

BENCHMARK SUMMARY TABLE

Key: *Italicized* items are additions Underlined items are revisions

Learning Strand	Benchmark
Social/Emotional Development	<p>Act Independently</p> <p>1.1 Demonstrates ability to make choices</p> <p>1.2 Demonstrates independence in personal care</p> <p>1.3 Demonstrates ability to play independently</p> <p>Experience Success</p> <p>1.4 Shows curiosity and desire to learn</p> <p>1.5 Enjoys experimenting and problem-solving with ideas as well as with concrete materials</p> <p>1.6 Demonstrates confidence in growing abilities</p> <p>1.7 Demonstrates willingness to try new things</p> <p>1.8 Uses planning in approaching a task or activity</p> <p>1.9 <u>Shows persistence in approaching tasks</u></p> <p>Interact Socially</p> <p>1.10 <u>Trust adults for help and comfort</u></p> <p>1.11 Shows ability to separate from parents</p> <p>1.12 Demonstrates interest and participates in classroom activities</p> <p>1.13 Participates in routine activities easily</p> <p>1.14 <u>Socializes with adults and children</u></p> <p>1.15 Understands and respects differences</p> <p>1.16 Helps others in need</p> <p>1.17 Stands up for rights</p> <p>1.18 <u>Respects the rights of others</u></p> <p>1.19 <u>Works cooperatively with others</u></p> <p>1.20 Uses compromise and discussion to resolve conflicts</p> <p>1.21 Becomes involved in solving social problems (conflicts)</p> <p>1.22 <i>Shares, takes turns</i></p> <p>1.23 <i>Follows rules</i></p> <p>1.24 <i>Expresses care and concern for others</i></p> <p>Emotional Literacy</p> <p>1.25 <i>Identifies one's own feelings</i></p> <p>1.26 <i>Expresses thoughts and feelings in words</i></p> <p>1.27 <i>Identifies and understands others' emotions and intentions</i></p> <p>Emotional Regulation</p> <p>1.28 <i>Seeks support from others when needs assistance</i></p> <p>1.29 <i>Expresses strong emotions constructively</i></p> <p>1.30 <i>Pays attention</i></p> <p>1.31 <i>Accepts consequences</i></p> <p>1.32 <i>Practices new skill</i></p> <p>1.33 <i>Delays gratification</i></p>

Learning Strand	Benchmark
Creative/Aesthetic Learning	<p>Expression Through Art Forms and Activities</p> <ul style="list-style-type: none"> 2.1 Shows creativity and imagination in play with materials and props 2.2 Participates in dramatic play themes that become more involved and complex 2.3 Assumes various roles in dramatic play situations 2.4 Participates freely in music activities 2.5 Enjoys singing games, dramatizing songs and moving to music 2.6 Expresses through movement what is felt and heard in various musical tempos and styles 2.7 Experiments with a variety of musical instruments and sound sources 2.8 Identifies the source of a variety of sounds 2.9 Moves in time to the beat 2.10 Explores and manipulates art media 2.11 Creates drawings and paintings that gradually become more detailed and realistic 2.12 Preplans art project and then works with care 2.13 Recognizes and responds to beauty in the environment
Cognitive/Intellectual Learning	<p>Language Arts</p> <ul style="list-style-type: none"> 3.1 Shows enjoyment of books and stories and discussion of them 3.2 <u>Uses picture cues to tell a story</u> 3.3 Demonstrates knowledge of how to use a book 3.4 Demonstrates visual discrimination and visual memory skills 3.5 Understands that print conveys a message 3.6 Demonstrates an interest in using writing for a purpose 3.7 Identifies letters and signs in the environment 3.8 Uses known letters or approximation of letters to represent written language 3.9 Identifies some letters and makes some letter-sound matches <p>Mathematics and Science</p> <ul style="list-style-type: none"> 3.10 Classifies objects by physical features such as shape or color 3.11 Classifies objects conceptually (things that go together) 3.12 Recognizes patterns and can repeat them (patterning) 3.13 Demonstrates one-to-one correspondence 3.14 Demonstrates the ability to order and sequence 3.15 Demonstrates an understanding of number (how many) and numeral (3 is a numeral) relationship (numeration) 3.16 Demonstrates an understanding of addition and subtraction, using manipulatives 3.17 Shows understanding of different relationships of objects in space (spatial relations) 3.18 Shows an awareness of time concepts 3.19 Shows interest in exploring the environment 3.20 Uses senses to learn about the characteristics of the environment and to collect data (scientific process: observing) 3.21 Uses words to describe the characteristics of objects (scientific process: communicating) 3.22 Makes comparisons (scientific process: comparing) 3.23 Shows awareness of cause-effect relationships 3.24 Finds more than one solution to a problem 3.25 Applies information or experience to a new context (scientific process: applying) 3.26 <i>Discusses natural events in the environment</i> 3.27 <i>Uses numbers in daily activities</i> 3.28 <i>Describes the characteristics of both two-dimensional shapes and geometric solids</i> 3.29 <i>Manipulates and combines two-dimensional shapes</i> 3.30 <i>Participates in exploratory measurement activities</i>

Learning Strand	Benchmark
Cognitive/Intellectual Learning, con't...	<p>Social Studies</p> <p>3.31 Identifies self as a boy or girl</p> <p>3.32 Identifies self as a member of a specific family and cultural group</p> <p>3.33 Shows pride in heritage and background</p> <p>3.34 <u>Shows awareness of the roles people play in society</u></p> <p>3.35 Functions as a member of the classroom community</p> <p>3.36 Shows awareness of safe behavior</p> <p>3.37 Cares for the environment</p> <p>Technology and Tools</p> <p>3.41 <i>Independently applies technology and tools to address a variety of tasks and problems</i></p> <p>3.42 <i>Shows awareness of technology and tools and their impact on how people live</i></p> <p>3.43 <i>Identifies purpose of common technologies and tools</i></p> <p>3.44 <i>Demonstrates the safe and cooperative use of technology and tools</i></p> <p>3.45 <i>Communicates about technology and tools using developmentally appropriate and accurate terminology</i></p>
Physical Development	<p>Health and Nutrition</p> <p>4.1 Identifies body parts and understands their functions</p> <p>4.2 Demonstrates health and personal care habits</p> <p>4.3 Tries new foods before deciding whether he/she likes them</p> <p>4.4 Recognizes different types of food</p> <p>4.5 Shows awareness that some foods are better for your body than others</p> <p>Fine Motor</p> <p>4.6 Coordinates eye and hand movements to complete tasks</p> <p>4.7 Uses small muscles for self-help skills</p> <p>4.8 Uses writing and drawing tools with control and intention</p> <p>Gross Motor</p> <p>4.9 Participates in gross motor activities</p> <p>4.10 Throws, kicks, bounces, and catches</p> <p>4.11 Runs, jumps, hops, and skips</p> <p>4.12 Shows balance and coordination</p> <p>4.13 Climbs up and down equipment</p>
Language	<p>Language</p> <p>5.1 Demonstrates phonological awareness (hearing and recognizing the sounds of language)</p> <p>5.2 Uses effective oral communication skills: speaking in complete sentences, speaking with appropriate grammar</p> <p>5.3 Expands vocabulary</p> <p>5.4 Recognizes and identifies by name most common objects and pictures</p> <p>5.5 Participates in songs, fingerplays, rhyming activities, and games</p> <p>5.6 <u>Uses words to communicate ideas</u></p> <p>5.7 Engages in two-way conversation with children and adults</p> <p>5.8 Participates in group discussion</p> <p>5.9 Uses language to problem solve</p> <p>5.10 Follows directions in sequence</p> <p>5.11 <i>Tells a story</i></p>