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| 1st 9 Weeks | Date introduced | Date assessed | Notes |
| \*CGK 1: Communicate about past events and anticipate what comes next during familiar routines and experiences |  |  |  |
| \*CGK 2: With modeling and support remember and use information for a variety of purposes. |  |  |  |
| \*CGK 3: Recreate complex ideas, events/situations with personal adaptations. |  |  |  |
| \*CGK 4: Demonstrate understanding that symbols carry meaning and use symbols to represent thinking (e.g., drawings, construction or movement). |  |  |  |
| CGK 5: Participate cooperatively in complex pretend play, involving assigned roles and an overall plan. |  |  |  |
| \*CGK 6: Demonstrate ability to solve everyday problems based upon past experience. |  |  |  |
| \*CGK 7: Solve problems by planning and carrying out a sequence of actions |  |  |  |
| \*CGK 8: Seek more than one solution to a question, problem or task. |  |   |  |
| \*CGK 9: Explain reasoning for the solution selected |  |  |  |
| M1: Count to 20 by ones with increasing accuracy |  |  |  |
| M2: Identify and name numerals 1-9. | . |  |  |
| M4: Demonstrate one-to-one correspondence when counting objects up to 10. |  |  |  |
| \*M5: Understand that the last number spoken tells the number of objects counted. |  |  |  |
| M8: Sort and classify objects by one or more attributes (e.g., size, shape). |  |  |  |
| M9: Recognize, duplicate and extend simple patterns using attributes such as color, shape or size. |  |  |  |
| \*M11: Describe and compare objects using measureable attributes (e.g., length, size, capacity and weight). |  |  |  |
| \*M13: Measure length and volume (capacity) using non-standard or standard measurement tools. |  |  |  |
| \*M14: Collect data by categories to answer simple questions. |  |  |  |
| M15: Demonstrate understanding of the relative position of objects using terms such as in/on/under, up/down, inside/outside, above/below, beside/between, in front of/behind and next to. |  |  |  |
| M16: Understand and use names of shapes when identifying objects. |  |  |  |
| M18: Compare two-dimensional shapes, in different sizes and orientations, using informal language. |  |  |  |
| M19: Create shapes during play by building, drawing, etc. |  |  |  |
| M20: Combine simple shapes to form larger shapes. |  |  |  |
| \*SS1: Demonstrate an understanding of time in the context of daily experiences. |  |  |  |
| \*SS2: Develop an awareness of his/her personal history. (All About Me) |  |  |  |
| \*SS3: Develop an awareness and appreciation of family cultural stories and traditions. |  |  |  |
| \*SS4: Demonstrate a beginning understanding of maps as actual representations of places. |  |  |  |
| \*SS5: Identify similarities and differences of personal, family and cultural characteristics, and those of others.(We Are Alike, We Are Different) |  |  |  |
| \*SS6: Understand that everyone has rights and responsibilities within a group. |  |  |  |
| \*SS7: Demonstrate cooperative behaviors and fairness in social interactions. |  |  |  |
| \*SS8: With modeling and support, negotiate to solve social conflicts with peers. |  |  |  |
| \*SS9: With modeling and support, demonstrate an awareness of the outcomes of choices. |  |  |  |
| SS10: With modeling and support, demonstrate understanding that rules play an important role in promoting safety and protecting fairness. |  |  | . |
| \*SS11: With modeling and support, recognize that people have wants and must make choices to satisfy those wants because resources and materials are limited. |  |  |  |
| \*SCI 1: Explore objects, materials and events in the environment. |  |  |  |
| \*SCI 2: Make careful observations. |  |  |  |
| \*SCI 3: Pose questions about the physical and natural environment. |  |  |  |
| \*SCI 4: Engage in simple investigations. |  |  |  |
| \*SCI 5: Describe, compare, sort, classify, and order. |  |  |  |
| \*SCI 6: Record observations using words, pictures, charts, graphs, etc. |  |  |  |
| \*SCI 7: Use simple tools to extend investigation. |  |  |  |
| \*SCI 8: Identify patterns and relationships. |  |  |  |
| \*SCI 9: Make predictions. |  |  |  |
| \*SCI10: Make inferences, generalizations and explanations based on evidence. |  |  |  |
| \*SCI 11: Share findings, ideas and explanations (may be correct or incorrect) through a variety of methods (e.g., pictures, words, dramatization). |  |  |  |
| \*SCI 12: With modeling and support, recognize familiar elements of the natural environment and understand that these may change over time (e.g., soil, weather, sun and moon). |  |  |  |
| \*SCI 13: With modeling and support, develop understanding of the relationship between humans and nature; recognizing the difference between helpful and harmful actions toward the natural environment. |  |  |  |
| \*SCI 14: With modeling and support, explore the properties of objects and materials (e.g., solids and liquids). |  |  |  |
| \*SCI 15: With modeling and support, explore the position and motion of objects. |  |  |  |
| \*SCI 16: With modeling and support, explore the properties and characteristics of sound and light. |  |  |  |
| \*SCI 19: With modeling and support, demonstrate knowledge of body parts and bodily processes (e.g., eating, sleeping, breathing, walking) in humans and other animals. |  |  |  |
| \*SCI 20: With modeling and support, demonstrate an understanding that living things change over time (e.g., life cycle). |  |  |  |
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| 2nd 9 Weeks | Date introduced | Date assessed | Notes |
| \*CGK 1: Communicate about past events and anticipate what comes next during familiar routines and experiences |  |  |  |
| \*CGK 1: Communicate about past events and anticipate what comes next during familiar routines and experiences |  |  |  |
| \*CGK 2: With modeling and support remember and use information for a variety of purposes. |  |  |  |
| \*CGK 3: Recreate complex ideas, events/situations with personal adaptations. |  |  |  |
| \*CGK 4: Demonstrate understanding that symbols carry meaning and use symbols to represent thinking (e.g., drawings, construction or movement). |  |  |  |
| CGK 5: Participate cooperatively in complex pretend play, involving assigned roles and an overall plan. |  |  |  |
| \*CGK 6: Demonstrate ability to solve everyday problems based upon past experience. |  |  |  |
| \*CGK 7: Solve problems by planning and carrying out a sequence of actions |  |   |  |
| \*CGK 8: Seek more than one solution to a question, problem or task. |  |  |  |
| \*CGK 9: Explain reasoning for the solution selected |  |  |  |
| M1: Count to 20 by ones with increasing accuracy | . |  |  |
| M2: Identify and name numerals 1-9. |  |  |  |
| M4: Demonstrate one-to-one correspondence when counting objects up to 10. |  |  |  |
| \*M5: Understand that the last number spoken tells the number of objects counted. |  |  |  |
| M6: 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. |  |  |  |
| M8: Sort and classify objects by one or more attributes (e.g., size, shape). |  |  |  |
| M9: Recognize, duplicate and extend simple patterns using attributes such as color, shape or size. |  |  |  |
| \*M11: Describe and compare objects using measureable attributes (e.g., length, size, capacity and weight). |  |  |  |
| \*M13: Measure length and volume (capacity) using non-standard or standard measurement tools. |  |  |  |
| \*M14: Collect data by categories to answer simple questions. |  |  |  |
| M15: Demonstrate understanding of the relative position of objects using terms such as in/on/under, up/down, inside/outside, above/below, beside/between, in front of/behind and next to. |  |  |  |
| M16: Understand and use names of shapes when identifying objects. |  |  |  |
| M18: Compare two-dimensional shapes, in different sizes and orientations, using informal language. |  |  |  |
| M19: Create shapes during play by building, drawing, etc. |  |  |  |
| M20: Combine simple shapes to form larger shapes. |  |  |  |
| \*SS1: Demonstrate an understanding of time in the context of daily experiences. |  |  |  |
| \*SS3: Develop an awareness and appreciation of family cultural stories and traditions. |  |  |  |
| \*SS4: Demonstrate a beginning understanding of maps as actual representations of places. |  |  |  |
| \*SS5: Identify similarities and differences of personal, family and cultural characteristics, and those of others |  |  |  |
| \*SS6: Understand that everyone has rights and responsibilities within a group. |  |  |  |
| \*SS7: Demonstrate cooperative behaviors and fairness in social interactions. |  |  |  |
| \*SS8: With modeling and support, negotiate to solve social conflicts with peers. |  |  |  |
| \*SS9: With modeling and support, demonstrate an awareness of the outcomes of choices. |  |  | . |
| SS10: With modeling and support, demonstrate understanding that rules play an important role in promoting safety and protecting fairness. |  |  |  |
| \*SS11: With modeling and support, recognize that people have wants and must make choices to satisfy those wants because resources and materials are limited. |  |  |  |
| \*SCI 1: Explore objects, materials and events in the environment. |  |  |  |
| \*SCI 2: Make careful observations. |  |  |  |
| \*SCI 3: Pose questions about the physical and natural environment. |  |  |  |
| \*SCI 4: Engage in simple investigations. |  |  |  |
| \*SCI 5: Describe, compare, sort, classify, and order. |  |  |  |
| \*SCI 6: Record observations using words, pictures, charts, graphs, etc. |  |  |  |
| \*SCI 7: Use simple tools to extend investigation. |  |  |  |
| \*SCI 8: Identify patterns and relationships. |  |  |  |
| \*SCI 9: Make predictions. |  |  |  |
| \*SCI 10: Make inferences, generalizations and explanations based on evidence. |  |  |  |
| \*SCI 11: Share findings, ideas and explanations (may be correct or incorrect) through a variety of methods (e.g., pictures, words, dramatization). |  |  |  |
| \*SCI 12: With modeling and support, recognize familiar elements of the natural environment and understand that these may change over time (e.g., soil, weather, sun and moon). |  |  |  |
| \*SCI 13: With modeling and support, develop understanding of the relationship between humans and nature; recognizing the difference between helpful and harmful actions toward the natural environment. |  |  |  |
| \*SCI 14: With modeling and support, explore the properties of objects and materials (e.g., solids and liquids).. |  |  |  |
| \*SCI 15: With modeling and support, explore the position and motion of objects |  |  |  |
| \*SCI 16: With modeling and support, explore the properties and characteristics of sound and light. |  |  |  |
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| 3rd 9 Weeks | Date introduced | Date assessed | Notes |
| \*CGK 1: Communicate about past events and anticipate what comes next during familiar routines and experiences |  |  |  |
| \*CGK 2: With modeling and support remember and use information for a variety of purposes. |  |  |  |
| \*CGK 3: Recreate complex ideas, events/situations with personal adaptations. |  |  |  |
| \*CGK 4: Demonstrate understanding that symbols carry meaning and use symbols to represent thinking (e.g., drawings, construction or movement). |  |  |  |
| CGK 5: Participate cooperatively in complex pretend play, involving assigned roles and an overall plan. |  |  |  |
| \*CGK 6: Demonstrate ability to solve everyday problems based upon past experience. |  |  |  |
| \*CGK 7: Solve problems by planning and carrying out a sequence of actions |  |  |  |
| \*CGK 8: Seek more than one solution to a question, problem or task. |  |   |  |
| \*CGK 9: Explain reasoning for the solution selected |  |  |  |
| M1: Count to 20 by ones with increasing accuracy |  |  |  |
| M2: Identify and name numerals 1-9. | . |  |  |
| \*M3: Identify without counting small quantities of up to 3 items. (Subitize) |  |  |  |
| M4: Demonstrate one-to-one correspondence when counting objects up to 10. |  |  |  |
| \*M5: Understand that the last number spoken tells the number of objects counted. |  |  |  |
| M6: 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. |  |  |  |
| \*M7: Count to solve simple addition and subtraction problems with totals smaller than 8, using concrete objects. |  |  |  |
| M8: Sort and classify objects by one or more attributes (e.g., size, shape). |  |  |  |
| M9: Recognize, duplicate and extend simple patterns using attributes such as color, shape or size. |  |  |  |
| \*M11: Describe and compare objects using measureable attributes (e.g., length, size, capacity and weight). |  |  |  |
| M12: Order objects by measureable attribute (e.g., biggest to smallest, etc.). |  |  |  |
| \*M13: Measure length and volume (capacity) using non-standard or standard measurement tools. |  |  |  |
| \*M14: Collect data by categories to answer simple questions. |  |  |  |
| M15: Demonstrate understanding of the relative position of objects using terms such as in/on/under, up/down, inside/outside, above/below, beside/between, in front of/behind and next to. |  |  |  |
| M16: Understand and use names of shapes when identifying objects. |  |  |  |
| M17: Name three-dimensional objects using informal, descriptive vocabulary (e.g., “cube” for box, “ice cream cone” for cone, “ball” for sphere, etc.). |  |  |  |
| M18: Compare two-dimensional shapes, in different sizes and orientations, using informal language. |  |  |  |
| M19: Create shapes during play by building, drawing, etc. |  |  |  |
| M20: Combine simple shapes to form larger shapes. |  |  |  |
| \*SS1: Demonstrate an understanding of time in the context of daily experiences. |  |  |  |
| \*SS3: Develop an awareness and appreciation of family cultural stories and traditions. |  |  |  |
| \*SS4: Demonstrate a beginning understanding of maps as actual representations of places. |  |  |  |
| \*SS5: Identify similarities and differences of personal, family and cultural characteristics, and those of others |  |  |  |
| \*SS6: Understand that everyone has rights and responsibilities within a group. |  |  | . |
| \*SS7: Demonstrate cooperative behaviors and fairness in social interactions. |  |  |  |
| \*CGK 1: Communicate about past events and anticipate what comes next during familiar routines and experiences |  |  |  |
| \*CGK 2: With modeling and support remember and use information for a variety of purposes. |  |  |  |
| \*CGK 3: Recreate complex ideas, events/situations with personal adaptations. |  |  |  |
| \*CGK 4: Demonstrate understanding that symbols carry meaning and use symbols to represent thinking (e.g., drawings, construction or movement). |  |  |  |
| CGK 5: Participate cooperatively in complex pretend play, involving assigned roles and an overall plan. |  |  |  |
| \*CGK 6: Demonstrate ability to solve everyday problems based upon past experience. |  |  |  |
| \*CGK 7: Solve problems by planning and carrying out a sequence of actions |  |  |  |
| \*CGK 8: Seek more than one solution to a question, problem or task. |  |  |  |
| \*CGK 9: Explain reasoning for the solution selected |  |  |  |
| M1: Count to 20 by ones with increasing accuracy |  |  |  |
| M2: Identify and name numerals 1-9. |  |  |  |
| \*M3: Identify without counting small quantities of up to 3 items. (Subitize) |  |  |  |
| M4: Demonstrate one-to-one correspondence when counting objects up to 10. |  |  |  |
| \*M5: Understand that the last number spoken tells the number of objects counted. |  |  |  |
| M6: 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. |  |  |  |
| \*M7: Count to solve simple addition and subtraction problems with totals smaller than 8, using concrete objects. |  |  |  |
| M8: Sort and classify objects by one or more attributes (e.g., size, shape). |  |  |  |
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4th 9 Weeks

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| 4th 9 Weeks | Date introduced | Date assessed | Notes |
| \*CGK 1: Communicate about past events and anticipate what comes next during familiar routines and experiences. |  |  |  |
| \*CGK 2: With modeling and support remember and use information for a variety of purposes. |  |  |  |
| \*CGK 3: Recreate complex ideas, events/situations with personal adaptations. |  |  |  |
| \*CGK 4: Demonstrate understanding that symbols carry meaning and use symbols to represent thinking (e.g., drawings, construction or movement). |  |  |  |
| CGK 5: Participate cooperatively in complex pretend play, involving assigned roles and an overall plan. |  |  |  |
| \*CGK 6: Demonstrate ability to solve everyday problems based upon past experience. |  |  |  |
| \*CGK 7: Solve problems by planning and carrying out a sequence of actions |  |  |  |
| \*CGK 8: Seek more than one solution to a question, problem or task. |  |   |  |
| \*CGK 9: Explain reasoning for the solution selected |  |  |  |
| M1: Count to 20 by ones with increasing accuracy |  |  |  |
| M2: Identify and name numerals 1-9. | . |  |  |
| \*M3: Identify without counting small quantities of up to 3 items. (Subitize) |  |  |  |
| M4: Demonstrate one-to-one correspondence when counting objects up to 10. |  |  |  |
| \*M5: Understand that the last number spoken tells the number of objects counted. |  |  |  |
| M6: 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. |  |  |  |
| \*M7: Count to solve simple addition and subtraction problems with totals smaller than 8, using concrete objects. |  |  |  |
| M8: Sort and classify objects by one or more attributes (e.g., size, shape). |  |  |  |
| M10: Create patterns. |  |  |  |
| \*M11: Describe and compare objects using measureable attributes (e.g., length, size, capacity and weight). |  |  |  |
| M12: Order objects by measureable attribute (e.g., biggest to smallest, etc.). |  |  |  |
| \*M13: Measure length and volume (capacity) using non-standard or standard measurement tools. |  |  |  |
| \*M14: Collect data by categories to answer simple questions. |  |  |  |
| M16: Understand and use names of shapes when identifying objects. |  |  |  |
| M17: Name three-dimensional objects using informal, descriptive vocabulary (e.g., “cube” for box, “ice cream cone” for cone, “ball” for sphere, etc.). |  |  |  |
| M18: Compare two-dimensional shapes, in different sizes and orientations, using informal language. |  |  |  |
| M19: Create shapes during play by building, drawing, etc. |  |  |  |
| M20: Combine simple shapes to form larger shapes. |  |  |  |
| \*SS1: Demonstrate an understanding of time in the context of daily experiences. |  |  |  |
| \*SS3: Develop an awareness and appreciation of family cultural stories and traditions. |  |  |  |
| \*SS4: Demonstrate a beginning understanding of maps as actual representations of places. |  |  |  |
| \*SS5: Identify similarities and differences of personal, family and cultural characteristics, and those of others |  |  |  |
| \*SS6: Understand that everyone has rights and responsibilities within a group. |  |  |  |
| \*SS7: Demonstrate cooperative behaviors and fairness in social interactions. |  |  | . |
| \*SS8: With modeling and support, negotiate to solve social conflicts with peers. |  |  |  |
| \*SS9: With modeling and support, demonstrate an awareness of the outcomes of choices. |  |  |  |
| SS10: With modeling and support, demonstrate understanding that rules play an important role in promoting safety and protecting fairness. |  |  |  |
| \*SS11: With modeling and support, recognize that people have wants and must make choices to satisfy those wants because resources and materials are limited. |  |  |  |
| \*SCI 1: Explore objects, materials and events in the environment. |  |  |  |
| \*SCI 2: Make careful observations. |  |  |  |
| \*SCI 3: Pose questions about the physical and natural environment. |  |  |  |
| \*SCI 4: Engage in simple investigations. |  |  |  |
| \*SCI 5: Describe, compare, sort, classify, and order. |  |  |  |
| \*SCI 6: Record observations using words, pictures, charts, graphs, etc. |  |  |  |
| \*SCI 7: Use simple tools to extend investigation. |  |  |  |
| \*SCI 8: Identify patterns and relationships. |  |  |  |
| \*SCI 9: Make predictions. |  |  |  |
| \*SCI 10: Make inferences, generalizations and explanations based on evidence. |  |  |  |
| \*SCI 11: Share findings, ideas and explanations (may be correct or incorrect) through a variety of methods (e.g., pictures, words, dramatization). |  |  |  |
| \*SCI 12: With modeling and support, recognize familiar elements of the natural environment and understand that these may change over time (e.g., soil, weather, sun and moon). |  |  |  |
| \*SCI 13: With modeling and support, develop understanding of the relationship between humans and nature; recognizing the difference between helpful and harmful actions toward the natural environment. |  |  |  |
| \*SCI 14: With modeling and support, explore the properties of objects and materials (e.g., solids and liquids). |  |  |  |
| \*SCI 15: With modeling and support, explore the position and motion of objects. |  |  |  |
| \*SCI 16: With modeling and support, explore the properties and characteristics of sound and light. |  |  |  |
| \*SCI 18: With modeling and support, identify and explore the relationship between living things and their environments (e.g., habitats, food, eating habits, etc.). |  |  |  |
| \*SCI 20: With modeling and support, demonstrate an understanding that living things change over time (e.g., life cycle). |  |  |  |
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