



ADVENTIST EDUCATION
Journey to Excellence 2.0

Early Childhood Developmental Learning Standards

2025

NORTH AMERICAN DIVISION OF SEVENTH-DAY ADVENTISTS

OFFICE OF EDUCATION

Early Childhood Developmental Learning Standards

GOAL

The North American Division Early Childhood Developmental Learning Standards outline benchmarks and skills that young children acquire during the birth-to-five-year period. These standards were developed through a Seventh-day Adventist worldview across the birth-through-12th-grade curricula with integration of research-based national and provincial/state standards. They are designed to provide direction in program planning and equipping teachers to deliver instruction emphasizing Seventh-day Adventist goals, concepts, and values in a developmentally appropriate manner. Additionally, they support the development and well-being of the young child and enhance learning in five domains. Each domain contains standards with benchmarks and examples.

DOMAINS

The standards are grouped in five developmental domains:

1. Spiritual Development
2. Physical & Health
3. Social & Emotional
4. Language & Communication
5. Cognitive Development

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DEVELOPMENTAL DOMAIN 1

Spiritual Development

STANDARDS	BENCHMARKS / Example
God	
1.1 <i>Begins to develop an understanding and beliefs about God, Jesus, the Holy Spirit, and angels</i>	1.1.1 Begins to understand the family of God: God the Father, Jesus His Son, and the Holy Spirit <i>Example:</i> » Child recalls that God's immediate family is made up of the Father, Son, and Holy Spirit » Child relates through earthly family relationships
	1.1.2 Begins to experience God's unconditional love <i>Example:</i> » Child says, "Jesus loves me like my parents love me" » Child accepts comfort and guidance from individuals who provide discipline
	1.1.3 Begins to exercise faith and communicate with God through prayer <i>Example:</i> » Child closes eyes and folds hands during prayer » Child asks to pray at mealtime » Child has prayer request "for my mommy who's sick" » Child says, "We should pray," when a difficult situation arises
	1.1.4 Begins to express belief that God sends His angels to protect His children <i>Example:</i> » Child says, "I know my angel watches over me" » Child tells someone, "We don't need to worry, our angels are with us"
	1.1.5 Begins to show an interest in learning more about Jesus <i>Example:</i> » Child asks, "What was Jesus like when He was little?" » Child role-plays the story of Jesus in the dramatic play center » Child enjoys reading or looking at a storybook about Jesus repeatedly
The Bible	
1.2 <i>Begins to understand that God speaks to people through the Bible</i>	1.2.1 Begins to develop an interest in Bible stories and memory verses <i>Example:</i> » Child learns and recites memory verses » Child interacts with Bible story activities » Child carries around a small Bible
	1.2.2 Begins to recognize that the Bible is God speaking to us and is the source of truth <i>Example:</i> » Child responds, "The Bible says..." » Child says, "Jesus says..."
	1.2.3 Begins to understand that the Bible contains God's law that teaches us how to live <i>Example:</i> » Child expresses that something is right or wrong » Child says, "We need to love God and others like Jesus did"

STANDARDS	BENCHMARKS / Example
Creation 1.3 Begins to understand the events of creation, the nature of man, and his relationship to God	1.3.1 Begins to develop an appreciation of creation and an interest in studying nature <i>Example:</i> » Child looks at a flower, an animal, stars, etc., and says, "God made this" » Child shows enthusiasm while playing and/or observing in the outdoor environment that God created
	1.3.2 Begins to understand that man was made in God's image with the freedom to make choices <i>Example:</i> » Child says, "God made me like Him" » Child understands that choices can be made » Child helps care for the environment, recycle, feed birds, pick up trash, etc.
	1.3.3 Begins to build a relationship with God through prayer and praise <i>Example:</i> » Child initiates prayer to God who is their friend » Child participates in singing Bible songs to praise God
	1.3.4 Begins to accept God's gift of the Sabbath <i>Example:</i> » Child says, "The seventh day of creation is God's special day" » Child talks about going to church to worship on the Sabbath » Child asks to go to church on Sabbath, God's special day, to praise Him
	1.3.5 Begins to respond to nature by showing sympathy, compassion, and a caring spirit <i>Example:</i> » Child expresses emotion for the death of a pet or a plant » Child shows concern or compassion for a sick or sad classmate
Salvation 1.4 Begins to understand the plan of salvation	1.4.1 Begins to comprehend that good and bad things happen, there is good versus evil, there is a yes and a no <i>Example:</i> » Child points to a wilted flower and says, "The flower died" » Child identifies examples of good and/or bad choices
	1.4.2 Begins to understand Jesus' love through His death and resurrection <i>Example:</i> » Child sees a picture of Jesus on the cross, points and says: "Jesus died for me" » Child points to a picture of the second coming and says, "Jesus is alive and He's coming back for me"
	1.4.3 Begins to realize that Jesus wants to save everyone from evil or harmful things <i>Example:</i> » Child says, "Jesus wants everyone to go to Heaven" » Child says, "Jesus is stronger than Satan"
	1.4.4 Begins to express love for Jesus and exhibits Christ-like behavior <i>Example:</i> » Child says, "I love Jesus" » Child says, "I want to be like Jesus" » Child shows compassion for others like Jesus did
	1.4.5 Begins to understand and practice forgiveness <i>Example:</i> » Child asks for forgiveness » Child accepts apologies

STANDARDS	BENCHMARKS / Example
Worship & Church Life 1.5 Begins to develop an understanding of the church family and service to others	1.5.1 Begins to participate in worship to God through praying, singing, Bible story lessons, testimonials/sharing through conversations, witnessing, etc. Example: » Child participates in singing worship songs » Child is able to repeat/say a simple prayer » Child retells a Bible story
	1.5.2 Begins to understand that there are churches and places where people go to worship God Example: » Child shares about worship experiences at church » Child is able to identify pictures of places of worship
	1.5.3 Begins to show reverence during worship times Example: » Child sits quietly while listening to Bible stories » Child is reverent during prayer (still, quiet, etc.)
	1.5.4 Begins to recognize that the church family is made up of a diverse group of people Example: » Child understands that a church family is made up of people from different cultures, ages, countries, etc.
	1.5.5 Begins to understand baptism and the Lord's Supper Example: » Child listens to Bible stories about baptism and the Lord's Supper » Child role-plays the Lord's Supper
	1.5.6 Begins to be familiar with Bible stories and teachings from Adventist Heritage and Bible prophets Example: » Child can retell or role-play a Bible story » Child can identify the main character or main idea of a Bible story » Child can retell or role-play stories of Ellen G. White
	1.5.7 Begins to develop an understanding of their talents to be used for serving God and others Example: » Child makes cards for the elderly » Child participates in gathering food donations » Child participates in a variety of activities such as singing, sharing, or helping
	1.5.8 Begins to recognize that worship to God can take place anywhere, anytime Example: » Child participates in worship in various places » Child participates in chapel

STANDARDS	BENCHMARKS / Example
Christian Living 1.6 <i>Begins to recognize the joy in Christian living</i>	1.6.1 Begins to understand and demonstrate that obeying God brings true happiness <i>Example:</i> » Child begins to understand that lying can hurt others and self » Child begins to understand that stealing is wrong » Child begins to understand that it feels good to treat others with kindness
	1.6.2 Begins to demonstrate thankfulness to God through stewardship <i>Example:</i> » Child begins to understand the importance of caring for animals and the environment » Child role-plays giving offering or tithe
	1.6.3 Begins to show love and appreciation for family and others <i>Example:</i> » Child makes a thank you card for parents or friends » Child offers to help others with a task without being asked » Child says “thank you” to express appreciation
	1.6.4 Begins to understand the Biblical concepts of good health habits and respects body as the temple of God <i>Example:</i> » Child can identify foods that are healthy for their body » Child participates in activities such as drinking water, exercising, getting fresh air, and resting
	1.6.5 Begins to appreciate God’s Sabbath as a day of rest and healthy restoration <i>Example:</i> » Child shares about a Sabbath day experience with family » Child learns to get ready for the Sabbath
	1.6.6 Begins to show understanding of the Golden Rule and its application <i>Example:</i> » Child shares a toy without being asked » Child invites a new child to play together
	1.6.7 Begins to develop a personal relationship with Jesus <i>Example:</i> » Child goes to a quiet place and prays quietly to Jesus
Jesus’ Return 1.7 <i>Begins to anticipate the soon coming of Jesus</i>	1.7.1 Begins to demonstrate eagerness for Jesus’ return <i>Example:</i> » Child exhibits an enthusiastic attitude toward stories about Jesus’ second coming » Child asks, “When is Jesus coming?”
	1.7.2 Begins to look forward to living with Jesus forever <i>Example:</i> » Child asks, “What will Heaven be like?” » Child says, “When I get to Heaven I want to play with a lion” » Child role-plays talking with his favorite Bible character, e.g., “David, what was it like to stand before Goliath?”

DEVELOPMENTAL DOMAIN 2

Physical & Health

STANDARDS	BENCHMARKS / Example
Gross Motor	
2.1 <i>Participates in a variety of gross and perceptual motor activities with age-appropriate equipment to develop control, balance, strength, and coordination</i>	2.1.1 Uses spatial awareness to control body movements and perceptual motor integration to show the ability of different sensory systems (visual, auditory, etc.) working together Example: » Child kicks a ball » Child balances while walking on a line » Child holds onto feet while lying on back
	2.1.2 Develops coordination and balance Example: » Child can sit, rock, stand, hop on one foot, etc.
	2.1.3 Increases strength, endurance, and flexibility Example: » Child picks up large blocks for building » Child plays running games (tag, racing) » Child crawls through a tunnel
	2.1.4 Coordinates large muscle movements Example: » Child can roll over, crawl, walk, throw, run, etc.
Fine Motor	
2.2 <i>Uses fine motor skills in a variety of age-appropriate ways with purpose, precision, and coordination</i>	2.2.1 Develops eye-hand coordination Example: » Child successfully uses safety scissors to cut » Child builds with small connecting blocks » Child picks up food and brings to mouth
	2.2.2 Holds and uses objects properly Example: » Child uses hands and fingers to reach, grasp, manipulate, and release
	2.2.3 Shows increasing refinement and detail in movements Example: » Child holds a small block with thumb and fingertips » Child draws and paints with control » Child tears paper into pieces
	2.2.4 Performs tasks that require fine muscle strength and control Example: » Child strings large beads » Child hits peg with a toy hammer » Child uses hand or object in a sweeping motion to bring an item closer

STANDARDS	BENCHMARKS / Example
Health 2.3 Participates in activities related to health and personal care routines	2.3.1 Takes part in various learning experiences about nutrition <i>Example:</i> » Child shows an interest in the kinds of foods being eaten by others » Child willingly tries new foods » Child participates in preparing healthy snacks
	2.3.2 Learns the importance of a healthy body, daily physical activity, and rest <i>Example:</i> » Child willingly rests at nap time » Child tells a friend, "Let's play tag" » Child identifies and participates in activities that maintain a healthy body
	2.3.3 Shows increasing independence in performing personal care routines <i>Example:</i> » Child gets tissue to wipe own nose and then washes hands » Child covers mouth when sneezing and/or coughing
	2.3.4 Shows understanding of the importance of visiting the doctor, dentist, etc. and following their instructions <i>Example:</i> » Child role-plays as a dentist, doctor, nurse, etc.
Safety 2.4 Recognizes and practices safe behaviors	2.4.1 Listens to and follows adult directions on safety procedures <i>Example:</i> » Child follows directions during emergency drills » Child follows classroom safety rules, e.g., walking not running » Child handles scissors safely
	2.4.2 Knows how and when to seek help <i>Example:</i> » Child seeks out an adult when someone gets hurt » Child understands when and how to call 911
	2.4.3 Develops knowledge of safety practices <i>Example:</i> » Child is aware of safety practices regarding car/booster seat, water, sun, animals, plants, playgrounds, fire, streets, medications, poisons, tools, etc.
	2.4.4 Develops knowledge of personal safety including good and bad touch, stranger awareness, and knowing personal information <i>Example:</i> » Child recites home address and parent's phone number » Child identifies and understands personal space » Child uses hand signal or verbalizes to communicate "stop" or "no" » Child identifies greeting preference (high five, hug, etc.)
Sensory Development 2.5 Uses senses to become aware of the social and physical environment	2.5.1 Children use their senses to explore objects and people in their environment <i>Example:</i> » Child participates in a walk-along and describes the environment by using senses » Child explores new foods by touching, tasting, or smelling

DEVELOPMENTAL DOMAIN 3

Social & Emotional

STANDARDS	BENCHMARKS / Example
Self-Awareness 3.1 Develops confidence and self-awareness	3.1.1 Recognizes own abilities and accomplishments <i>Example:</i> » Child takes pride in showing their work to others » Child takes the lead in an activity » Child celebrates a milestone or achievement
	3.1.2 Recognizes individual uniqueness <i>Example:</i> » Child recognizes self in mirror » Child identifies own positive abilities » Child recognizes that talents are a gift from God » Child identifies similarities and differences between self and peers
	3.1.3 Expresses feelings through facial expressions, movements, gestures, actions, sounds, words, or language <i>Example:</i> » Child shows feelings nonverbally through facial and body expressions » Child verbally expresses their feelings to a teacher or peer
	3.1.4 Begins to identify and understand one's own feelings <i>Example:</i> » Child verbalizes the situation that is making them feel a certain emotion » Child identifies own feelings from pictures or a chart
Self-Control 3.2 Develops self-control, competence, and personal responsibility	3.2.1 Manages transitions, adapts to changes, and accepts redirection <i>Example:</i> » Child is able to accept separation from parent/guardian/caregiver when dropped off » Child is able to leave playtime and transition to another activity » Child is able to separate from their friends when necessary
	3.2.2 Follows rules and routines purposefully and respectfully <i>Example:</i> » Child puts things away when requested » Child follows the classroom routine without prompting or complaining » Child gets own lunch and sets it out
	3.2.3 Shows initiative, self-direction, positive attitudes, sustains attention to tasks, and takes responsibility for actions <i>Example:</i> » Child demonstrates persistence by working on an activity to completion » Child cleans up spill without a request from the teacher » Child gets own shoes and attempts to put them on
	3.2.4 Regulates emotions, behaviors, and impulse control in an appropriate manner <i>Example:</i> » Child goes to a quiet place in the classroom to self-regulate using stuffed animals, fidget toys, etc. » Child waits their turn » Child demonstrates control over actions and words in response to a challenging situation

STANDARDS	BENCHMARKS / Example
Interpersonal Relationships 3.3 Develops trust, prosocial behavior, and interpersonal and social skills for relating with others	3.3.1 Respects rights and needs of others <i>Example:</i> » Child asks to play with a toy that another child is playing with » Child waits for turn
	3.3.2 Begins to identify and comprehend emotional states in others and shows empathy <i>Example:</i> » Child empathizes by comforting another child » Child provides help to someone who is hurting
	3.3.3 Works, plays cooperatively, and learns to help others <i>Example:</i> » Child works with other children to build a tower » Child cooperates with others to determine roles in dramatic play » Child helps other children clean up
	3.3.4 Uses age-appropriate conflict resolution skills <i>Example:</i> » Child uses “I statements,” such as “I feel angry when you take my crayon,” or a child accepts the action of exchanging toys » Child identifies a variety of choices when having a conflict with others (example of resolution: child says, “I will trade this toy for the one you have”) » Child uses words or sign language to communicate, instead of physical actions
	3.3.5 Uses courteous words and actions <i>Example:</i> » Child uses the words or signs “please,” “no, thank you”, and “thank you” appropriately » Child offers a snack to a friend before taking their own
	3.3.6 Forms healthy attachments with peers, adults, and caregivers <i>Example:</i> » Child makes a card for others » Child welcomes new classmate » Child settles after receiving comfort from caregivers » Child learns to use caregiver as a resource to meet needs (such as child asks or uses signs for obtaining objects such as shoes, bottle, etc.)

STANDARDS	BENCHMARKS / Example
Social Awareness 3.4 <i>Develops an understanding and appropriate response to the perspective of others</i>	3.4.1 Begins to recognize and name the emotions another child is exhibiting. <i>Example:</i> » Child labels emotions such as angry, happy, sad, frustrated, etc. (i.e., in stories, on the playground, etc.) » Child matches picture emotions that are exhibited
	3.4.2 Begins to recognize emotions of others and responds with empathy <i>Example:</i> » Child expresses concern when another child is crying » Child offers toy to another child who is sad
	3.4.3 Begins to develop an awareness of their social environment <i>Example:</i> » Child participates in group play and activities » Child follows classroom routines » Child responds with “please” and “thank you” when someone shares a crayon » Child recognizes similarities and differences of cultural characteristics of families and communities
	3.4.4 Begins to identify and find support from various sources (e.g., teachers, friends, community helpers, school nurse, etc.) <i>Example:</i> » Child tells teacher, “I saw Johnny hit Suzie” » Child confides in an adult when uncomfortable, distressed, or hurt
Responsible Decision-Making 3.5 <i>Develops ability to make wise choices</i>	3.5.1 Begins to understand aspects involved in making a decision <i>Example:</i> » Child weighs pros and cons before making a decision » Child considers consequences of choices » Child demonstrates the ability to make simple choices, such as selecting a book to read or a toy to play with
	3.5.2 Begins to understand the effects of decisions <i>Example:</i> » Child leaves coat outside on a rainy day » Child exhibits understanding that cleaning up quickly gets the class outside to play sooner
	3.5.3 Begins to identify good and bad choices when making a decision <i>Example:</i> » Child reaches to take a toy from another child and realizes probable reaction » Children will collaborate with peers to solve problems peacefully (e.g., building a structure with blocks)
	3.5.4 Begins to take responsibility for decisions <i>Example:</i> » Child corrects personal mishaps without being prompted » Child accepts correction for an irresponsible decision » Child tells the truth regarding a mistake that’s been made

DEVELOPMENTAL DOMAIN 4

Language & Communication

STANDARDS	BENCHMARKS / Example
Spoken / Expressive 4.1 Uses language to express needs and wants and to communicate ideas, experiences, questions, and feelings	4.1.1 Verbalizes, gestures, or uses other strategies to communicate wants and needs <i>Example:</i> » Child uses sign language, words, or expressions spoken in the home to communicate
	4.1.2 Initiates and engages in conversation which should include age-appropriate words <i>Example:</i> » Child shares about a personal experience
	4.1.3 Produces speech sounds, steadily improving in ease and accuracy <i>Example:</i> » Child mimics appropriate tone and inflection in relating a story or experience » Child uses or imitates single words or signs » Child uses words in short sentences and/or instructions
	4.1.4 Names and describes familiar people, objects, and events <i>Example:</i> » Child responds to the question "Who/What is that?" with words or sounds » Child looks at a picture and names who/what is in it or points and makes sound
	4.1.5 Utilizes age-appropriate materials that help initiate discussions and problem-solving <i>Example:</i> » Child leads adult to an object of interest » Child initiates a discussion from a picture book, poster, video, etc.

STANDARDS	BENCHMARKS / Example
Listening / Receptive 4.2 Listens and comprehends directions, conversations, and stories	4.2.1 Follows increasingly complex instructions <i>Example:</i> » Child responds to adult's instruction, such as "Put the block on the table and go to the rug" » Child responds to multiple directions, such as "Put your sweater on" and "Line up to go outside" » Child shows understanding of directions with adult support and coaching
	4.2.2 Responds to verbal requests, questions, and statements <i>Example:</i> » Child retrieves shoes upon request » Child responds to questions, such as "Where is your coat?"
	4.2.3 Develops an interest in print in books and in the environment <i>Example:</i> » Child looks up at a dark sky and says, "It's going to rain" » Child babbles, gazes, and points at books » Child listens to a story, turns pages of the book, and makes one-to-two word comments » Child listens to a story and asks related questions, makes pertinent comments and predictions
	4.2.4 Develops the ability to comprehend and understand words and phrases used in conversation <i>Example:</i> » Child responds to teacher's comment that it is hot outside and removes sweater » Child waves arms, signs, or shows facial expression as a response to the caregiver's communication
	4.2.5 Retells information <i>Example:</i> » Child retells a familiar story » Child repeats the teacher's instructions
Prewriting 4.3 Uses age-appropriate writing to communicate ideas	4.3.1 Uses scribbles, shapes, pictures, and letters to convey meaning <i>Example:</i> » Child uses scribbles to represent writing activities, such as signing-in, writing a note, etc.
	4.3.2 Dictates thoughts, experiences, and stories <i>Example:</i> » Child willingly partners with an adult to dictate a story or experience
	4.3.3 Uses a variety of writing tools, materials, and surfaces <i>Example:</i> » Child draws or writes on a variety of surfaces using pencils, crayons, paint, etc. » Child uses finger or body to draw letters, numbers, or symbols in the air » Child uses multiple materials such as clay, sticks, sand, etc., to form letters
	4.3.4 Develops left-to-right orientation <i>Example:</i> » Child pretends to write their name using left-to-right movement
	4.3.5 Explains own "writing" to others <i>Example:</i> » Child scribbles or writes on a page and says, "This is a note for my mommy" » Child scribbles and says, "This is my house"
	4.3.6 Begins to hold writing tools properly and position paper correctly for both right-handed and left-handed children <i>Example:</i> » Child holds crayon and positions paper appropriately

STANDARDS	BENCHMARKS / Example
Prereading 4.4 Uses age-appropriate strategies to develop reading skills	4.4.1 Recognizes that print has meaning <i>Example:</i> » Child points to the word under a picture of a dog and says, “Dog” » Child identifies letters in the environment
	4.4.2 Shows increasing interest in books, being read to in a variety of situations, and reading-related activities with songs, rhymes, and games <i>Example:</i> » Child selects a book and asks for it to be read » Child participates and completes familiar songs, rhymes, or word games » Shows increasing interest in books and reading-related activities
	4.4.3 Explores a variety of books and engages in pretend reading <i>Example:</i> » Child pretends to read to a stuffed animal » Child pretends to read a letter in the dramatic play center
	4.4.4 Exhibits book-handling skills <i>Example:</i> » Child turns a book right side up when it is handed upside down » Child treats books with care » Child turns pages of a book
	4.4.5 Begins to recognize that letters form words and words form sentences <i>Example:</i> » Child begins to make simple words out of letter blocks with assistance » Child recognizes and reads own name
	4.4.6 Begins to track the direction of print <i>Example:</i> » Child imitates tracking words as the teacher reads » Child recognizes when a word has been left out from a familiar story » Child begins to move a finger from left to right while pretending to read
	4.4.7 Begins to develop a sense of story, responds to text, and recalls a story in sequence <i>Example:</i> » Child recalls the beginning, middle, and ending of a story
	4.4.8 Shows phonological and phonemic awareness <i>Example:</i> » Child claps each syllable of own name » Child recognizes the beginning sound of a word » Child begins to recognize rhyme and alliteration
Vocabulary 4.5 Develops an understanding of new vocabulary introduced in conversations, activities, field trips, stories, or print	4.5.1 Shows a growing vocabulary in all areas: listening, speaking, writing, and reading <i>Example:</i> » Child uses a new word correctly in a sentence » Child shows excitement when introduced to a new object
	4.5.2 Uses positional, directional, temporal, and comparative vocabulary <i>Example:</i> » Child plays “Simon Says” » Child states, “I’m (in front of, behind, beside, etc.) the line” » Child uses an object to demonstrate under, over, around, etc.
	4.5.3 Begins to formulate complex sentences <i>Example:</i> » Child says, “You build the bridge while I build the tower”

DEVELOPMENTAL DOMAIN 5

Cognitive Development

STANDARDS	BENCHMARKS / Example
Approaches to Learning 5.1 Demonstrates positive approaches to learning	5.1.1 Engages and sustains attention to age-appropriate tasks <i>Example:</i> » Child sustains attention during play, center activities, using manipulatives, etc. » Child accepts an invitation to participate in an activity and remains involved
	5.1.2 Shows eagerness and curiosity for learning <i>Example:</i> » Child participates in playing “PeekaBoo” » Child enjoys taking things apart » Child asks inquiry-based questions
	5.1.3 Identifies, analyzes, and seeks solutions to problems <i>Example:</i> » Child seeks ways to obtain items out of reach » Child keeps looking through a pile of letters for those that are in their name
	5.1.4 Shows inventiveness: plans and pursues appropriate activities <i>Example:</i> » Child uses new tools in familiar activities and experiences
	5.1.5 Demonstrates flexibility and adaptability <i>Example:</i> » Child substitutes objects such as a block for a cell phone or a brush for a microphone » Child adapts to unexpected change in daily schedule
Creative Expression / Fine Arts 5.2 Creates, interprets, performs, and responds to art, drama, practical arts, music, and movement	ART 5.2.1 Utilizes a variety of age-appropriate mixed media; handles and cares for tools correctly while using techniques and processes for sensory experience and creative exploration <i>Example:</i> » Child engages in various sensory activities » Child plays with playdough, rolling and flattening it to make various shapes
	5.2.2 Uses art to express thoughts and feelings about the environment and community <i>Example:</i> » Child uses art materials to create a picture to represent own thoughts or feelings » Child creates a picture showing an environment such as family, home, or neighborhood
	5.2.3 Describes and explores the characteristics of artwork <i>Example:</i> » Child participates in an art show by displaying own art and appreciating other’s art » Child describes the reasoning for the art materials used to create their picture » Child explores various artists and their art in picture books
	5.2.4 Begins to explore and appreciate new concepts, vocabulary, history, and various cultures through art <i>Example:</i> » Child makes a piñata and talks about its characteristics and purpose. » Child utilizes various shades of crayons for people’s skin colors

STANDARDS	BENCHMARKS / Example
DRAMA	5.2.5 Responds to dramatic play experiences <i>Example:</i> » Child displays emotional responses in dramatic play » Child imitates simple actions that adults have modeled
	5.2.6 Uses props to explore and create enhancement to imaginative play <i>Example:</i> » Child uses dress-up clothes to reenact familiar scenarios » Child uses objects in nature for creative play
	5.2.7 Participates in dramatic play to express feelings, dramatize stories, and reenact real-life experiences <i>Example:</i> » Child pretends to play house and mimics adults » Child role-plays a Bible story and exhibits accurate emotional portrayal
	5.2.8 Begins to explore and appreciate history and various cultures through drama <i>Example:</i> » Child role-plays a story of a historical or cultural event read by an adult
MUSIC & MOVEMENT	5.2.9 Explores new and various music types, rhythm, and musical instruments <i>Example:</i> » Child selects various musical instruments and/or items to make sounds and rhythms
	5.2.10 Participates in listening, singing, and performing action songs <i>Example:</i> » Child listens to music individually or in a group » Child imitates the motions to a song
	5.2.11 Begins to explore and appreciate history and various cultures through music and movement <i>Example:</i> » Child plays with instruments from a variety of cultures, such as maracas, rainsticks, etc. » Child explores specific movements of cultural songs
	5.2.12 Uses movement and music to express thoughts, feelings, and creativity <i>Example:</i> » Child moves around the room expressing various music styles such as marches and glides
PRACTICAL ARTS	5.2.13 Begins to participate in the process of learning to sew, cook, woodwork, garden, etc. <i>Example:</i> » Child enjoys stirring, mixing, kneading, digging in the dirt, etc. » Child practices skills through dramatic play » Child practices sewing, using sewing cards, and threading large beads, etc. » Child helps prepare simple snacks like cutting a banana, spreading jam, etc.
	5.2.14 Begins to explore and appreciate history and various cultures through the practical arts <i>Example:</i> » Child builds a teepee or a log cabin while the teacher talks about First Nations and settlers » Child comments: "I would like to live in an igloo" or "I would like to live in a grass hut"
	5.2.15 Responds to practical art experiences, new concepts, and vocabulary <i>Example:</i> » Child uses newly learned vocabulary and concepts during play

STANDARDS	BENCHMARKS / Example
Mathematics 5.3 <i>Develops in numbers and operations, geometry, spatial sense, patterns and relationships, measurement, and exploring data</i>	NUMBERS & OPERATIONS 5.3.1 Uses mathematical terms and counting in context of daily routines, activities, and play <i>Example:</i> » Child practices sequencing through calendar, daily schedule, lining up, counting the days of school to 100, etc. » Child practices counting through playing games, such as choosing team members, grouping in patterns, and sorting
	5.3.2 Uses numbers and counting to analyze quantity and number relationships <i>Example:</i> » Child counts and distributes the number of items needed for an activity
	5.3.3 Begins to identify numbers in print <i>Example:</i> » Child identifies numbers through calendar and birthday activities » Child identifies numbers during dramatic play » Child identifies numbers in the environment
	SPATIAL RELATIONS 5.3.4 Investigates spatial relationships, recognizes two- and three-dimensional shapes and attributes of common shapes <i>Example:</i> » Child assembles a puzzle successfully » Child builds a structure with building materials and can identify their shapes » Child identifies shapes in the environment
	5.3.5 Recognizes, creates, duplicates, and names simple patterns <i>Example:</i> » Child duplicates a place setting around a table » Child identifies, classifies, and compares a variety of simple shapes » Child creates simple patterns using simple shapes
	5.3.6 Explores the various kinds of relationships among objects, events, and actions <i>Example:</i> » Child recognizes upcoming events on a schedule » Child predicts what will happen when a ball crashes into a block tower
	5.3.7 Uses and responds appropriately to positional words <i>Example:</i> » Child determines where to stand in a line according to height » Child places items in order of 1st, 2nd, 3rd, etc.

STANDARDS	BENCHMARKS / Example
COMPARISONS & MEASUREMENTS	5.3.8 Uses a variety of standard and nonstandard means of measurement <i>Example:</i> » Child uses own feet to measure the length of an object » Child uses a variety of materials to measure
	5.3.9 Collects, organizes, categorizes, displays, and uses relevant data <i>Example:</i> » Child lines up small toy animals by size » Child uses a graph to sort classmates' favorite colors
	5.3.10 Develops problem-solving skills through the application of different strategies <i>Example:</i> » Child matches shapes in a shape sorter correctly » Child successfully assembles a floor puzzle
	5.3.11 Begins to understand time in context of daily routines <i>Example:</i> » Child begins to understand the daily schedule of the classroom » Child begins to understand which activity comes before or after another

STANDARDS	BENCHMARKS / Example
Science 5.4 <i>Uses scientific methods to experience physical, life, space, and earth sciences</i>	5.4.1 Begins to understand the scientific method through play (predict, experiment, make discoveries, and describe results) Example: » <i>Child gathers objects from nature to conduct experiments that will lead to new discoveries</i>
	5.4.2 Interacts with objects and materials to investigate and describe their physical properties Example: » <i>Child investigates the forms of water (ice, steam, liquid) and makes a prediction</i> » <i>Child collects objects and classifies them</i> » <i>Child explores a variety of items in sensory bins, such as sand, feathers, and a variety of textures</i>
	5.4.3 Begins to discover characteristics of living and nonliving things Example: » <i>Child identifies living and nonliving things by looking at pictures, objects, etc.</i> » <i>Child uses a magnifying glass to investigate living and nonliving things, such as ants, ladybugs, rocks, sticks, etc.</i> » <i>Child explores a real flower versus a plastic flower</i>
	5.4.4 Understands that all living things must be cared for Example: » <i>Child participates in growing a plant from a seed</i> » <i>Child helps to care for a classroom pet</i>
	5.4.5 Participates in activities to preserve the ecosystem Example: » <i>Child helps sort trash for recycling</i> » <i>Child helps to clean up the playground</i>
	5.4.6 Explores properties of earth and space Example: » <i>Child begins to understand that the earth is round like a ball or a globe</i> » <i>Child begins to understand that the sun provides the earth with heat</i>
	5.4.7 Uses senses and simple tools to learn about objects and observe and explore earth, space, and natural phenomena Example: » <i>Child uses a stick or leaf to pick up and examine an insect</i> » <i>Child experiences air currents by blowing on a pinwheel</i> » <i>Child begins to recognize changes in temperature by adding ice to water in water play or watching ice melt to warm water in the sun</i>
	5.4.8 Uses materials for inquiry, exploration, and discussion of scientific concepts Example: » <i>Child explains what will happen when various objects are placed in water (floating or sinking)</i> » <i>Child analyzes what took place when something unexpected happened (curtain moves with the breeze)</i> » <i>Child observes a caterpillar turning into a butterfly</i>

STANDARDS	BENCHMARKS / Example
Social Studies 5.5 Develops an appreciation of self and others in relationship to social systems, places, economics, civic responsibilities, and events	5.5.1 Develops an awareness and sense of belonging and acceptance as a member of a family, classroom, and community <i>Example:</i> » Child demonstrates positive social behaviors while in a group » Child recognizes and greets a familiar person outside of own family group
	5.5.2 Recognizes, appreciates, and respects the relationship between people of various ages, genders, abilities, cultures, and ethnicities, through varied experiences and materials <i>Example:</i> » Child participates in events such as grandparent's day or international food fairs » Child demonstrates interest in meeting people and hearing stories from various cultures » Child demonstrates interest in sharing native language spoken at home
	5.5.3 Understands physical features and characteristics of geography <i>Example:</i> » Child recognizes different land formations (mountains, oceans, beaches, etc.) » Child matches different types of houses and clothing to various environments
	5.5.4 Develops an awareness of the relationship between people, places, and regions <i>Example:</i> » Child identifies other cities or countries where families or friends live » Child understands that sometimes different places have different foods and customs
	5.5.5 Recognizes the relationship between needs versus wants and economic concepts <i>Example:</i> » Child identifies needs as food, clothes, shelter, love, etc. » Child explains that parents works to earn money to buy food
	5.5.6 Realizes that money is used in the exchange of goods and services <i>Example:</i> » Child goes with an adult to the store to purchase items » Child uses play money in the dramatic play center
	5.5.7 Begins to understand social roles and responsibilities in the family, community, and workplace, through play <i>Example:</i> » Child assists with family chores, e.g., setting the table » Child serves as the line leader and others follow » Child imitates adult occupations through dramatic play
	5.5.8 Begins to track events of the past, present, and future <i>Example:</i> » Child tracks events of the past, present, and future through daily calendar routine » Child recalls past events and plans for future events
	5.5.9 Participates in discussions about fairness, responsibility, differences, friendship, and authority <i>Example:</i> » Child discusses various behaviors as a member of the class family » Child participates in doing classroom chores » Child exhibits fairness to others when following directions
	5.5.10 Begins to understand how people can affect environments and take positive actions to show care for the classroom and community in which one lives <i>Example:</i> » Child participates in a recycling project » Child helps to keep the classroom orderly » Child learns to care for the natural world (animals, gardens, etc.)

STANDARDS	BENCHMARKS / Example
Technology 5.6 <i>Begins to develop an awareness of different forms of technology and media</i>	5.6.1 Begins to understand how different forms of technology and media help people <i>Example:</i> » Child uses an object as a cell phone to pretend making a call » Child plays with a calculator or cash register during dramatic play » Child uses a device to take pictures
	5.6.2 Begins to use appropriately and independently different forms of technology relevant to the young child <i>Example:</i> » Child uses headphones in the listening center » Child uses a touch screen on a device
	5.6.3 Begins to appreciate how technology can enrich classroom learning experiences <i>Example:</i> » Child listens to a story or music on a device » Child participates with the teacher in an interactive lesson (e.g., touch pad) » Child is recorded telling their favorite story or family event