

2025 Pennsylvania Learning Standards for Early Childhood Pre-Kindergarten Curriculum Alignment

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Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
Approaches To Learning Through Play (14)	
<i>Standard Area AL.1: Constructing and Gathering Knowledge (3)</i>	
<p>Curiosity and Initiative</p> <p>AL.1.PK.A</p> <p>Explore and ask questions to seek meaningful information about a growing range of topics, ideas and tasks.</p> <ul style="list-style-type: none"> Utilize senses to explore and learn from the environment Show interest and interact with peers about their work or actions Demonstrate interest in new materials and experiences that are introduced into the classroom Ask questions to understand something (e.g. “How does that work?”) Watch peers play and ask to join in <p>Aligned with the Pennsylvania Kindergarten Entry Inventory.</p>	
<p>Risk Taking</p> <p>AL.1.PK.B</p> <p>Demonstrate a willingness to participate in new and challenging experiences.</p> <ul style="list-style-type: none"> Actively explore new materials that are introduced into the classroom Observe peers engaged in an unfamiliar or new activity before joining in. Listen attentively to learn proper technique for a new skill, and then follow through using the learned technique State discomfort at trying something new, but make attempts to try after encouragement Differentiate between appropriate and inappropriate methods for learning information (e.g. understand that jumping from a high wall is a dangerous way to discover its height) 	

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<p>Stages of Play</p> <p>AL.1.PK.C</p> <p>Engage in complex play sequences with two or more children.</p> <ul style="list-style-type: none"> • Use materials and objects to represent other objects • Initiate cooperative play with peers by establishing roles and a simple play scenario (e.g. act out a doctor’s office scenario, assigning a doctor and patients) • Extend play scenarios over more than one day • Incorporate personal experiences and themes learned into play scenarios • Engage in simple games with rules with adult reminders and support <p>Aligned with the Pennsylvania Kindergarten Entry Inventory.</p>	
<p><i>Standard Area AL.2: Organizing and Understanding Information (5)</i></p>	
<p>Engagement and Attention</p> <p>AL.2.PK.A</p> <p>Work toward completing a task, even if challenging, and despite interruptions.</p> <ul style="list-style-type: none"> • State when they are being distracted • State when they are frustrated by a challenge • Move away from distractions in order to complete a task <p>Aligned with the Pennsylvania Kindergarten Entry Inventory.</p>	

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<p>Task Analysis</p> <p>AL.2.PK.B Independently break simple tasks into steps and complete them one at a time.</p> <ul style="list-style-type: none"> • Attend and follow through on two step directions • Explain a routine sequence • Relate the steps necessary to complete a task or activity • Relate the desired outcome or end goal of a task or activity <p>Aligned with the Pennsylvania Kindergarten Entry Inventory.</p>	
<p>Persistence</p> <p>AL.2.PK.C Attempt to accomplish challenging tasks by employing familiar and new strategies as needed.</p> <ul style="list-style-type: none"> • Attempt to complete a task in more than one way (e.g. using materials in new ways, trial and error, breaking tasks into steps) before asking for help or stopping due to frustration • Stick to a task after stating frustration • Show pride in completion of a challenging task 	
<p>Patterning</p> <p>AL.2.PK.D Recognize and extend simple patterns.</p> <ul style="list-style-type: none"> • Identify patterns in the environment (e.g. stripes on a flag) • Clap out rhythmic patterns • Practice extending simple repeating patterns using manipulatives 	

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<p>Memory</p> <p>AL.2.PK.E Retain and recall information presented over a short period of time.</p> <ul style="list-style-type: none"> • Relate information and/or experiences from the past • Remember and update simple information (e.g. one's place in a story, song or game if interrupted) • Engage in memory games • Recall details from stories, events, and experiences 	
<p><i>Standard Area AL.3: Applying Knowledge (3)</i></p>	
<p>Creativity</p> <p>AL.3.PK.A Use music, art and/or stories to express ideas, thoughts, and feelings.</p> <ul style="list-style-type: none"> • Reference 9.1.M.PK.E; 9.1.D.PK.E; 9.1.V.PK.E; 1.4.PK.M; 1.5.PK.E 	
<p>Invention</p> <p>AL.3.PK.B Produce and explain the purpose for a new creation.</p> <ul style="list-style-type: none"> • Engage in a variety of creative activities • Describe or draw a desired product (e.g. create a blueprint for a block structure) • Answer questions to explain the purpose of a creation • Show pride in a creation 	

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<p>Representation</p> <p>AL.3.PK.C Use materials and objects to represent new concepts.</p> <ul style="list-style-type: none"> • Use non-conforming objects to create representations of real life objects or activities (e.g. block for a phone, stick for a spoon) • Use real life objects to represent make-believe or fantasy objects (e.g. spoon for a magic wand, broom for a flying horse) 	
<p><i>Standard Area AL.4: Learning Through Experience (3)</i></p>	
<p>Making Connections</p> <p>AL.4.PK.A Relate knowledge learned from one experience to a similar experience in a new setting.</p> <ul style="list-style-type: none"> • Relate personal (e.g. home, cultural, community) experiences during play, and other school activities • Understand that appropriate activities and events may differ from home to school • Share new skills or tasks learned or practiced outside of school setting (e.g. “Mommy taught me how to tie my shoe”, demonstrate a forward roll that was learned in a weekend gymnastics class) • Practice skills learned in whole group demonstration or role play during center exploration • Apply a skill to multiple tasks (e.g. use measuring cups in sensory table, outside, and in cooking activity) 	

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<p>Resiliency</p> <p>AL.4.PK.B Recognize that everyone makes mistakes and that using positive coping skills can result in learning from the experience.</p> <ul style="list-style-type: none"> Reference 16.1.PK.C 	
<p>Problem Solving</p> <p>AL.4.PK.C Attempt problem solving activities to achieve a positive outcome.</p> <ul style="list-style-type: none"> 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) before asking for help or stopping due to frustration Ask questions to clarify problems Discuss the different ways used to accomplish a task or to solve a problem Recall and use a previously successful strategy Change plan if a better strategy presents itself Observe mistakes and note the effectiveness of a difference solution (e.g. “That didn’t work because …”) Demonstrate increasing flexibility in a variety of situations, task, and activities <p>Aligned with the Pennsylvania Kindergarten Entry Inventory.</p>	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
<p>Social Emotional Development is found at the bottom of the document.</p>	
<p>Language and Literacy Development (46)</p>	
<p><i>Standard Area 1.1 Foundational Skills (5)</i></p>	
<p>Book Handling</p> <p>1.1 PK.A Practice appropriate book handling skills.</p> <ul style="list-style-type: none"> • Orient a book correctly • Turn pages in order • Use pointers or finger to track print on charts, posters, environmental print or in books • Practice tracking from top to bottom and left to right with scaffolding 	
<p>Print Concepts</p> <p>1.1 PK.B Identify basic features of print.</p> <ul style="list-style-type: none"> • Differentiate between numbers and letters and letters and words • Recognize and name some upper and lower case letters of the alphabet <p>Aligned with the Pennsylvania Kindergarten Entry Inventory.</p>	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
<p>Phonological Awareness</p> <p>1.1 PK.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> Recognize rhyming words Recognize when two or more words begin with the same sound (alliteration) Count syllables in spoken words Isolate and pronounce initial sounds Segment single-syllable spoken words into phonemes <p>Aligned with the Pennsylvania Kindergarten Entry Inventory.</p>	
<p>Phonics and Word Recognition</p> <p>1.1.PK.D Develop beginning phonics and word skills.</p> <ul style="list-style-type: none"> Associate some letters with their names and sounds Identify familiar words and environmental print <p>Aligned with the Pennsylvania Kindergarten Entry Inventory.</p>	
<p>Fluency</p> <p>1.1.PK.E Emerging to: Read emergent reader text with purpose and understanding.</p> <ul style="list-style-type: none"> Recite rhymes, songs, and familiar text while tracking with a finger or pointer Apply knowledge of letters, word and sounds to read simple sentences Assemble letters to form words and words to form sentences and (pretend) to read the words or sentences back 	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
<i>Standard Area 1.2 Reading Informational Text (10)</i>	
<p>Key Ideas and Details- Main Idea</p> <p>1.2.PK.A With prompting and support, retell key details of text that support a provided main idea.</p> <ul style="list-style-type: none"> • Know that the details of a text can be used to support a main topic or idea • Provide relevant details from a text which support a provided main idea 	
<p>Key Ideas and Details- Text Analysis</p> <p>1.2.PK.B Answer questions about a text.</p> <ul style="list-style-type: none"> • Use specific details from the text to answer questions • Answer “who” or “what” the text is about • Answer “how” and/or “why” questions using specifics from the text <p>Aligned with the Pennsylvania Kindergarten Entry Inventory.</p>	
<p>Key Ideas and Details</p> <p>1.2. PK.C With prompting and support, make connections between information in a text and personal experience.</p> <ul style="list-style-type: none"> • Share personal experience and prior knowledge that is relevant to the text • Contribute relevant information to a K (know), W (what child wants to learn), L (what group learned) chart • Choose text based on personal interests and experiences 	

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<p>Craft and Structure- Text Structure</p> <p>1.1 PK.E Identify the front cover, back cover and title page of a book.</p> <ul style="list-style-type: none"> • Relate that texts are organized in a predictable format • Identify the title page of a book • Identify the front cover of a book • Identify the back cover of a book <p>Aligned with the Pennsylvania Kindergarten Entry Inventory.</p>	
<p>Craft and Structure-Vocabulary</p> <p>1.2. PK.F With prompting and support, answer questions about unfamiliar words read aloud from a text.</p> <ul style="list-style-type: none"> • Participate in discussions about unfamiliar words • Connect prior understandings to unfamiliar words 	
<p>Integration of Knowledge and Ideas</p> <p>1.2. PK.G With prompting and support, answer questions to connect illustrations to the written word.</p> <ul style="list-style-type: none"> • Retell a simple sequence in a text using picture support • Match pictures to ideas, objects, or steps in a sequence • Describe pictures in a text in detail to answer specific questions about the text 	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
<p>Integration of Knowledge and Ideas –Analysis Across Texts</p> <p>1.2.PK.I With prompting and support, identify basic similarities and differences between two texts read aloud on the same topic.</p> <ul style="list-style-type: none"> Recognize that texts have similar components that can be compared and contrasted (e.g. main ideas, details) Participate in strategies that provide opportunities to compare and contrast texts and/or components of texts (e.g. Venn diagrams, T-charts) 	
<p>Vocabulary Acquisition and Use</p> <p>1.2.PK.J Use new vocabulary and phrases acquired in conversations and being read to.</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 	
<p>Vocabulary/Acquisition and Use</p> <p>1.2.PK.K With prompting and support, clarify unknown words or phrases read aloud.</p> <ul style="list-style-type: none"> Recognize words or phrases that are unfamiliar to them Ask, “What does that mean?” Talk about connections between familiar and unfamiliar words or phrases that mean similar things (e.g. grass, lawn) 	

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<p>Range of Reading</p> <p>1.2.PK.L With prompting and support, actively engage in group reading activities with purpose and understanding.</p> <ul style="list-style-type: none"> • Ask and answer questions about text being read aloud • Share relevant prior knowledge about text being read aloud • Respond to and build on comments from other children • Use ideas gained in group reading activities in other daily routines, learning centers, and activities 	
<p><i>Standard 1.3: Reading Literature (11)</i></p>	
<p>Key Ideas and Details-Theme</p> <p>1.3.PK.A With prompting and support, retell a familiar story in a sequence with picture support.</p> <ul style="list-style-type: none"> • Retell a story in sequential order using various materials 	
<p>Key Ideas and Details-Text Analysis</p> <p>1.2 PK.B Answer questions about a particular story (who, what, how, when, and where). Use specific details from the story to answer questions</p> <p>Aligned with the Pennsylvania Kindergarten Entry Inventory.</p>	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
<p>Key Ideas and Details-Literacy Elements</p> <p>1.3.PK.C With prompting and support, answer questions to identify characters, settings, and major events in a story.</p> <ul style="list-style-type: none"> • Demonstrate understanding that “setting” is where a story takes place • Demonstrate understanding that “characters” are people or animals who have a role in the story • Respond to questions and prompts about characters, settings and events during a read aloud 	
<p>Craft and Structure Point of View</p> <p>1.3.PK.D With prompting and support, name the author and illustrator of a story.</p> <ul style="list-style-type: none"> • Understand that an author writes the story • Understand that the illustrator draws the pictures 	
<p>Craft and Structure- Text Structure</p> <p>1.3. PK.E With prompting and support, recognize common types of text.</p> <ul style="list-style-type: none"> • Understand that different types of texts are used for different purposes • Understand that a storybook has characters, setting, and actions associated with words and, most often, illustrations • Understand that a poem consists of words arranged in patterns of sound (e.g. rhyming words, alliteration) • Tell if a text is storybook or poem • Differentiate between real and make-believe <p>Aligned with the Pennsylvania Kindergarten Entry Inventory.</p>	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
<p>Craft and Structure-Vocabulary</p> <p>1.3. PK.F Answer questions about unfamiliar words read aloud from a story.</p> <ul style="list-style-type: none"> • Participate in discussions about unfamiliar words • Connect prior understandings to unfamiliar words 	
<p>Integration of Knowledge and Ideas Sources</p> <p>1.3.PK.G Describe pictures in books using detail.</p> <ul style="list-style-type: none"> • Attach action and descriptive words to illustrations (e.g. “That man in the yellow hat is running fast”) 	
<p>Integration of Knowledge and Ideas Text Analysis</p> <p>1.3.PK.H Answer questions to compare and contrast the adventures and experiences of characters in familiar stories.</p> <ul style="list-style-type: none"> • Understand that characters within the same story or characters from different stories can be compared and contrasted • Participate in strategies that provide opportunities to compare and contrast the experiences of characters (e.g. Venn diagrams, T-charts, dramatic play) 	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
<p>Vocabulary Acquisition & Use Strategies</p> <p>1.3.PK.I With prompting and support, clarify unknown words or phrases read aloud.</p> <ul style="list-style-type: none"> Recognize words or phrases that are unfamiliar to them Ask, “What does that mean?” Talk about connections between familiar and unfamiliar words or phrases that mean similar things (e.g. grass, lawn) 	
<p>Vocabulary Acquisition and Use</p> <p>1.3.PK.J Use new vocabulary and phrases acquired in conversations and being read to.</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 	
<p>Range of Reading</p> <p>1.3.PK.K With prompting and support, actively engage in group reading activities with purpose and understanding.</p> <ul style="list-style-type: none"> Ask and answer questions about story or poem being read aloud Share relevant prior knowledge about text being read aloud Respond to and build on comments from other children Use ideas gained in group reading activities in other daily routines, learning centers, and activities 	

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Standard Area 1.4 Writing (14)	
<p>Informative/Explanatory</p> <p>1.4.PK.A Draw/dictate to compose informative /explanatory texts examining a topic.</p> <ul style="list-style-type: none"> • Use illustration/dictation to convey meaning about a particular topic • Create a picture about a nonfiction topic and talk about it with the teacher 	
<p>Informative / Explanatory Focus</p> <p>1.4.PK.B With prompting and support, draw/dictate about one specific topic.</p> <ul style="list-style-type: none"> • Create a picture about a nonfiction topic and talk about it with the teacher 	
<p>Informative / Explanatory Organization</p> <p>1.4.PK.C With prompting and support, generate ideas to convey information.</p> <ul style="list-style-type: none"> • Brainstorm ideas for pictures and stories • Tell teacher what she/he will draw <p>Aligned with the Pennsylvania Kindergarten Entry Inventory.</p>	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
<p>Informative/ Explanatory Organization</p> <p>1.4.PK.D With prompting and support, make logical connections between drawing and dictation.</p> <ul style="list-style-type: none"> • Understand that words are connected to print • Work with teacher to create words or sentences that relate to drawings 	
<p>Informative / Explanatory Conventions</p> <p>1.4.PK.F Emerging to...Spell simple words phonetically.</p> <ul style="list-style-type: none"> • Write symbols, letters, or letter-like shapes • Attempt to reproduce own name and/or simple words, with most letters correct <p>Aligned with the Pennsylvania Kindergarten Entry Inventory.</p>	
<p>Narrative</p> <p>1.4.PK.M Dictate narratives to describe real or imagined experiences or events.</p> <ul style="list-style-type: none"> • Use illustration/dictation to convey meaning about an experience or event • Create a picture about an experience or event and talk about it with the teacher 	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
<p>Narrative Focus</p> <p>1.4.PK.N</p> <p>Establish “who” and “what” the narrative will be about.</p> <ul style="list-style-type: none"> • Generate ideas for writing • Understand that “who” a story will be about refers to the person, animal, or animated object that the story will be about • Understand that “what” a story will be about refers to the sequenced events that happen to the referenced “who” • Respond when asked “who” or “what” a story is about, and follow through when drawing about or dictating the story 	
<p>Narrative Content</p> <p>1.4.PK.O</p> <p>With prompting and support, describe experiences and events.</p> <ul style="list-style-type: none"> • When prompted, provide details (e.g. descriptive words, feelings and thoughts of the character) to further develop a story • Tell teacher what she/he has drawn/written about 	
<p>Narrative Organization</p> <p>1.4.PK.P</p> <p>Recount a single event and tell about the events in the order in which they occurred.</p> <ul style="list-style-type: none"> • Understand that stories can be told about a single event • Understand that a single event is made up of a series of smaller events that are in a sequence (before, next, end) • Respond with a logical sequence of events when asked “what” their story is about <p>Aligned with the Pennsylvania Kindergarten Entry Inventory.</p>	



Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
<p>Narrative Conventions of Language</p> <p>1.4.PK.R</p> <p>Emerging to: Spell simple words phonetically.</p> <ul style="list-style-type: none"> • Write symbols, letters, or letter like shapes • Attempt to reproduce own name and/or simple words, with most letters correct <p>Aligned with the Pennsylvania Kindergarten Entry Inventory.</p>	
<p>Production and Distribution of Writing Process</p> <p>1.4.PK.T</p> <p>With guidance and support from adults and peers, respond to questions and suggestions, add details as needed.</p> <ul style="list-style-type: none"> • Understand that drawings and dictations can convey meaning to an audience • Understand that stories may have to be changed to make meaning more clear • Share work with others • Participate in discussions about their work • When prompted, make changes to work based on feedback 	
<p>Conducting Research</p> <p>1.4.PK.V</p> <p>Ask questions about topics of personal interest to gain information; with teacher guidance and support, locate information on the chosen topic.</p> <ul style="list-style-type: none"> • Ask adults for explanations or information using why, how, where and when questions (e.g. “Why do leaves turn colors?”, “Why doesn’t Jamal like pizza?”) • Use a variety of resources (e.g. adults and peers, books, digital media, maps, recipes, experts) to find new information 	

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<p>Credibility, Reliability, and Validity of Sources</p> <p>1.4.PK.W With guidance and support, recall information from experiences or books.</p> <ul style="list-style-type: none"> Respond to prompts which require reference to prior experiences Relate prior experiences and learning to a current topic 	
<p>Range of Writing</p> <p>1.4.PK.X Emerging to: Write routinely over short time frames.</p> <ul style="list-style-type: none"> Engage in writing opportunities including journaling Ask teacher to “write down the words” of his/her story or to his/her drawing Ask to revisit previous work 	
<p><i>Standard Area 1.5 Speaking and Listening (6)</i></p>	
<p>Comprehension and Collaboration- Collaborative Discussion</p> <p>1.5.PK.A Participate in collaborative conversations with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> Communicate using detail related to topic being discussed Pose questions related to topic being discussed Allow wait time before responding Engage in turn taking <p>Aligned with the Pennsylvania Kindergarten Entry Inventory.</p>	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
<p>Comprehension and Collaboration Critical Listening</p> <p>1.5.PK.B Answer questions about key details in a text read aloud or information presented orally or through other media.</p> <ul style="list-style-type: none"> Respond to a question with an answer or details related to the topic being discussed 	
<p>Comprehension and Collaboration Evaluating</p> <p>1.5.PK.C Respond to what a speaker says in order to follow directions, seek help, or gather information.</p> <ul style="list-style-type: none"> Follow two-step directions Act upon or respond to simple statements and questions showing understanding of intent 	
<p>Presentation of Knowledge and Ideas Purpose, Audience, and</p> <p>1.5.PK.D Use simple sentences; share stories, familiar experiences, and interests, speaking clearly enough to be understood by most audiences.</p> <ul style="list-style-type: none"> Talk about stories, experiences, and interests using some detail Use appropriate volume to be heard by group, paying attention to inside and outside voices Use appropriate pacing when speaking <p>Aligned with the Pennsylvania Kindergarten Entry Inventory.</p>	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
<p>Presentation of Knowledge and Ideas Context</p> <p>1.5.PH.E Use simple sentences; express thoughts, feelings, and ideas, speaking clearly enough to be understood by most audiences.</p> <ul style="list-style-type: none"> • Talk about personal thoughts, feelings, and ideas • Use appropriate volume to be heard by group, paying attention to inside and outside voices • Use appropriate pacing when speaking <p>Aligned with the Pennsylvania Kindergarten Entry Inventory.</p>	
<p>Conventions of Standard English</p> <p>1.5.PK.G Demonstrate command of the conventions of standard English when speaking based on pre-kindergarten level and content.</p> <ul style="list-style-type: none"> • Speak in complete sentences that contain more than three words • Use past tense • Use plurals including those which do not end in “s” • Use pronouns • Use a variety of prepositions <p>Aligned with the Pennsylvania Kindergarten Entry Inventory.</p>	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
Mathematical Thinking and Expression (12)	
<i>Standard Area 2.1: Numbers and Operation (4)</i>	
<p>Counting and Cardinality</p> <p>2.1 PK.A.1</p> <p>Know number names and the count sequence.</p> <ul style="list-style-type: none"> • Name numerals up to 10 • Rote count up to 20 • Match a numeral to a set of 0-10 objects • Represent a number of objects with a written numeral 0-10 • Differentiate numerals from letters • Counts on when a specific number is provided <p>Aligned with the Pennsylvania Kindergarten Entry Inventory.</p>	
<p>Counting and Cardinality</p> <p>2.1 PK.A.2</p> <p>Count to tell the number of objects.</p> <ul style="list-style-type: none"> • Subitize (visually quantify) to determine how many: attach a numerical value to a set of objects without counting up to 6 • Use one-to-one correspondence when counting to 10 • State the total number of objects counted, demonstrating understanding that the last number named tells the number of objects counted • Use counting and numbers as part of play and as a means for determining quantity 	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
<p>Counting and Cardinality: Comparing</p> <p>2.1 .PK.A.3</p> <p>Compare numbers.</p> <ul style="list-style-type: none"> • Create sets of objects with same and different amounts • Identify whether the number of objects in one group is greater than, less than or equal to the number of objects in another group up to 10 • Compare two numbers between 1 and 5 when presented as written numerals • Practice use of mathematical vocabulary to compare numbers of objects 	
<p>Mathematical Processes</p> <p>2.1.PK.MP</p> <p>Use mathematical processes when quantifying, comparing, representing, and modeling numbers.</p> <ul style="list-style-type: none"> • Engage in numerical play • Persist in numerical play (Reference AL.2.PK.C) • When prompted, communicate thinking while engaged in numerical play • Talk and listen to peers during numerical play • Use common forms of numerical representation (e.g. fingers, tally marks, dots)Use simples forms of numerical representations (e.g. pictures, objects, fingers) 	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
Standard Area 2.2: Algebraic Concepts (2)	
<p>Operations and Algebraic Thinking</p> <p>2.2 .PK.A.1</p> <p>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</p> <ul style="list-style-type: none"> • Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g. claps), acting out situations, verbal explanations, expressions, or equations • Explain adding and subtracting sets of objects up to and including six, using basic math vocabulary (e.g. putting together, adding to, taking away, taking apart, taking from) • Join sets of objects • Separate sets of objects • Add objects to a set and tell a number story about it <p>Aligned with the Pennsylvania Kindergarten Entry Inventory.</p>	
<p>Operations and Algebraic Thinking</p> <p>2.2.PK.MP</p> <p>Use mathematical processes when representing relationships.</p> <ul style="list-style-type: none"> • Engage in mathematical play • Persist in mathematical play (Reference AL.2.PK.C) • Problem solve during mathematical play (Reference AL.4.PK.C) • When prompted, communicate thinking while engaged in mathematical play • Talk and listen to peers during mathematical play • Use common forms of numerical representation (e.g. fingers, tally marks, dots) 	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
Standard Area 2.3: Geometry (3)	
<p>Geometric Identification</p> <p>2.3.PK.A.1</p> <p>Identify and describe shapes.</p> <ul style="list-style-type: none"> • Describe objects in the environment using names of shapes • Recognize and describe the attributes of geometric figures • Describe the relative positions of objects using terms such as above, below, beside, in front of, behind, and next to • Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (solid) <p>Aligned with the Pennsylvania Kindergarten Entry Inventory.</p>	
<p>2.3.PK.A.2</p> <p>Analyze, compare, create, and compose shapes.</p> <ul style="list-style-type: none"> • Analyze and compare two-and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts and other attributes • Model shapes in the world by building shapes from components and drawing shapes • Use geoboards to create shapes with rubber bands • Use simple shapes to compose larger shapes 	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
<p>2.3.PK.MP</p> <p>Use mathematical processes when drawing, constructing, modeling, and representing shapes.</p> <ul style="list-style-type: none"> • Engage in geometric play • Persist in geometric play (Reference AL.2.PK.C) • Problem solve during geometric play • (Reference AL.4.PK.C) • When prompted, communicate thinking while engaged in geometric play • Talk and listen to peers during geometric play • Problem solve during geometric play (Reference AL.4.PK.C) 	
<p><i>Standard Area 2.4: Measurement, Data and Probability (3)</i></p>	
<p>Measurement and Data</p> <p>2.4.PK.A.1</p> <p>Describe and compare measurable attributes of length and weights of everyday objects.</p> <ul style="list-style-type: none"> • Recognize attributes of objects that can be measured • Measure objects using non-standard items (e.g. hands, shoes, yarn, blocks) • Practice use of standard measurement tools • Practice using measurement vocabulary • Sort and order by one attribute • Use ordinal number words to describe the position of objects (first, second, last) • Compare two objects with a measureable attribute in common to see which object has “more of”/ “less of” the attribute and describe the difference 	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
<p>2.4 PK.A.2</p> <p>Classify objects and count the number of objects in each category.</p> <ul style="list-style-type: none"> • Classify up to 10 objects using one attribute into categories • Display the number of objects in each category • Count and compare the quantities of each category to describe which category has “more of”/ “less of” the attribute 	
<p>2.1.PK.MP</p> <p>Use mathematical processes when measuring; representing, organizing, and understanding data.</p> <ul style="list-style-type: none"> • Engage in activities that include measuring, representing, organizing, and understanding data • Persist in activities that include measuring, representing, organizing, and understanding data (Reference AL.2.PK.C) • Problem solve in activities that include measuring, representing, organizing, and understanding data (Reference AL.4.PK.C) • When prompted, communicate thinking while engaged in activities that include measuring, representing, organizing, and understanding data • Talk and listen to peers during activities that include measuring, representing, organizing, and understanding data 	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
Scientific Thinking and Expression: Exploring, Inquiry and Discovery	
<i>Standard Area 3.1 Life Science</i>	
<p>ORGANIZATION FOR MATTER AND ENERGY FLOW IN ORGANISMS</p> <p>3.1 PK.A Use observations to identify and describe what plants and animals (including humans) need to survive.</p> <p><i>Core Ideas:</i> There are differences between living and non-living things.</p> <p>All living things have basic needs that allow them to live and grow.</p> <p><i>Concepts and Competencies:</i></p> <ul style="list-style-type: none"> • Sort objects by living and non-living. • Categorize common living things into plants and animals. • State that living things need air, food, and water to survive. • Observe the effect of darkness and light on growing plants. • Tell the parts of a person, animal, or plant. • Draw a picture of a person, an animal, or a plant including most of the major observable features. • Ask questions about objects, organisms, and events. • Use the five senses and simple equipment to gather data. • Collect objects during a nature walk. • Describe observations accurately. • Compare observations with others. • Make a prediction about the result of the experiment. <p><i>Core Ideas:</i> Plants and animals grow and change.</p> <p><i>Concepts and Competencies:</i></p> <ul style="list-style-type: none"> • Observe and document the growth of a living thing through drawings, writing, 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. • Identify changes that occur to animals during the seasons. 	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
<i>Standard Area 3.2 Physical Science</i>	
<p>STRUCTURE AND PROPERTIES OF MATTER</p> <p>3.2 PK.A Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.</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"> • Recognize the different types of matter (e.g., solid, liquid, gas). • Describe objects according to size, shape, color, or properties of matter. • Collect items and sort them according to shape, color, or other attributes. • Recognize that matter takes on different shapes depending upon its type (e.g., solids have a definite shape, liquids take the shape of their container, gas lacks shape and is present everywhere). • Ask questions about objects. • Use the five senses and simple equipment to gather data. • Make a prediction about the results of the experiment. <p><i>Core Ideas:</i> Matter can change depending on temperature.</p> <p><i>Concepts and Competencies:</i></p> <ul style="list-style-type: none"> • Point out when a change in matter occurs. • Observe differences in water (e.g., ice cube or snow melting and freezing). • Notice changes in food substances during cooking. • Experiment with changes in matter. • Experiment with changes in substances when combined. 	



Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
<p>FORCES AND MOTION</p> <p>3.2 PK.A Participate in investigations to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.</p> <p><i>Core Ideas:</i> Pushing or pulling on an object can change the speed or direction of its motion and can start or stop it.</p> <p><i>Concepts and Competencies:</i></p> <ul style="list-style-type: none"> • Comment about the speed or direction of objects during play. • Demonstrate an understanding of fast, slow, back, forth, start and stop. • Use the five sense and simple equipment to gather data. • Experiment with objects or ideas to obtain a result. • Make predictions about an outcome (e.g., What might happen to a kite when the wind blows or slows down?). • Describe observations accurately. • Compare observations with others. • Push or pull objects with varying size, shape, and weights. <p style="text-align: center;"><i>Reference 3.5.PK.M</i></p>	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
<p>TYPES OF INTERACTIONS</p> <p>3.2 PK.B Participate in investigations to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.</p> <p><i>Core Ideas:</i> Pushes and pulls can have different strengths and directions and when objects touch or collide, they push on one another and can change motion.</p> <p><i>Concepts and Competencies:</i></p> <ul style="list-style-type: none"> • Demonstrate an understanding of push and pull. • Participate in activities that involve changes in strength and direction in the pushing and pulling of objects and discuss the outcomes. • Make predictions about an outcome (e.g., What might happen to a car that is pushed up or down a hill?). • Describe observations accurately. • Compare observations with others. • Push or pull objects using varying strengths and directions. 	
<p>CONSERVATION OF ENERGY AND ENERGY TRANSFER</p> <p>3.2 PK.C Recognize that light from the sun has an effect on the earth’s surface.</p> <p><i>Core Ideas:</i> Sunlight warms the earth’s surface.</p> <p><i>Concepts and Competencies:</i></p> <ul style="list-style-type: none"> • Understand the earth’s surface could include rocks, sand, soil, water. • Participate in investigations of the effect of the sun on the earth’s surface. 	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
<p>3.2 PK.D Participate in simple investigations that will reduce the warming effect of sunlight.</p> <p><i>Core Ideas:</i> Placing an object between the sun and the earth’s surface will reduce the warming effect of the sunlight.</p> <p><i>Concepts and Competencies:</i></p> <ul style="list-style-type: none"> • Comment on the impact an object has when placed between the sun and the earth’s surface (e.g., umbrellas, canopies, and tents). • Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area. <p style="text-align: center;"><i>Reference 3.5.PK.M</i></p>	
Standard Area 3.3 Earth and Space Science	
<p>WEATHER AND CLIMATE</p> <p>3.3 PK.A Identify seasons that correspond with observable conditions and identify how weather affects daily life.</p> <p><i>Core Ideas:</i> Seasons correspond with observable conditions and weather affects daily life.</p> <p><i>Concepts and Competencies:</i></p> <ul style="list-style-type: none"> • 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). • Use a thermometer as a tool for measuring temperature. • Talk about current weather events that affect the community. 	



Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
<i>Standard Area 3.4 Environmental Literacy and Sustainability</i>	
<p>AGRICULTURAL AND ENVIRONMENTAL SYSTEMS AND RESOURCES</p> <p>3.4 PK.A Identify natural resources available to people in their daily lives.</p> <p><i>Core Ideas:</i> Living things, including humans, need water, air, and resources from the land; and they live in places that have the things they need.</p> <p><i>Concepts and Competencies:</i></p> <ul style="list-style-type: none"> • State that living things need air, food, and water to survive. • Understand that the things we use can be made from things found in the environment. • Match simple items used by people to its natural resource (e.g., milk to cow, wood for building to tree, wool to sheep). • Understand that natural resources are materials that come from the environment and are used by people. • Discuss and use natural items collected from the immediate environment. • Label human needs as air, food, water, shelter, clothing. 	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
<p>SUSTAINABILITY AND STEWARDSHIP</p> <p>3.4 PK.D Engage in activities that reduce the impact of humans on the local environment.</p> <p><i>Core Ideas:</i> Things people do impact the world around them. People can make choices that reduce those impacts.</p> <p><i>Concepts and Competencies:</i></p> <ul style="list-style-type: none"> • Identify how litter can have a negative impact on the environment. • Participate in experiments that show how litter can impact the environment. • Identify ways that litter should be handled. • Sort waste into those things that can be recycled and those things that cannot. • Practice recycling as part of classroom routine. 	
<p><i>Standard Area 3.5 Technology and Engineering</i></p>	
<p>APPLYING, MAINTAINING, AND ASSESSING TECHNOLOGICAL PRODUCTS AND SYSTEMS</p> <p>3.5 PK.A Identify and use everyday symbols.</p> <p><i>Core Ideas:</i> Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions.</p> <p><i>Concepts and Competencies:</i></p> <ul style="list-style-type: none"> • Label symbols including road signs, symbols for persons with disabilities, and icons on a screen. • Use symbols to represent or communicate an idea or a solution to a problem. 	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
<p>3.5 PK.C</p> <p>Identify various technologies used in everyday life.</p> <p><i>Core Ideas:</i> Technology impacts daily living and can be used as a tool for understanding the world and communicating with others.</p> <p><i>Concepts and Competencies:</i></p> <ul style="list-style-type: none"> Label technology with appropriate vocabulary when using or shown (e.g., telephone, cell phone, computer, TV, camera, tablet, e-reader, Smart board). Discuss personal experiences with technology. 	
<p>3.5 PK.E</p> <p>Explain the helpful and harmful effects of technology.</p> <p><i>Core Ideas:</i> Use of technology impacts humans and the environment.</p> <p><i>Concepts and Competencies:</i></p> <ul style="list-style-type: none"> Label technology with appropriate vocabulary when using or shown (e.g., telephone, cell phone, computer, TV, camera, tablet, e-reader, Smart board). Discuss personal experiences with technology. Identify how technology affects daily lives. Describe different types of technology. Discuss how technology use could be helpful or harmful. 	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
<p>3.5 PK.K Safely use tools to complete tasks.</p> <p><i>Core Ideas:</i> Tools can be used to accomplish a task.</p> <p>Tools are anything used to extend human capability also referred to as technology.</p> <p><i>Concepts and Competencies:</i></p> <ul style="list-style-type: none"> • Identify different tools. • Use tools for intended purpose. • Discuss the ways in which tools can be used safely. • Follow established rules (e.g., time limit, handling with care, putting away) when using tools. • Choose tools that are appropriate for an identified task. 	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
<p>DESIGN AND DESIGN THINKING IN TECHNOLOGY AND ENGINEERING EDUCATION</p> <p>3.5 PK.M Demonstrate essential skills of the engineering design process.</p> <p><i>Core Ideas:</i> The Engineering Design Process has steps that should be followed.</p> <p><i>Concepts and Competencies:</i></p> <ul style="list-style-type: none"> • Identify the steps of the engineering design process (Ask, Imagine, Plan, Create, Improve). • Participate in 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>3.5 PK.N</p> <p>Participate in simple investigations to determine how things work.</p> <p><i>Core Ideas:</i> Asking questions, listening, discussing, and testing predictions assist in understanding how things work.</p> <p><i>Concepts and Competencies:</i></p> <ul style="list-style-type: none"> • Engage in listening, questioning, and discussing. • Ask questions about how things work. • Observe and discuss how things work. • Take things apart and put them back together. 	
<p>3.5 PK.S</p> <p>Apply design concepts, principles, and processes through play and exploration.</p> <p><i>Core Ideas:</i> There is always more than one possible solution to a problem. Play and exploration are important in testing multiple solutions.</p> <p><i>Concepts and Competencies:</i> Reference AL1.PK.A, AL2.PK.C, AL3.PK.B, AL3.PK.C, AL4.PK.C.</p>	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
<p>INTEGRATION OF KNOWLEDGE, TECHNOLOGIES, AND PRACTICES</p> <p>3.5 PK.X Develop a plan in order to complete a task.</p> <p><i>Core Ideas:</i> Tasks can be broken into steps and completed one at a time.</p> <p><i>Concepts and Competencies:</i> Reference AL2.PK.B</p>	
<p>NATURE AND CHARACTERISTICS OF TECHNOLOGY AND ENGINEERING</p> <p>3.5 PK.CC Discuss the roles of scientists, engineers, technologists, and others who work with technology</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"> Act out roles' scientists, engineers, technologists, and others who work with technology. Examine and explore different careers and discuss the similarities and differences in the way that those careers use technology. 	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
Social Studies Thinking: Connecting to Communities	
5. Civics and Government (7)	
<i>Standard Area 5.1 Principles and Documents of Government (2)</i>	
Rule of Law 5.1 .PK.A State rules and their consequences. <ul style="list-style-type: none"> • Describe classroom rules • Explain a consequence for breaking a classroom rule 	
Symbols 5.1.PK.F Identify basic American symbols (e.g., American Flag). <ul style="list-style-type: none"> • Discuss images, pictures or items that are symbols of America • Identify the American Flag • Replicate the American Flag using art materials 	
<i>Standard Area 5.2 Rights and Responsibilities of Citizenship (3)</i>	
Civic Rights and Responsibilities 5.2.PK.A Identify self-membership of a group such as the class or family. <ul style="list-style-type: none"> • Display awareness of role as member of a group • Participate in group decision-making • Participate in classroom and family responsibilities • Talk about responsibilities at home • Work cooperatively with other children to achieve an outcome 	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
<p>Conflict and Resolution</p> <p>5.2.PK.B Identify a problem and discuss possible solutions with adult assistance. <i>*see also 16.2. PK.D</i></p> <ul style="list-style-type: none"> • Identify one or two solutions to a problem • Attempt to solve a conflict with a peer • Work with a peer to develop a solution to a problem (e.g. ways to share the play dough when there isn't enough) • Suggest simple solutions to conflict which are most often based upon own needs and desires 	
<p>Leadership and Public Service</p> <p>5.2.PK.C Emerging to: Identify classroom projects/activities that support leadership and service.</p> <ul style="list-style-type: none"> • Show interest in leadership opportunities • Choose a leader for a classroom project • Ask to be the line leader • Request to help teacher 	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
<i>Standard Area 5.3 How Government Works (2)</i>	
<p>Government Services</p> <p>5.3.PK.C Identify community workers through their uniforms and equipment.</p> <ul style="list-style-type: none"> • Match descriptions of people’s work in a community with picture illustrating the job • Act out roles of community workers in dramatic play • Relay personal experiences to describe the work that community workers do 	
<p>Conflict and the Court System</p> <p>5.3.PK.F Identify appropriate behaviors for responsible classroom citizens.</p> <ul style="list-style-type: none"> • Use inside voices while indoors and outside voices when outdoors • Cooperate in both large and small group activities that are facilitated by adult • Follow rules and routines in classroom • Respond with empathy to others who are upset • Recognize when someone needs help and offer assistance • Respect another’s attempts to complete tasks independently 	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
6. Economics (8)	
<i>Standard Area 6.1 Scarcity and Choice (3)</i>	
Scarcity and Choice 6.1.PK.A Emerging to: Identify how scarcity influences choice. <ul style="list-style-type: none"> • Understand that some resources are limited • Notice when materials are running low (e.g. we need more paper in the art area) • Offer to share materials when materials are scarce (e.g. one shovel in sensory table) • Show preference for one material/center, but choose a different material/center when materials are scarce or center is full 	
Limited 6.1.PK.B Emerging to: Identify family wants and needs. <ul style="list-style-type: none"> • Identify what people need to survive • Demonstrates awareness of one's own preferences • Identify personal wants 	
Incentives and Choice 6.1.PK.D Identify a choice based on individual interest. <ul style="list-style-type: none"> • Make a choice and explain the reason for the choice • Provide a reason for choosing to play in a particular center that shows interest in specific materials or people 	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
<i>Standard Area 6.2 Market and Economic Systems (2)</i>	
<p>Advertising and Media</p> <p>6.2.PK.C Emerging to: Identify advertisements that encourage us to buy things.</p> <ul style="list-style-type: none"> • Recognize logos (environmental print) from local businesses • Discuss advertisements (e.g. radio, print, TV) 	
<p>Price Determination</p> <p>6.2.PK.D Explain how money is used.</p> <ul style="list-style-type: none"> • Identify that money is used to buy things • State that money can be saved • Use pretend money while engaging in dramatic play activities • Practice exchanging play money for goods 	
<i>Standard 6.3 Functions of Government (1)</i>	
<p>Government's Role in International Trade</p> <p>6.3.PK.D Identify products produced locally.</p> <ul style="list-style-type: none"> • Name items that come from farms, factories, and/or businesses within the community • Talk about products that can be found around their home 	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
<i>Standard Area 6.5 Income, Profit and Wealth (2)</i>	
<p>Factors Influencing Wages</p> <p>6.5.PK.A Differentiate between work and play.</p> <ul style="list-style-type: none"> • Respond that adults work to earn money • Relate that work involves performing an activity that is chosen and directed by someone else, and has a specific goal • Relate that play is a self-selected activity that may or may not have a specific purpose 	
<p>Types of Businesses</p> <p>6.5.PK.C Identify local businesses.</p> <ul style="list-style-type: none"> • Participate in role play that is related to a local business (e.g. pet store, hair salon, restaurant) • Describe where customers go to acquire specific goods or services (e.g. food purchased at grocery store, hammer and nails purchased at hardware store) 	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
7. Geography (3)	
<i>Standard Area 7.1 Basic Geographic Literacy (2)</i>	
<p>Geographic Tools</p> <p>7.1.PK.A Explain how a map is a representation of places.</p> <ul style="list-style-type: none"> • Use a simple map • Use available materials (e.g. blocks) to represent buildings, roads or houses • Include representations of roads, bodies of water and buildings in play • Discuss tools used to locate places • Use the term “map” 	
<p>Location of Places and Regions</p> <p>7.1.PK.B Emerging to: Describe the location of places in the home, school, and community to gain an understanding of relative location</p> <ul style="list-style-type: none"> • Describe the location of items/areas in the classroom and at home • Use directionality, size and position (e.g. left, right, first, last, little, big, top, bottom) to describe location • Place pictures of common household items in the proper rooms of a floor plan • Listen to directions and retrieve items 	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
<i>Standard Area 7.2 Physical Characteristics of Places and Regions (1)</i>	
<p>Physical Characteristics</p> <p>7.2. PK. A Describe the characteristics of home and frequently visited locations to gain an understanding of physical features.</p> <ul style="list-style-type: none"> Describe simple characteristics of home (e.g. type of dwelling, where located, what surrounds it) Identify familiar places in the neighborhood Describe simple characteristics of business or community structures (e.g. type of dwelling, where located, what surrounds it) 	
8. History (2)	
<i>Standard Area 8.1 Historical Analysis and Skills Development (2)</i>	
<p>Continuity and Change Over Time</p> <p>8.1.PK.A Identify a sequence of events through a day.</p> <ul style="list-style-type: none"> Demonstrate an understanding of past, present, and future (e.g. today is __, yesterday was __ and tomorrow will be __, recall information from the immediate past, sequence pictures of self from birth to present) Describe the daily routine (e.g., what happens first, before lunch, after lunch, at end of day) Show anticipation for regularly scheduled events Use words to describe time (e.g. yesterday, today, tomorrow, o'clock) 	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
<p>Research</p> <p>8.1.PK.C Understand that information comes from many sources such as books, computers, and newspapers.</p> <ul style="list-style-type: none"> • Label types of media and what information can be gained (e.g. recipes from a cookbook, prices from an advertisement) • Locate information on identified topics using media (e.g. music, books, maps, TV programming, newspapers, magazines, movies, Internet, applications, advertising) 	
<p>Creative Thinking and Expression: Communicating through the Arts (14)</p>	
<p><i>Standard Area 9.1.M Production and Performance: Music and Movement (4)</i></p>	
<p>Elements and Principles</p> <p>9.1.M.PK.A Know and use basic elements and principles of music and movement.</p> <ul style="list-style-type: none"> • Practice rhythms in different forms of music and dance • Explore rhythm instruments • Use rhythm instruments as intended • Participate in teacher-guided music and movement activities • Participate in group movement activities demonstrating an awareness of shared space • Demonstrate an understanding of “fast,” “slow,” “loud,” and “soft.” 	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
<p>Demonstration</p> <p>9.1.M.PK.B Respond to different types of music and dance through participation and discussion.</p> <ul style="list-style-type: none"> • Participate in teacher-guided music and movement activities • Sing familiar songs, chants, and finger plays • Dance to different types of music • Discuss music and movement experiences 	
<p>Representation</p> <p>9.1.M.PK.E Use imagination and creativity to express self through music and dance.</p> <ul style="list-style-type: none"> • Initiate music and movement activities • Select music and movement area during free choice • Improvise songs and rhythmic patterns • Change words or tune of familiar songs to make new songs • Use body to represent form in space, finger plays, or stories 	
<p>Technologies</p> <p>9.1.M.PK.J Use a variety of technologies for producing or performing works of art.</p> <ul style="list-style-type: none"> • Explore musical instruments • Use instruments to accompany music • Use instruments as intended • Use age appropriate digital media applications to create music • Use a variety of props to enhance movement activities (e.g. scarves, bean bags, ribbons) • Use recording devices (e.g. voice recorder, video recorder) to capture music and/or movement performances 	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
<i>Standard Area 9.1.D Production and Performance: Dramatic and Performance Play (2)</i>	
<p>Demonstrations</p> <p>9.1.D.PK.B Recreate a dramatic play experience for an audience.</p> <ul style="list-style-type: none"> • Create various voice inflections and facial expressions in play • Change voice inflections when recreating various characters • Direct peers or follow peers' instructions about dramatic play schemes • Act out stories with guidance of the adult 	
<p>Representation</p> <p>9.1.D.PKE Use imagination and creativity to express self through dramatic play.</p> <ul style="list-style-type: none"> • Use nonconforming 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 • Create props from available materials 	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
<i>Standard Area 9.1.V Production and Performance: Visual Arts (4)</i>	
<p>Elements and Principles</p> <p>9.1.V.PK.A</p> <p>Know and use basic elements of visual arts.</p> <ul style="list-style-type: none"> • Participate in teacher-guided visual arts activities • Choose art center during free choice • Demonstrate an understanding of “color,” “shape,” and “line” • Create a picture using different colors, varying the intensity of strokes and combining colors 	
<p>Demonstration</p> <p>9.1.V.PK.B</p> <p>Combine a variety of materials to create a work of art.</p> <ul style="list-style-type: none"> • Participate in teacher-guided visual arts activities • Choose art center during free choice • Use a variety of materials (e.g. chalk, paint, crayons, pencils, markers, wood, play dough) • Draw to explore and extend themes in the classroom 	
<p>Representation</p> <p>9.1.V.PK.E</p> <p>Use imagination and creativity to express self through visual arts.</p> <ul style="list-style-type: none"> • Participate in teacher-guided visual arts activities • Choose art center during free choice • Draw self-portrait • Create a work of art to represent a real or imagined object, animal, or person • Use a growing number of details and make more realistic representations • Choose different art materials to represent different types of thoughts or feelings 	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
<p>Technologies</p> <p>9.1.V.PK.J</p> <p>Use a variety of technologies for producing works of art.</p> <ul style="list-style-type: none"> • Explore a variety of art materials and tools • Participate in teacher-guided visual arts activities • Choose art center during free choice • Use art materials and tools as intended • Manipulate materials in a variety of ways (e.g. pounding, squeeze, cutting, rolling) • Use age appropriate digital media applications to create works of art • Use recording devices (e.g. digital camera, video recorder) to capture works in progress and finished works of art 	
<p><i>Standard Area 9.2 Historical and Cultural Context of Works in the Arts (1)</i></p>	
<p>Perspective</p> <p>9.2. PK.D</p> <p>Explain that instruments or art forms represent cultural perspectives.</p> <ul style="list-style-type: none"> • Explore instruments from different cultures • Participate in discussions about where various instruments and art forms originate • Identify cultures represented by various art forms 	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
<i>Standard Area 9.3 Critical Response to Works of Art (2)</i>	
<p>Identification</p> <p>9.3. PK.F Recognize and name a variety of art forms.</p> <ul style="list-style-type: none"> Identify a photo, painting, drawing, dance, and songs 	
<p>Critical Response</p> <p>9.3.PK.G Formulate and share an opinion about others' art products.</p> <ul style="list-style-type: none"> Observe, applaud or comment on the works of others Share an opinion about art work when asked, "What do you think this is about?" 	
<i>Standard Area 9.4 Aesthetic response to Works in the Arts (1)</i>	
<p>Emotional Response</p> <p>9.4.PK.B Demonstrate an emotional response to viewing or creating various art works.</p> <ul style="list-style-type: none"> Respond through body language, facial expression or oral language Respond through humming, swaying, tapping foot to others' work Respond at appropriate times (laugh, sigh) at others' performance 	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
Health and Wellness and Physical Development: Learning About My Body (13)	
<i>Standard Area 10.1 Concepts of Health (4)</i>	
<p>Interaction of Body Systems</p> <p>10.1.PK.B Identify and locate body parts.</p> <ul style="list-style-type: none"> • Participate in body identification games and songs (e.g. Hokey Pokey) • Point to specific body parts when asked • Draw pictures that include some body parts • Participate in discussions about the functions of specific body parts 	
<p>Nutrition</p> <p>10.1. PK. C Identify foods that keep our body healthy.</p> <ul style="list-style-type: none"> • Identify healthy and non-healthy foods • Classify foods by their food groups (e.g. fruits, vegetables, dairy) • Make healthy food choices 	
<p>Alcohol, Tobacco and Chemical Substances</p> <p>10.1.PK.D Identify and discuss the purposes of medicine.</p> <ul style="list-style-type: none"> • Identify that medicine can be used to stay healthy • Discuss times when medicine may be needed • Discuss safety practices related to proper medicine use 	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
<p>Health Problems and Disease Prevention</p> <p>10.1.PK.E Identify and discuss common health problems.</p> <ul style="list-style-type: none"> • Participate in discussions about infectious (e.g. colds, flu, chicken pox, pink eye) and non-infectious illnesses (e.g. asthma, allergies) • Discuss the concept of “germs” • Participate in activities that exemplify the spread of germs 	
<i>Standard Area 10.2 Healthful Living (2)</i>	
<p>Health Practices, Products and Services</p> <p>10.2.PK.A Identify fundamental practices for good health.</p> <ul style="list-style-type: none"> • Practice basic hygiene routines with adult reminders (e.g. hand washing, tooth brushing, cover nose and mouth when sneezing) • Explain that we need to eat well, get rest and exercise to stay healthy • Identify people that help keep us healthy (e.g. doctor, nurse or dentist, gym teacher) • Identify specific practices that support body development and function (e.g., exercise, good nutrition, rest) 	
<p>Health and the Environment</p> <p>10.2.PK.E Identify environmental factors that affect health.</p> <ul style="list-style-type: none"> • Discuss plants, insects and animals that could be harmful; share personal experiences when relevant • Identify harmful substances • Discuss how we protect our bodies in different seasons (e.g. use sunscreen in summer, wear warm clothing in winter) 	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
<i>Standard Area 10.3 Safety and Injury Prevention (2)</i>	
<p>Safe and Unsafe Practices</p> <p>10.3.PK.A</p> <p>Recognize safe and unsafe practices</p> <ul style="list-style-type: none"> • Identify and follow basic safety rules (e.g. on playground, in classroom, on field trip, crossing street) • Identify the consequence of an unsafe behavior • Identify and avoid unsafe practices (e.g. playing with matches, talking to strangers) • Explain how community helpers (e.g. firefighter, police officer) can keep us safe 	
<p>Emergency Responses</p> <p>10.3.PK.B</p> <p>Recognize emergency situations and discuss appropriate responses.</p> <ul style="list-style-type: none"> • Identify procedures for a variety of emergencies (fire, tornado, intruder, medical emergency) • Participate in discussions that differentiate between emergencies and non-emergencies • Practice emergency procedures 	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
<i>Standard Area 10.4 Physical Activity: Gross Motor Coordination (2)</i>	
<p>Control and Coordination</p> <p>10.4.PK.A</p> <p>Demonstrate coordination of body movements in active play.</p> <ul style="list-style-type: none"> • Combine large motor movements with the use of equipment (e.g. ride a tricycle, using feet to pedal, catch a ball, throw a bean bag or ball overhand with aim, kick a ball) • Move and stop with control • Use outdoor gross motor equipment • Run with control and direction • Engage in gross motor games (e.g. Hokey Pokey, London Bridge, Simon Says) • Perform a variety of movement alongside and with a partner 	
<p>Balance and Strength</p> <p>10.4.PK.B</p> <p>Exhibit balance while moving on the ground or using equipment.</p> <ul style="list-style-type: none"> • Engage in large motor activities that require strength and balance (e.g. marching, hopping, running, jumping, dancing, walking tip toe) • Walk on a balance beam • Climb stairs using alternating feet • Participate in an obstacle course going through tunnels, over or under equipment 	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
<i>Standard Area 10.5 Concepts, Principles and Strategies of Movement: Fine Motor Development (3)</i>	
<p>Strength Coordination and Muscle</p> <p>10.5.PK.A Use hands, fingers and wrists to manipulate objects.</p> <ul style="list-style-type: none"> • Practice manual self-help skills (e.g. zipping, snapping, buttoning) • Practice using scissors • Use tongs or tweezers to pick up objects • Manipulate smaller objects (e.g. pegs into a pegboard, puzzle pieces, stringing beads) 	
<p>Eye/Hand Coordination</p> <p>10.5.PK.B Coordinate eye and hand movements to perform a task.</p> <ul style="list-style-type: none"> • Act out finger plays with hands and fingers • Use scissors to cut on a straight line • Complete self-help skills such as zip, snap or button • Manipulate smaller objects (e.g. pegs into a pegboard, puzzle pieces, stringing beads) • Use tools to pour (e.g. funnels, basters, and pitchers) 	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
<p>Use of Tools</p> <p>10.5.PK.C Use tools that require use of fingers, hands, and/or wrists to accomplish a task.</p> <ul style="list-style-type: none"> • Use writing and drawing implements with functional grasp (pincer grasp) • Use a variety of art tools (e.g. glue sticks, paint brushes, scissors) for a specific purpose • Use tools (e.g. broom, dust pan brush, gardening tools) to complete classroom jobs • Use utensils for eating appropriately • Use cup or glass for drinking 	
Social and Emotional Development (12)	
<i>Standard Area 16.1 Self-Awareness and Self- Management (4)</i>	
<p>Manages Emotions and Behaviors</p> <p>16.1.PK.A Distinguish between emotions and identify socially accepted ways to express them.</p> <ul style="list-style-type: none"> • Recognize and label basic feelings • Express feelings that are appropriate to the situation • Express feelings verbally or through play and artistic representation • Name a range of feelings (e.g. excited, scared, angry, surprised) • Control negative responses by expressing them in appropriate ways (e.g. talking with a peer or telling a teacher) 	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
<p>Influences of Personal Traits on Life</p> <p>16.1.PK.B Recognize that everyone has personal traits which guide behavior and choices.</p> <ul style="list-style-type: none"> • Demonstrate awareness of self and one’s own preferences • Know and state independent thoughts and feelings • Show pride in own accomplishments • Demonstrate confidence in own abilities (e.g. “I can kick that ball really far”) • Choose materials and activities based on preferences and personal interests 	
<p>Resiliency</p> <p>16.1.PK.C Recognize that everyone makes mistakes and that using positive coping skills can result in learning from the experience.</p> <ul style="list-style-type: none"> • Stay calm when something does not go the way intended • Strive to correct mistakes • Move forward with a second attempt at something after the first attempt was unsuccessful • Ask for help with a task after an unsuccessful attempt 	
<p>Goal Setting</p> <p>16.1.PK.D Establish goals independently and recognize their influence on choices.</p> <ul style="list-style-type: none"> • Set and discuss goals for play and activities when asked 	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
<i>Standard 16.2 Establishing and Maintaining Relationships (5)</i>	
<p>Relationships</p> <p>16.2.PK.A</p> <p>Interact with peers and adults in a socially acceptable manner.</p> <ul style="list-style-type: none"> • Engage in reciprocal conversation with familiar peer and adult • 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 sustained period of time • Respond with empathy to others who are upset • Share and take turns • Respect feelings and belongings of others 	
<p>Diversity</p> <p>16.2. PK.B</p> <p>Identify similarities and differences between self and others.</p> <ul style="list-style-type: none"> • Understand that each person has a set of unique characteristics • Make drawings of people, including self-portraits, depicting body parts, clothing, and other physical characteristics • Label personal characteristics • Discuss the similarities and differences between self and others • Understand that family structures may differ from one family to another • Understand that the thoughts and feelings of others may differ from own • Demonstrate respect for children’s differences, including differences in thoughts and feelings 	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
<p>Communication</p> <p>16.2.PK.C</p> <p>Engage in reciprocal communication with adults and peers.</p> <ul style="list-style-type: none"> • Communicate using detail related to topic being discussed including topics of personal interest, and special events • Pose questions related to topic being discussed • Respond to questions posed by adults and peers • Allow wait time before responding • Engage in turn taking 	
<p>Managing Interpersonal Conflicts</p> <p>16.2. PK.D</p> <p>Recognize that conflict occurs and distinguish between appropriate and inappropriate ways to resolve conflict. *See also 5.2.PK.B</p> <ul style="list-style-type: none"> • Use appropriate words and actions to express one’s own desires • Identify a problem and discuss possible solutions • Solve simple conflicts with peers with independence (share, take turns, apologize, try something else, ask for help) • Begin to negotiate conflicts that arise using words before seeking help • Use words during a conflict instead of physically responding • Accept and attempt teacher’s or others’ ideas about new strategies to solve a conflict 	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
<p>Support: Asking for Help</p> <p>16.2.PK.E</p> <p>Ask for and accept offers of help when needed or appropriate.</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 • Respond appropriately to offers of help (e.g. “That’s okay, I can do it” or “yes, thank you”) 	
<p><i>Standard Area 16.3 Decision Making and Responsible Behavior (3)</i></p>	
<p>Decision Making Skills</p> <p>16.3.PK.A</p> <p>Interpret the consequences of choices.</p> <ul style="list-style-type: none"> • Recognize unsafe situations and tell an adult • Tell a peer when a rule is broken • Warn a peer about a safety risk on the playground • Encourage two friends who are having a dispute to “use their words and work it out” • Discuss the reasons for having rules 	

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
<p>Understanding Social Norms</p> <p>16.3.PK.B Recognize there are socially acceptable ways to behave in different places.</p> <ul style="list-style-type: none"> • Make transitions between places and people with minimal distress • Use inside voices while indoors and outside voices when outdoors • Cooperate in both large and small group activities that are facilitated by adult • Apply classroom rules to new situations • Adjust to changes in routines and activities • Follow rules and routines in classroom and other settings with reminders 	
<p>Responsible Active Engagement</p> <p>16.3.PK.C Actively engage in assisting others when appropriate.</p> <ul style="list-style-type: none"> • Respond with empathy to others who are upset • Recognize when someone needs help and offer assistance • Respect another’s attempts to complete tasks independently 	