simple tools to explore earth materials. • Explore a variety of earth materials (e.g., large rocks, soil, wood, minerals, water). • Participate in teacher-led activities (e.g., sorting rocks, mixing water and soil, watering plants, washing hands). <p>-----</p> <p>Older Toddler 3.3 OT.A: Participate in simple investigations of earth materials.</p> <p><i>Core Ideas:</i></p>	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
<p><i>The earth consists of different types of materials.</i></p> <p><i>Concepts and Competencies:</i></p> <ul style="list-style-type: none">• Use senses and simple tools to explore earth materials.• Explore a variety of earth materials (e.g., large rocks, soil, wood, minerals, water).• Participate in teacher-led activities (e.g., sorting rocks, mixing water and soil, gardening).• Use simple scientific vocabulary to label earth materials (e.g., rock, stone, soil, dirt).• Answer questions about observations of earth materials.• Participate in teacher-led activities (e.g., watering plants; filling fish tank; washing hands, sponges, and water).• Use simple scientific vocabulary to label water (e.g., wet, sink, float, warm, cold).	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
<p>WEATHER AND CLIMATE</p> <p>Infant 3.3 I.B: Observe weather conditions.</p> <p><i>Core Ideas:</i> Weather conditions change and can affect daily life.</p> <p><i>Concepts and Competencies:</i></p> <ul style="list-style-type: none"> • Respond to weather (e.g., point to or move to window when raining or snowing). • Use senses to observe weather conditions. <p>-----</p> <p>Young Toddler 3.3 YT.B: Observe and begin to label weather conditions.</p> <p><i>Core Ideas:</i> Weather conditions change and can affect daily life.</p> <p><i>Concepts and Competencies:</i></p> <ul style="list-style-type: none"> • Respond to weather (e.g., point to or move to window when raining or snowing, notice puddles). • Use senses to observe weather conditions. • Use simple words or signs to label weather (e.g., sun, snow, rain, cloud). <p>-----</p> <p>Older Toddler 3.3 OT.B: Describe changes in weather conditions and discuss how weather affects daily life.</p> <p><i>Core Ideas:</i> Seasons correspond with observable conditions and weather affects daily life.</p>	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
<p><i>Concepts and Competencies:</i></p> <ul style="list-style-type: none">• Respond to weather (e.g., point to or move to window when raining or snowing, notice puddles).• Use senses to observe weather conditions.• Use words or signs to label weather (e.g., sun, snow, rain, cloud).• Name the four seasons and an observable condition for that season (e.g., falling leaves, snow, rain, buds on trees or green grass).• Match types of clothing or activities to seasonal weather conditions (e.g., we use an umbrella when it is raining; we wear coats, hats, scarves, and mittens when it's cold outside).	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
<i>Standard 3.4 Environmental Literacy and Sustainability</i>	
<p>SUSTAINABILITY AND STEWARDSHIP ENVIRONMENTAL SUSTAINABILITY</p> <p>Infant: Emerging</p> <p>-----</p> <p>Young Toddler 3.4 YT.D: Engage in activities that reduce the impact of humans on the local environment.</p> <p><i>Core Ideas:</i> Human activity impacts the local environment.</p> <p><i>Concepts and Competencies:</i></p> <ul style="list-style-type: none"> • Imitate the disposing of waste. <p>-----</p> <p>Older Toddler 3.4 OT.D: Engage in activities that reduce the impact of humans on the local environment.</p> <p><i>Core Ideas:</i> Human activity impacts the local environment.</p> <p><i>Concepts and Competencies:</i></p> <ul style="list-style-type: none"> • Participate in discussions about ways people pollute the environment. • Participate in discussions about appropriate disposal of waste. • Attempt to sort waste into those things that can be recycled and those things that cannot. • Practice recycling as part of routine. 	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
Standard 3.5 Technology and Engineering	
<p>APPLYING, MAINTAINING, AND ASSESSING TECHNOLOGICAL PRODUCTS AND SYSTEMS IMPACTS OF TECHNOLOGY INFLUENCE OF SOCIETY ON TECHNOLOGICAL DEVELOPMENT</p> <p>Infant 3.5 I.A: Imitate use of various technologies in play.</p> <p><i>Core Ideas:</i> Technology impacts daily living and can be used as a tool for exploring and understanding the world, as well as communicating with one another.</p> <p><i>Concepts and Competencies:</i></p> <ul style="list-style-type: none"> • Observe use of technology (e.g., telephone, cell phone, computer, camera, tablet). • Use technology props (e.g., old cell phones, toy or real cameras, computer keyboard) in play. <p>-----</p> <p>Young Toddler 3.5 YT.A: Imitate use of various technologies in play.</p> <p><i>Core Ideas:</i> Technology impacts daily living and can be used as a tool for exploring and understanding the world, as well as communicating with one another.</p> <p><i>Concepts and Competencies:</i></p> <ul style="list-style-type: none"> • Observe use of technology (e.g., telephone, cell phone, computer, camera, tablet). • Use technology props (e.g., old cell phones, toy or real cameras, computer keyboard) in play. <p>-----</p>	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
<p>Older Toddler 3.5 OT.A: Communicate about technology in their environment.</p> <p><i>Core Ideas:</i> Technology impacts daily living and can be used as a tool for exploring and understanding the world, as well as communicating with one another.</p> <p><i>Concepts and Competencies:</i></p> <ul style="list-style-type: none">• Observe use of technology (e.g., telephone, cell phone, computer, camera, tablet).• Use technology props (e.g., old cell phones, toy or real cameras, computer keyboard) in their play.• Label technology with appropriate vocabulary when using or shown (e.g., telephone, cell phone, computer, TV, camera, tablet).• Discuss personal experiences with technology.	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
<p>Infant: Emerging</p> <p>-----</p> <p>Young Toddler: Emerging</p> <p>-----</p> <p>Older Toddler 3.5 OT.M: Engage in adult led activities as part of the engineering design process.</p> <p><i>Core Ideas:</i> <i>The engineering design process has steps that should be followed. See introduction for these steps.</i></p> <p><i>Concepts and Competencies:</i></p> <ul style="list-style-type: none"> • Participate in adult activities that use the steps of the engineering design process. <ul style="list-style-type: none"> ○ Ask – Define the problem. ○ Imagine – Brainstorm possible solutions. ○ Plan – Research ideas and explore possibilities. Establish criteria and constraints. Consider alternative solutions and select an approach. ○ Create – Develop a design proposal. Make or model a prototype. Test and evaluate. ○ Improve – Refine the design, create the solution, communicate the results. 	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
<p>Infant 3.5 I.N: Participate in simple investigations to determine how things work.</p> <p><i>Core Ideas:</i> Infants learn how things work by using their senses through play and interacting with concrete materials.</p> <p><i>Concepts and Competencies:</i></p> <ul style="list-style-type: none"> • Engage in play with concrete materials. • Explore their environment using different senses. • Observe adults taking things apart and putting them back together. <p>-----</p> <p>Young Toddler 3.5 YT.N: Participate in simple investigations to determine how things work.</p> <p><i>Core Ideas:</i> Young toddlers learn how things work by using their senses through play and interacting with concrete materials.</p> <p><i>Concepts and Competencies:</i></p> <ul style="list-style-type: none"> • Engage in play with concrete materials. • Explore their environment using different senses. • Explore object to see how they work (e.g., pushing buttons to start and stop, turning object over). • Observe adults taking things apart and putting them back together. <p>-----</p> <p>Older Toddler 3.5 OT.N: Participate in simple investigations to determine how things work.</p> <p><i>Core Ideas:</i> Older toddlers learn how things work by asking questions and</p>	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
<p><i>using their senses through play and interacting with concrete materials.</i></p> <p><i>Concepts and Competencies:</i></p> <ul style="list-style-type: none"> Engage in play with concrete materials. Explore their environment using different senses. Explore object to see how they work (e.g., pushing buttons to start and stop, turning object over, taking things apart and putting them back together). Observe adults taking things apart and putting them back together. Engage in listening, questioning, and discussing. Ask questions and discuss how things work. 	
<p>Infant 3.5 I.S: Participate in adult led play and exploration that applies design concepts, principles, and processes.</p> <p><i>Core Ideas:</i> <i>Play and exploration are an important part of the learning process.</i></p> <p><i>Concepts and Competencies:</i></p> <ul style="list-style-type: none"> Reference AL1.1.A, AL.2.I.C, AL4.I.C <p>-----</p> <p>Young Toddler 3.5 YT.S: Participate in adult led play and exploration that applies design concepts, principles, and processes.</p> <p><i>Core Ideas:</i> <i>Play and exploration are an important part of the learning process.</i></p> <p><i>Concepts and Competencies:</i></p> <ul style="list-style-type: none"> Reference AL1.YT.A, AL.2.YT.C, AL4.YT.C <p>-----</p>	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
<p>Older Toddler 3.5 OT.S: Participate in adult led play and exploration that applies design concepts, principles, and processes.</p> <p><i>Core Ideas:</i> Play and exploration are an important part of the learning process.</p> <p><i>Concepts and Competencies:</i></p> <ul style="list-style-type: none"> • Reference 3.5.OT.M • Reference AL1.OT.A, AL.2.OT.C, AL4.OT.C 	
<p>Infant 3.5 I.CC: Engage in exploration of materials that represent technologies in the workplace.</p> <p><i>Core Ideas:</i> There are many careers that use technology.</p> <p><i>Concepts and Competencies:</i></p> <ul style="list-style-type: none"> • Explore medical equipment and materials. • Play with real or model medical equipment (e.g., stethoscope, blood pressure cuff). • Explore transportation vehicles. • Explore simple construction tools and vehicles <p>-----</p>	
<p>Young Toddler 3.5 YT.CC: Engage in exploration of materials that represent technologies in the workplace.</p> <p><i>Core Ideas:</i> There are many careers that use technology.</p> <p><i>Concepts and Competencies:</i></p> <ul style="list-style-type: none"> • Use simple workplace technologies for intended purpose (e.g., 	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
<p>hold stethoscope to teddy bear’s heart, use hammer to pound peg into pegboard, fill a dump truck).</p> <ul style="list-style-type: none"> • Explore medical equipment and materials. • Play with real or model medical equipment (e.g., stethoscope, blood pressure cuff). • Explore simple construction tools and vehicles. <p>-----</p> <p>Older Toddler 3.5 OT.CC: Engage in exploration of materials that represent technologies in the workplace.</p> <p><i>Core Ideas:</i> <i>There are many careers that use technology.</i></p> <p><i>Concepts and Competencies:</i></p> <ul style="list-style-type: none"> • Use simple workplace technologies for intended purpose (e.g., hold stethoscope to teddy bear’s heart, use hammer to pound peg into pegboard, fill a dump truck). • Identify the types of tools and materials used in construction. • Talk about various types of vehicles used in the workplace (e.g., construction vehicles, fire-fighting vehicles, boats, airplanes). • Ask and answer questions about workplace technologies and their uses. • Match workplace technology to worker. 	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
Social Studies Thinking: Connecting to Communities	
<i>Standard 5.1 Principles and Documents of Government</i>	
<p>Rule of Law</p> <p>5.1. I. A Respond to adult guidance about behavior.</p> <ul style="list-style-type: none"> Reference 16.3.I.B <p>5.1. YT. A Demonstrate basic understanding of rules.</p> <ul style="list-style-type: none"> Reference 16.3.YT.B <p>5.1 .OT.A Follow basic rules.</p> <ul style="list-style-type: none"> Reference 16.3.OT.B 	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
Standard 5.2 Rights and Responsibilities of Citizenship	
<p>Civic Rights and Responsibilities</p> <p>5.2.YT.A Demonstrate sense of belonging to a group such as a class or family.</p> <ul style="list-style-type: none"> • Point to pictures of family members • Follow the established daily routine • Demonstrate familiarity with people and settings (e.g. upon arrival walk to their classroom, place belongings in personal space) <p>5.2.OT.A Communicate a sense of belonging to a group such as a class or family.</p> <ul style="list-style-type: none"> • Talk about family members • Participate in decision making • Identify self in relationship to others in a group (e.g. brother, sister, son, daughter, friend) • Talk about things the family does together • Talk about things the class does together 	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
<p>Conflict</p> <p>5.2.I.B Express emotion relating to a conflict.</p> <ul style="list-style-type: none">• Reference 16.2.I.D <p>5.2.YT.B Express emotion relating to a conflict.</p> <ul style="list-style-type: none">• Reference 16.2.YT. D <p>5.2.OT.B Communicate about a conflict and seek help to solve.</p> <ul style="list-style-type: none">• Reference 16.2.OT. D	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
<p>Government Services</p> <p>5.3.1.C Explore costumes and props that represent community workers.</p> <ul style="list-style-type: none"> • Play with real or model equipment (e.g. stethoscope, blood pressure cuff, fire hose, play workbench) • Engage in dress up play <p>5.3.YT.C Engage with costumes and props that represent community workers.</p> <ul style="list-style-type: none"> • Use costumes and props of community workers for intended purpose (e.g. hold stethoscope to teddy bear’s heart, use hammer to pound peg into pegboard, fill a dump truck) • Engage in dress up play <p>5.3.OT.C Recognize community workers through their uniforms and equipment.</p> <ul style="list-style-type: none"> • Use costumes and props of community workers for intended purpose (e.g. hold stethoscope to teddy bear’s heart, use hammer to pound peg into pegboard, fill a dump truck) • Engage in dress up play • Identify the types of equipment and materials community workers use • Ask and answer questions about community workers and their roles • Match workplace equipment and uniform to worker • Label community workers in their neighborhood 	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
<i>Standard 6.1 Scarcity and Choice</i>	
<p>Incentives and Choice</p> <p>6.1.I.D Demonstrate preference for specific objects and people.</p> <ul style="list-style-type: none"> Reference 16.3.I.A <p>6.1.YT.D Make simple choices.</p> <ul style="list-style-type: none"> Reference 16.3.YT.A <p>6.1.OT.D Communicate about a choice based on individual interest.</p> <ul style="list-style-type: none"> Make a choice and explain the reason for the choice 	
<i>Standard 6.3 Functions of Government</i>	
<p>Government’s Role in International Trade</p> <p>6.3.OT.D Communicate about products produced locally.</p> <ul style="list-style-type: none"> Talk about products that can be found around their home Ask and answer questions about items that come from farms, factories, and/or businesses within the community 	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
<i>Standard 6.5 Income, Profit and Wealth</i>	
<p>Types of Businesses</p> <p>6.5.OT.C Communicate about local businesses.</p> <ul style="list-style-type: none"> • Ask and answer questions about local businesses • Act out play scenarios that relate to local businesses (e.g. getting haircut, pet school, farmer’s market) 	
<i>Standard 7.1 Basic Geographic Literacy</i>	
<p>Geographic Tools</p> <p>7.1.OT.A Use maps in play.</p> <ul style="list-style-type: none"> • Follow a pathway or roadway on a large car mat • Follow a teacher-made map (e.g. locate something in the environment, follow a course) • Ask and answer questions about maps 	
<i>Standard 7.2 Physical Characteristics of Places and Regions</i>	
<p>Physical Characteristics</p> <p>7.2. OT. A Describe the characteristics of home to gain understanding of physical features.</p> <ul style="list-style-type: none"> • Identify the characteristics of one’s home (e.g. door color, exterior type, type of home) • Describe the locations and uses of important areas within the home • Identify the room in which certain items might be found 	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
<i>Standard 8.1 Historical Analysis and Skills Development</i>	
<p>Continuity and Change Over Time</p> <p>8.1.1.A Anticipate next step of a familiar routine or activity.</p> <ul style="list-style-type: none">• Reference AL.2.1.B <p>8.1.YT.A Know the sequence of familiar routines.</p> <ul style="list-style-type: none">• Reference AL.2.YT.B <p>8.1.OT.A Identify and complete the sequence of familiar routines and tasks.</p> <ul style="list-style-type: none">• Reference AL.2.OT.B	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
Creative Thinking and Expression: Communicating through the Arts	
<i>Standard 9.1.M Production and Performance: Music and Movement</i>	
<p>Elements and Principles</p> <p>9.1. M.YT.A Demonstrate an understanding of basic elements of music and movement.</p> <ul style="list-style-type: none">• Explore rhythm instruments• Participate in teacher guided music and movement activities• Demonstrate understanding of fast, slow, loud and soft <p>9.1.M.OT.A Know and use basic elements of music and movement.</p> <ul style="list-style-type: none">• Explore rhythm instruments• Use rhythm instruments as intended• Participate in teacher guided music and movement activities• Demonstrate understanding of fast, slow, loud and soft	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
<p>Demonstration</p> <p>9.1.M.I.B Respond to music.</p> <ul style="list-style-type: none"> • Respond to a variety of music types, including culturally diverse music • Turn head to source of music • React to music with body movements <p>9.1.M.YT.B Engage with music.</p> <ul style="list-style-type: none"> • Respond to a variety of music types, including culturally diverse music • Turn head to source of music • React to music with body movements (e.g. move, dance, clap, sway: movements may not match rhythm) • Use props in response to music (e.g. scarves, instruments, ribbons) • Attempt to sing a familiar melodic pattern • Attempt to imitate music patterns using available materials <p>9.1.M.OT.B Respond to and communicate about music.</p> <ul style="list-style-type: none"> • Respond to a variety of music types, including culturally diverse music • Request favorite types of music • Sing songs in recognizable ways • React to music with increasingly coordinated body movements (e.g. move, dance, clap, sway: movements may not match rhythm) • Use props in response to music (e.g. scarves, instruments, ribbons) • Attempt to imitate music patterns and dance movements • Participate in group music activities for short periods of time • Indicate likes and dislikes in regard to music 	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
<p>Representation</p> <p>9.1.M.I.E Respond to music and dance.</p> <ul style="list-style-type: none"> • Respond to a variety of music types, including culturally diverse music • Turn head to source of music • React to music with body movements <p>9.1.M.YT.E Engage with music and dance.</p> <ul style="list-style-type: none"> • Respond to a variety of music types, including culturally diverse music • Turn head to source of music • React to music with body movements (e.g. move, dance, clap, sway: movements may not match rhythm) • Use props in response to music (e.g. scarves, instruments, ribbons) • Attempt to sing a familiar melodic pattern • Attempt to imitate music patterns using available materials <p>9.1.M.OT.E Respond to and communicate about music and dance.</p> <ul style="list-style-type: none"> • Respond to a variety of music types, including culturally diverse music • Request favorite types of music • Sing songs in recognizable ways • React to music with increasingly coordinated body movements (e.g. move, dance, clap, sway: movements may not match rhythm) • Use props in response to music (e.g. scarves, instruments, ribbons) • Attempt to imitate music patterns and dance movements • Participate in group music activities for short periods of time • Indicate likes and dislikes in regard to music 	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
<p>Technologies</p> <p>9.1.M.I.J Use technologies for producing music.</p> <ul style="list-style-type: none"> • Explore musical instruments, including those which are culturally diverse • Use a variety of props to respond to music (e.g. scarves, ribbons, bean bags) <p>9.1.M.YT.J Use a variety of technologies for producing music or performing movements.</p> <ul style="list-style-type: none"> • Explore musical instruments, including those which are culturally diverse • Use a variety of props to respond to music (e.g. scarves, ribbons, bean bags) • Attempt to imitate music patterns using musical instruments <p>9.1.M.OT.J Use a variety of technologies for producing music or performing movements.</p> <ul style="list-style-type: none"> • Explore musical instruments, including those which are culturally diverse • Use instruments to accompany music • Use instruments as intended • Use a variety of props to respond to music (e.g. scarves, ribbons, bean bags) • Attempt to imitate music patterns using musical instruments 	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
<i>Standard 9.1.D Production and Performance: Dramatic and Performance Play</i>	
<p>Demonstrations</p> <p>9.1.D.I.B Act out familiar scenarios.</p> <ul style="list-style-type: none"> Imitate familiar actions in play (e.g. hold phone to ear, stir using spoon, use cups and plates to serve pretend meal) <p>9.1.D.YT.B Act out familiar scenarios using objects with intended purpose.</p> <ul style="list-style-type: none"> Imitate familiar actions in play (e.g. hold phone to ear, stir using spoon, use cups and plates to serve pretend meal) Use object for intended purpose during play <p>9.1.D.OT.B Explore real or make believe scenarios through dramatic play.</p> <ul style="list-style-type: none"> Imitate familiar actions in play (e.g. hold phone to ear, stir using spoon, use cups and plates to serve pretend meal) Use object for intended purpose during play Use one object to represent another object during play Create own dramatic play scenarios Act out experiences that are new or unknown (e.g. dentist) Pretend to be a person or animal 	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
<p>Representation</p> <p>9.1.D.OT.E Use imagination and creativity to express self through dramatic play.</p> <ul style="list-style-type: none">• Imitate and repeat voice inflections and facial expressions to entertain others• Use non-conforming objects to create representations of real life objects or activities• Represent fantasy and real-life experiences through pretend play• Imitate roles of people, animals, or objects observed in life experiences• Use props and costumes during dramatic play• Ask others to watch a performance	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
<i>Standard 9.1.V Production and Performance: Visual Arts</i>	
<p>Elements and Principles</p> <p>9.1. V.YT.A. Demonstrate an understanding of basic elements of visual arts.</p> <ul style="list-style-type: none"> • Participate in teacher guided visual art activities • Demonstrate an understanding of color • Create a picture using different colors • Combine colors • Explore a variety of art materials <p>9.1.V.OT.A Know and use basic elements of visual arts.</p> <ul style="list-style-type: none"> • Participate in teacher guided visual art activities • Communicate about art, demonstrating an understanding of color and shape • Create a picture using different colors • Combine colors • Explore a variety of art materials • Use art materials as intended 	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
<p>Demonstration</p> <p>9.1.V.I.B Combine a variety of materials to engage in the process of art.</p> <ul style="list-style-type: none"> • Participate in teacher-guided art activities • Use a variety of non-toxic materials (e.g. paint, crayons, markers, wood, play dough) <p>9.1.V.YT.B Combine a variety of materials to engage in the process of art.</p> <ul style="list-style-type: none"> • Participate in teacher-guided art activities • Use a variety of non-toxic materials (e.g. paint, crayons, markers, chalk, wood, stampers, play dough) • Demonstrate increased control of art technologies <p>9.1.V.OT.B Combine a variety of materials to engage in the process of art.</p> <ul style="list-style-type: none"> • Participate in teacher-guided art activities • Use a variety of non-toxic materials (e.g. paint, crayons, markers, wood, play dough, plastic safety scissors, stampers, rubbing plates) • Demonstrate increased control of art technologies • Initiate independent works of art 	
<p>Representation</p> <p>9.1.M.OT.E Use imagination and creativity to express self through the process of art.</p> <ul style="list-style-type: none"> • Initiate art activities • Participate in teacher-guided visual art activities • Select art materials during free choice • Draw simple pictures to represent something • Attempt to draw self portrait • Create basic shapes • Label own creations 	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
<p>Technologies</p> <p>9.1.V.I.J Use technologies in the process of creating art.</p> <ul style="list-style-type: none"> • Explore a variety of tools and non-toxic art materials, including those which are culturally diverse • Participate in teacher-guided visual art activities • Manipulate materials in a variety of ways (e.g. pounding, squeezing, poking) <p>9.1.V.YT.J Use a variety of technologies in the process of creating art.</p> <ul style="list-style-type: none"> • Explore a variety of tools and non-toxic art materials, including those which are culturally diverse • Participate in teacher-guided visual art activities • Manipulate materials in a variety of ways (e.g. pounding, squeezing, poking) <p>9.1.V.OT.J Use a variety of technologies in the process of creating art.</p> <ul style="list-style-type: none"> • Explore a variety of tools and non-toxic art materials, including those which are culturally diverse • Participate in teacher-guided visual art activities • Manipulate materials in a variety of ways (e.g. pounding, squeezing, rolling, tearing, poking) • Use art materials and tools as intended 	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
<i>Standard 9.3 Critical Response to Works of Art</i>	
<p>Identification</p> <p>9.3.1.F Explore a variety of art forms.</p> <ul style="list-style-type: none"> • Recognize and point to familiar objects or persons in photos or books • Engage with photographs and paintings • Engage in tactile art experiences • Engage with music • Participate in teacher-guided music and movement activities <p>9.3.YT.F Engage with a variety of art forms.</p> <ul style="list-style-type: none"> • Engage with photographs and paintings • Engage in tactile art experiences • Engage with music • Participate in teacher-guided music and movement activities <p>9.3. OT.F Communicate about a variety of art forms.</p> <ul style="list-style-type: none"> • Describe photographs and paintings • Engage in tactile art experiences • Communicate about the specific tools needed to perform a specific type of art (e.g. “I need crayons”) • Engage with music • Participate in teacher-guided music and movement activities • Communicate likes and dislikes • Answer questions about different art forms 	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
<p>Critical Response</p> <p>9.3.I.G Respond to various art forms.</p> <ul style="list-style-type: none"> • Gaze at or point to a picture, painting or photo • Respond to a variety of music types, including culturally diverse music • Turn head to source of music • React to music with body movements • Respond to various art forms. <p>9.3.YT.G Show interest in others' artistic expressions.</p> <ul style="list-style-type: none"> • Intentionally look at displayed pictures • Watch others dance • Imitate the artistic actions of others (e.g. copy dance moves, choose a similar art tool after observing peer use) <p>9.3.OT.G Comment on characteristics of others' artistic expressions.</p> <ul style="list-style-type: none"> • Describe pictures • Notice the way others are dancing to music • Comment on the tools peers are using 	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
Health and Wellness and Physical Development: Learning About My Body	
<i>Standard 10.1 Concepts of Health</i>	
<p>Interaction of Body Systems</p> <p>10.1.I.B Locate basic body parts when named by an adult.</p> <ul style="list-style-type: none"> Point to or move fingers, hands, toes, feet and head when asked <p>10.1.YT.B Locate basic body parts when asked.</p> <ul style="list-style-type: none"> Point to or move fingers, hands, toes, feet and head when asked Use fingers and hands during finger plays and songs with motions <p>10.1.OT.B Identify and locate basic body parts.</p> <ul style="list-style-type: none"> Name basic body parts Follow basic directions in a movement song (e.g. shake your feet or wiggle your arms) Point to or move fingers, hands, toes, feet and head when asked Use fingers and hands during finger plays and songs with motions 	
<p>Nutrition</p> <p>10.1. OT. C Participate in experiences related to healthy food choices.</p> <ul style="list-style-type: none"> Explore health food options Choose between healthy food options Participate in discussions about food options 	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
Standard 10.2 Healthful Living	
<p>Health Practices, Products and Services</p> <p>10.2.1.A Participate in fundamental practices for good health.</p> <ul style="list-style-type: none"> • Establish and engage in individualized daily routines (e.g. eating, toileting, sleeping) • Use verbal and non-verbal cues to express needs (e.g. hunger, tired, diaper change) • Actively participate with adult in daily hygiene routines • Imitate basic hygiene practices (e.g. wash hands, wipe nose) <p>10.2.YT.A Engage in fundamental practices for good health.</p> <ul style="list-style-type: none"> • Establish and engage in individualized daily routines (e.g. eating, toileting, sleeping) • Engage in daily activities that promote good health (e.g. exercise, rest, eating, tooth brushing) • Use verbal and non-verbal cues to express needs (e.g. hunger, tired, diaper change) • Imitate and practice basic hygiene practices (e.g. use tissue to wipe nose, wash hands, attempt to brush teeth, cough into elbow) • Recognize basic health care workers <p>10.2.OT.A Discuss fundamental practices for good health.</p> <ul style="list-style-type: none"> • Establish and engage in individualized daily routines (e.g. eating, toileting, sleeping) • Use verbal and non-verbal cues to express needs (e.g. hunger, tired, toileting) • Engage in daily activities that promote good health (e.g. exercise, rest, eating, tooth brushing) • Practice basic hygiene practices with adult reminders (e.g. use tissue to wipe nose, wash hands, attempt to brush teeth, cough into elbow) • Discuss basic hygiene practices • Ask and answer questions about health practices (e.g. “Why do I need a nap?”, explain that we need to eat well, get rest and exercise to stay healthy) • Identify people that help keep us healthy 	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
<i>Standard 10.3 Safety and Injury Prevention</i>	
<p>Safe and Unsafe Practices</p> <p>10.3.1.A Respond to basic safety words. Stop behavior when told “no” or “stop” Look at adult before repeating a behavior</p> <p>10.3.YT.A Cooperate with basic safety practices.</p> <ul style="list-style-type: none"> • Understand one word rules such as “no” or “stop” • Indicate that a behavior should not be done by saying “no, no” • Follow basic safety rules with adult reminders (e.g. use walking feet, slide down the slide, hold railing when climbing stairs) <p>10.3.OT.A Use and communicate about basic safety practices.</p> <ul style="list-style-type: none"> • Respond appropriately when adult identifies an unsafe practice • Understand clearly stated rules • Ask questions about basic safety rules • Indicate that a behavior should not be done • Follow basic safety rules with adult reminders (e.g. use walking feet, slide down the slide, hold railing when climbing stairs) • Seek support when trying something new or meeting new people • Participate in discussions about basic safety rules 	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
<i>Standard 10.4 Physical Activity: Gross Motor Coordination</i>	
<p>Control and Coordination</p> <p>10.4.I.A Develop control of the body.</p> <ul style="list-style-type: none"> • Control head and back • Coordinate movement of arms and legs • Use body to move (e.g. rolling, pulling self to standing position, crawling, creeping) <p>10.4.YT.A Control and coordinate the movement of the body.</p> <ul style="list-style-type: none"> • Walk with increasing coordination • Coordinate movements of arms, legs and neck (e.g. throw a ball, kick a ball) • Climb or crawl in and out of things • Attempt to jump <p>10.4.OT.A Combine and coordinate body movement.</p> <ul style="list-style-type: none"> • Coordinate arm and leg movements when engaged in an activity (e.g. throw a ball, kick a ball, use riding toys) • Run with increasing speed and developing coordination • Jump off low step landing on two feet • Throw object at target (e.g. bean bag in basket) • Climb and crawl in and out of things (e.g. navigate short ladder on play equipment) 	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
<p>Balance and Strength</p> <p>10.4.I.B Exhibit strength and balance in stationary body movements.</p> <ul style="list-style-type: none"> • Pull self to sitting position • Hold self in sitting position • Sit and reach for objects without falling • Pull self to standing position • Stand with support <p>10.4.YT.B Exhibit balance and strength when moving from place to place.</p> <ul style="list-style-type: none"> • Squats to pick up toys • Stands on tip toes to reach for something • Carry objects from one place to another • Gets in and out of chair • Walk with one foot in front of the other • Use steps (non-alternating feet) with support • Attempt to jump <p>10.4.OT.B Demonstrate balance and strength when performing gross motor activities.</p> <ul style="list-style-type: none"> • Side steps across beam • Jump off low step using two feet • Jumps over small objects • Use steps (non-alternating feet) with support • Kick a ball • Carry objects from one place to another 	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
<i>Standard 10.5 Concepts, Principles and Strategies of Movement: Fine Motor Development</i>	
<p>Strength Coordination and Muscle</p> <p>10.5.1.A Use fingers and hands to accomplish actions.</p> <ul style="list-style-type: none"> • Hold objects in hand • Use pincer grasp to pick up objects (e.g. cereal, banana slices or small objects) • Transfer objects from hand to hand • Imitate motions of basic finger plays <p>10.5.YT.A Coordinate use of fingers, hands and wrists to accomplish actions.</p> <ul style="list-style-type: none"> • Manipulate a variety of objects • Pick up more than one object in the same hand • Transfer objects from one hand to another • Twist wrists to turn hands • Imitate motions of basic finger plays • Hold object in one hand and manipulate it with another hand (e.g. tearing paper, brushing a dolls hair) <p>10.5.OT.A Coordinate use of fingers, hands and wrists to accomplish actions.</p> <ul style="list-style-type: none"> • Manipulate a variety of objects • Pick up more than one object in the same hand • Transfer objects from one hand to another • Twist wrists to turn hands • Imitate motions of basic finger plays • Hold object in one hand and manipulate it with another hand (e.g. tearing paper, brushing a dolls hair, string larger beads) • Practice manual self-help skills (e.g. snapping, Velcro) 	



Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
<p>Eye/Hand Coordination</p> <p>10.5.1.B Use eye and hand coordination to perform a task.</p> <ul style="list-style-type: none"> • Pick up object and place in range of vision • Pick up and manipulate objects • Attempt to turn pages of a board book using thumb and fingertips • Point to objects <p>10.5.YT.B Coordinate eye and hand movements to perform a task.</p> <ul style="list-style-type: none"> • Pick up object and place in range of vision • Pick up and manipulate objects • Attempt to turn pages of a book using thumb and fingertips • Stack toys and blocks • Place objects in containers • Use nesting toys and place on inside another • Point to objects • Manipulate pieces of age-appropriate puzzles <p>10.5.OT.B Coordinate eye and hand movements to perform a task.</p> <ul style="list-style-type: none"> • Pick up and manipulate objects • Stack toys and blocks • Place objects in containers • Use nesting toys and place on inside another • Point to objects • Manipulate pieces of a puzzle • Hold book with one hand while turning pages with the other 	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
<p>Use of Tools</p> <p>10.5.I.C Manipulate basic tools.</p> <ul style="list-style-type: none"> • Attempt to use feeding utensils • Hold basic art implements and make marks on paper <p>10.5.YT.C Use basic tools.</p> <ul style="list-style-type: none"> • Use spoon and fork for eating • Use writing or drawing tools with limited coordination • Use cups to practice pouring <p>10.5.OT.C Use basic tools demonstrating refined skill.</p> <ul style="list-style-type: none"> • Use writing or drawing tools to make recognizable shapes, lines or dots • Use spoon and fork for eating • Use cups to practice pouring • Use safety scissors to make simple snips or cuts • Use child-sized household or classroom tools (e.g. broom, plastic hammer, sponge, cloth) • Use basic tools to manipulate play dough 	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
Social and Emotional Development	
<i>Standard 16.1 Self-Awareness and Self-Regulation</i>	
<p>Regulates Emotions and Behaviors</p> <p>16.1.1.A Demonstrate an emotional response to the environment.</p> <ul style="list-style-type: none"> • Use facial expressions to indicate emotions • Express feelings (e.g. crying, smiling, laughing, cooing) • Self soothe • Show pleasure in familiar surroundings • Withdrawal when over-stimulated <p>16.1.YT.A Demonstrate an emotional response in reaction to an experience.</p> <ul style="list-style-type: none"> • Show joy, pleasure or excitement when new things are learned • Demonstrate a beginning sense of humor • Use body to demonstrate emotions • Imitate other’s emotional reactions • Manage emotions with adult support • Display intense emotions (e.g. temper tantrums, stranger anxiety) <p>16.1.OT.A Make connections between emotions and behavior.</p> <ul style="list-style-type: none"> • Demonstrate an emotional response in reaction to an experience. • Label basic emotions (e.g. happy, sad, mad, scared) • Use pretend play as a way to practice feelings • Answer questions that connect behavior to emotion • State how actions connect to emotions (e.g. “I pound play dough, I’m mad”, “I love you, hug!”) 	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
<p>Influences of Personal Traits</p> <p>16.1. I. B Demonstrate preference for specific objects and people.</p> <ul style="list-style-type: none"> • Attend to adult during reciprocal interaction • Gaze with interest at adult, peer, or object nearby • Engage in exploration of objects within the environment • Accept and reach for objects offered by adult • Seek favorite object or book <p>16.1.YT.B Demonstrate preference for specific objects or activities.</p> <ul style="list-style-type: none"> • Make simple choices • Ask for activity to be repeated • Engage in the same activity over and over • Demonstrate resistance when asked to end an activity they are engaged in <p>16.1.OT.B Communicate preference for people, objects, and activities.</p> <ul style="list-style-type: none"> • Convey ownership of objects and people (e.g. say “that’s mine”, “that’s my mommy”) • Request preferred activity • Show preference for familiar adults • Communicate resistance when asked to end an activity they are engaged in • Engage in the same activity over and over • Communicate choice 	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
<p>Resiliency</p> <p>16.1.I.C Use comfort of familiar experiences to explore new activities and experiences.</p> <ul style="list-style-type: none"> • Show interest in new experiences (e.g. try new foods) • Reach for and accept new objects with interest • Repeat attempted action for mastery (e.g. standing, falling, and getting back up) <p>16.1.YT.C Repeat familiar activity to gain comfort and confidence.</p> <ul style="list-style-type: none"> • Show pleasure at own actions • Explore environment with interest • Indicate “more” to try something over and over • Repeat challenging tasks or activities many times to achieve mastery • Repeat familiar activity to gain comfort and confidence <p>16.1.OT.C Approach new experiences with confidence.</p> <ul style="list-style-type: none"> • Show confidence and pleasure in the completion of a task or activity • Demonstrate pride in completed accomplishments • Attempt a teacher-suggested alternate solution to accomplish a task 	
<p>Goal Setting</p> <p>16.1.OT.D Establish goals independently.</p> <ul style="list-style-type: none"> • Make simple choices • Set and discuss goals for play and activities when asked 	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
<p>Identity Development</p> <p>16.1.I.E Respond to self in mirror.</p> <ul style="list-style-type: none"> • Move toward mirrors in the environment • Smile when held to a mirror • Coo when looking in mirror • Point to and babble at self in mirror <p>16.1.YT.E Convey ownership of objects and people.</p> <ul style="list-style-type: none"> • Say “mine” • Take object from peer and adult • Collect objects • Display possessiveness or jealousy towards others • Demonstrate resistance when asked to end an activity they are engaged in <p>16.1.OT.E Use language that indicates knowledge of self.</p> <ul style="list-style-type: none"> • Use words that mean self when speaking (e.g. “Me do it”, “I can”) • Tell stories about self • Relate personal experiences to other experiences 	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
<i>Standard 16.2 Establishing and Maintaining Relationships</i>	
<p>Relationships: Trust and Attachment</p> <p>16.2.1.A Show affection and bond with familiar adults.</p> <ul style="list-style-type: none"> • Respond and attend to adult’s interactions • Accept physical comfort and respond to cuddling • Seek to be near familiar adults • Display recognition of trusted adults <p>16.2.YT.A Use trusted adult as a secure base from which to explore the environment.</p> <ul style="list-style-type: none"> • Watch adults for their response to actions • Use gestures and simple words to express need to trusted adults for comfort • Respond and attend to adult’s interactions • Seek to be near familiar adults • Display apprehension when an unfamiliar adult comes near • Seek attention from trusted adults <p>16.2.OT.A Develop relationships that extend beyond trusted adults.</p> <ul style="list-style-type: none"> • Engage in reciprocal conversation with familiar peer and adults • Respond to familiar adult’s questions and directions • Demonstrate appropriate affection for familiar adults and peers • Seek out companionship from another child • Use words denoting friendship • Ask a child to play (e.g. “Do you want to make a block house with me?”) • Play cooperatively with a few peers for a short period of time • Show interest in unfamiliar adults • Demonstrate increasing ability to separate from trusted adults without distress 	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
<p>Diversity</p> <p>16.2. I.B Notice differences in others.</p> <ul style="list-style-type: none"> • React to something unfamiliar (e.g. scent, appearance, dress, voice, touch) • Attempt to touch face or hair of peer • Cry when unfamiliar adult approaches <p>16.2. YT. B Recognize similarities and differences between self and others.</p> <ul style="list-style-type: none"> • Engage in activities that reflect home culture (e.g. dramatic play – cooking food served in the home) • Engage in activities that promote labeling of personal characteristics (e.g. likes, dislikes, physical characteristics, family make-up) • Attempt to touch face or hair of peer • Cry when unfamiliar adult approaches <p>16.2. OT.B Communicate about similarities and differences between self and others.</p> <ul style="list-style-type: none"> • Make drawings of people including self portraits • Engage in activities that reflect home culture (e.g. dramatic play – cooking food served in the home) • Engage in activities that promote labeling of personal characteristics (e.g. likes, dislikes, physical characteristics, family make-up) 	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
<p>Communication</p> <p>16.2.I.C Use sounds and gestures as a form of reciprocal communication.</p> <ul style="list-style-type: none"> Reference 1.5.I.A <p>16.2.YT.C Use sounds, gestures and words as a form of reciprocal communication.</p> <ul style="list-style-type: none"> Reference 1.5.YT.A <p>16.2.OT.C Engage in reciprocal conversations and interactions with peers and adults.</p> <ul style="list-style-type: none"> Reference 1.5.OT.A 	
<p>Managing Interpersonal Conflicts</p> <p>Express emotion relating to a conflict.</p> <ul style="list-style-type: none"> Cry or use inappropriate action to express frustration <p>16.2. YT. D. Express emotion relating to a conflict.</p> <ul style="list-style-type: none"> Cry or use inappropriate action to express frustration Use some language to express emotion (e.g. “no,” “mine”) <p>16.2. OT.D. Communicate about a conflict and seek help to solve.</p> <ul style="list-style-type: none"> Use language to express emotion and describe needs (e.g. “I want that block,” “Hey, that’s mine”) With adult support, engage in simple conflict resolution strategies (e.g. turn taking, redirection) Ask adult to intervene 	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
<p>Support: Asking for Help</p> <p>16.2. I.E Indicate needs through vocalizations and body movements.</p> <ul style="list-style-type: none"> • Cry to express need • Point and move towards desired object • Use basic sign language to indicate need <p>16.2.Y.T. E Communicate needs.</p> <ul style="list-style-type: none"> • Cry to express need • Point and move towards desired object • Use basic language to indicate need (e.g. “mine,” basic signs) • Use gestures to indicate need <p>16.2.O.T. E Ask for help when needed.</p> <ul style="list-style-type: none"> • Attempt tasks independently before asking for help • Recognize when help is needed • Recognize appropriate sources of help (e.g. familiar adult, community helpers, peers) • Ask for adult help to solve a problem or to complete a task 	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
<i>Standard 16.3 Decision Making and Responsibility</i>	
<p>Decision Making Skills</p> <p>16.3.1.A Demonstrate preference for specific objects and people.</p> <ul style="list-style-type: none"> • Attend to adult during reciprocal interaction • Gaze with interest at adult ,peer, or object nearby • Engage in exploration of objects within the environment • Accept and reach for objects offered by adult • Seek favorite object or book <p>16.3.YT.A Make simple choices.</p> <ul style="list-style-type: none"> • Choose between two options provided by adult • Seek favorite object or activity <p>16.3.OT.A Recognize the consequences of choices.</p> <ul style="list-style-type: none"> • Make simple choices • Discuss consequences of choices • Seek reinforcement for behavior • Test limits set by adults 	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
<p>Understanding Social Norms (Social Identity)</p> <p>16.3.I.B Respond to adult guidance about behavior.</p> <ul style="list-style-type: none"> • Smile when acknowledged for positive behavior • Stop behavior when told “no” or “stop” • Look at adult before repeating a behavior <p>16.3.YT.B Demonstrate basic understanding of rules.</p> <ul style="list-style-type: none"> • Understand one word rules such as “no” or “stop” • Indicate that a behavior should not be done by saying “no, no” • Test limits • Follow simple rules with adult guidance <p>16.3.OT.B Follow basic rules.</p> <ul style="list-style-type: none"> • Put toys away at clean-up time • Keep toys in a specific location • Join group for circle time • Test limits • Demonstrate autonomy by saying “no” but will cooperate with teacher guidance • Respond appropriately when adult identifies an unsafe practice 	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
<p>Responsible Active Engagement: Empathy</p> <p>16.3.I.C React to others' expressions of emotion.</p> <ul style="list-style-type: none"> • Show interest in another child (e.g. touch or pat on back) • Begin to cry or show distress when another child is crying • Smiles and turns head to look at a person when laughing <p>16.3.YT.C Engage in empathy and compassion in some situations.</p> <ul style="list-style-type: none"> • Attempt to soothe another who is distressed • Hand another child an object when he/her notices him/her looking at it • Give hugs <p>16.3.OT.C Demonstrate empathy and compassion for others.</p> <ul style="list-style-type: none"> • Tell or indicate that another child appears to be distressed • Recognize and name others' feelings • Help a child with a task (e.g. clean up) • Attempt to soothe another who is distressed • Engage in signs of affection (e.g. hand holding, hugs) 	