

Early Learning Standard	Level	Area	Strand	AEPS Item
Social Emotional Standard				
STRAND 1: KNOWLEDGE OF SELF				
Concept 1: Self-Awareness The child demonstrates an awareness of his or her self.				
Children develop a sense of personal identity as they begin to recognize the characteristics that make them unique as individuals and to build self-esteem.				
a. Demonstrates self-confidence	3-6	Social	D	1
b. Makes personal preferences known to others.	3-6	Social	D	1
c. Demonstrates knowledge of self-identity.	3-6	Social	D	3
d. Shows an awareness of similarities and differences between self and others.	3-6	Cognitive	B	1, 1.1
Concept 2: Recognition and Expression of Feelings The child recognizes and expresses feelings of self and others.				
Children develop the ability to effectively and appropriately express themselves and learn that their attitudes and feelings are an important aspect of emotional well-being. Children develop an awareness of the feelings of others through daily interactions with friends and family.				
a. Associates emotions with words and facial expressions.	3-6	Social Communication	A	1.3
		Social	D	2.1, 2.2
b. Identifies and describes own feelings.	3-6	Social Communication	A	1.3
		Social	D	2.2
c. Demonstrates refusal skills by saying “No” to/in harmful situations.	3-6	Cognitive	E	2
d. Identifies and describes feelings of others.	3-6	Social Communication	A	1.3
		Social	D	2.1
e. Expresses empathy for others	3-6	Social	A	1.1
STRAND 2: SOCIAL INTERACTIONS WITH OTHERS				

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Concept 1: Separation The child demonstrates the ability to separate from familiar adults.				
Positive social relationships between adults and children develop in an environment where children feel safe and secure.				
a. Interacts with others when family member is nearby.	3-6	Social	A	1
b. Separates from family members without undue stress.	3-6	Social	D	1.1
c. Seeks comfort and security from familiar adults.	3-6	Social	C	1
Concept 2: Cooperation The child demonstrates the ability to give and take during social interactions.				
Children's cooperation with peers and adults implies an understanding of mutual rights and the ability to balance their needs with those of others.				
a. Responds when adults or other children initiate interactions.	3-6	Social	A	1.5
b. Initiates and sustains positive interactions with adults and friends.	3-6	Social	A	1, 2
c. Demonstrates positive ways to resolve conflict.	3-6	Social	A	3
STRAND 3: RESPONSIBILITY FOR SELF AND OTHERS				
Concept 1: Self-Control The child follows and understands rules and routines in various environments.				
Young children develop self-control as they acquire the ability to regulate impulses and follow rules and routines. This enables children to function successfully and independently in both personal and social contexts.				
a. Manages transitions, daily routines and unexpected events.	3-6	Social	B	1
b. Understands and follows rules in the learning environment.	3-6	Social	C	2.2
c. Accepts the consequences of actions positive or negative.	3-6	Social	D	2
d. Adjusts behavior for alternate activities and in different settings of the learning environment.	3-6	Social	C	2, 2.2
Concept 2: Respect The child acknowledges the rights and property of self and others.				

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When children interact with others, they become aware of the limits and boundaries of acceptable behavior and begin to learn about the possible consequences of their actions. They learn to manage their behavior and develop appropriate social interactions with other children. Additionally, children thrive in environments when they have a sense of ownership				
a. Asks permission before using items that belong to others.	3-6	Social	C	2.1
b. Defends own rights and the rights of others.	3-6	Social	A	3.3
c. Uses courteous words and actions.	3-6	Social	A	1
d. Participates in cleaning up the learning environment.	3-6	Social	C	2.2
e. Shows respect for learning materials and toys.	3-6	Social	C	2.2
STRAND 4: APPROACHES TO LEARNING				
Concept 1: Curiosity The child is inquisitive about new experiences.				
Children are active learners, naturally curious, and eager to learn. Curiosity relates to children’s tendencies to explore all aspects of the environment, from objects and people, to ideas and customs. It is through finding the answers to their own questions that children construct knowledge.				
a. Selects an activity when choices are provided.	3-6	Social	D	1.2
b. Shows interest in learning new things and trying new experiences.	3-6	Social Communication	B	3
		Social	D	1
c. Expresses interest in people.	3-6	Social	A	1, 2
d. Asks questions to get information.	3-6	Social Communication	B	3
Concept 2: Initiative The child demonstrates independence.				
Initiative refers to a child’s ability to exhibit a spirit of independence and sense of control over his or her choices. It also reflects the child’s ability to initiate social relationships, and demonstrates a growing sense of self-sufficiency and confidence				

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while interacting with others.				
a. Initiates interaction with others.	3-6	Social	A	1.4, 2
b. Makes decisions independently.	3-6	Social	D	1
c. Develops independence during activities, routines and play.	3-6	Social	A	2
			B	1
			C	2.2
Concept 3: Persistence The child demonstrates the ability to maintain and sustain a challenging task.				
Starting at a very young age, children develop an understanding of how to maintain and sustain a task. Children’s capacities to engage in what they are doing and to meet challenges appropriate to their level of development, demonstrate persistence. The ability to persist in a task is an important element in learning.				
a. Continuously attends to a task.	3-6	Social	B	1
b. Pursues challenges.	3-6	Social	B	1
c. Copes with frustration or disappointment.	3-6	Social	D	2.2
Concept 4: Creativity The child demonstrates the ability to express his/her own unique way of seeing the world.				
Creativity can be expressed in many ways. We commonly think of this word in association with the expressive arts. However, creativity involves being able to cope with new situations and problems as well as to see things from a different perspective. A creative child extends and elaborates on ideas and has a sense of humor.				
a. Uses imagination to generate new ideas.	3-6	Cognitive	F	1
b. Appreciates humor.	3-6	Social	D	2.1, 2.2
Concept 5: Problem-solving The child demonstrates the ability to seek solutions to problems.				
Problem solving involves the child’s ability to look for or find solutions for everyday problems. This ability is crucial for constructing knowledge as the child builds on his				

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or her prior experiences and integrates new information.				
a. Recognizes problems.	3-6	Cognitive	E	1.1, 1.2
b. Tries to solve problems.	3-6	Cognitive	E	1, 1.1
c. Seeks adult assistance when support is required.	3-6	Cognitive	E	1.2
		Social	C	2.1
d. Works to solve a problem independently.	3-6	Cognitive	E	1
Concept 6: Confidence The child demonstrates self-assurance in a variety of circumstances.				
Confident children feel positive about themselves and their ability to do things or to adapt to changing situations. A confident child is willing to take a reasonable risk, to express or defend ideas, to try new experiences, or to engage in challenging tasks				
a. Expresses opinions or ideas.	3-6	Cognitive	E	2
		Social	D	1
b. Views self as competent and skilled.	3-6	Social	D	1
c. Is willing to take risks and consider a variety of alternatives.	3-6	Social	B	1
Language & Literacy Standard				
STRAND 1: ORAL LANGUAGE DEVELOPMENT				
Concept 1: Listening and Understanding The child listens with understanding to directions, stories, and conversations.				
During the preschool years, children learn language more quickly than at any other time in their lives. Associating language with pleasant and stimulating experiences nurtures this development. Young children's sense of words and sentences, sensitivity to tone , and understanding of ideas communicated, influences their abilities to listen and to comprehend. Listening involves paying attention to adults and peers as they share their ideas, feelings, and needs. Listening is a blend of building relationships and processing information.				
a. Comprehends finger-plays, rhymes, chants, poems, conversations, and stories.	3-6	Social	B	1, 2, 3
b. Follows directions that involve • One step	3-6	Cognitive	C	1, 1.1

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<ul style="list-style-type: none"> • Two steps • A series of unrelated sequences of action. 				
<p>Concept 2: Speaking and Communicating The child uses verbal and nonverbal communication to share ideas for a variety of purposes (e.g. ask questions, express needs, and obtain information).</p>				
Children develop language by engaging in conversations with others and listening and responding to rhymes, chants, songs, stories, and poems. Children who are encouraged to share their personal experiences, ideas, feelings, and opinions develop confidence using increasingly complex language.				
a. Communicates needs, wants, and thoughts, through non-verbal gestures, actions, or expressions.	3-6	Social-Communication	A	1
b. Recites finger plays, rhymes, songs, or short poems.	3-6	Cognitive	C	3
c. Makes relevant responses to questions and comments from others.	3-6	Social Communication	A	2.4
d. Is understood when sharing experiences, ideas, and feelings with others through the use of language and gestures.	3-6	Social Communication	A	1.1, 1.2, 1.3, 1.4, 1.7
e. Initiates conversations.	3-6	Social Communication	A	2.5
f. Uses appropriate tone and inflection to express ideas, feelings, and needs.	3-6	Social Communication	A	3.1
g. Sustains or expands conversations.	3-6	Social Communication	A	2
h. Recognizes when the listener does not understand and uses techniques to clarify the message.	3-6	Social Communication	A	2.4
STRAND 2: PRE-READING PROCESS				
<p>Concept 1: Print Awareness The child knows that print carries messages.</p>				
Through daily experiences with printed materials, young children delight in beginning to understand the connection between spoken and written words. They learn to follow the print as it is read aloud and start to discover that reading and writing are ways to communicate information and to provide pleasure. Children develop understanding that different forms of print, such as signs, letters, telephone books, storybooks, and magazines, have different functions.				
a. Distinguishes between print and pictures.	3-6	Cognitive	B	1.3

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b. Identifies signs, symbols, and labels in the environment.	3-6	Cognitive	B	1
c. Recognizes that letters are grouped to form words.	3-6	Cognitive	H	1.2
d. Knows that each spoken word can be written and read.	3-6	Cognitive	H	2
e. Recognizes own written name.	3-6	Cognitive	H	3
f. Recognizes written names of friends and families.	3-6	Cognitive	H	3
g. Seeks information in printed materials.	3-6	Cognitive	H	1, 2
Concept 2: Book Handling Skills The child demonstrates how to handle books appropriately and with care.				
It is important to provide young children with many opportunities to interact with, and care for, books in all environments. Young children need to have access to a variety of fiction and nonfiction books throughout the day, including those that reflect diverse cultures. Through these experiences, children learn to hold books right side up and to turn the pages one at a time in order to view the illustrations and to gain a sense of the story or content.				
a. Holds a book right side up with the front cover facing the reader, carefully turning the pages one page at a time.	3-6	Social	B	2.1, 3.1
b. Identifies where in the book to begin reading.	3-6	Cognitive	E	1.2
c. Understands a book has a title.	3-6	Cognitive	B	1.3
Concept 3: Sounds and Rhythms of Spoken Language (Phonological Awareness) The child hears and understands the different sounds of spoken language.				
Young children learn to discriminate between the similarities and differences in environmental sounds such as the difference between a dog's bark and a cat's meow or the difference between the ringing of a telephone and the ringing of a doorbell. Such awareness is the foundation of young children's abilities to hear and discriminate different sounds in words (phonological awareness). Research indicates how quickly and how easily children learn to read often depends on how much phonological awareness they have. Children's abilities to play with or				

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manipulate the smallest units of speech (phonemes) are demonstrated in a variety of ways, including using rhymes, alliteration , and experimenting with beginning and ending sounds. Phonological awareness and phonemic awareness are the foundations that enable some preschool children to match letters and sounds (phonics). A preschooler's phonetic skills will further develop at the kindergarten level.				
a. Recognizes words that rhyme in familiar games, songs, and stories.	3-6	Cognitive	H	1.1
b. Invents rhymes and repetitive phrases.	3-6	Cognitive	H	1.1
c. Identifies syllables in words by snapping, clapping, or other rhythmic movement.	3-6	Cognitive	H	1.3
d. Recognizes when different words begin or end with the same sound (phonemic awareness).	3-6	Cognitive	H	1.4
Concept 4: Letter Knowledge The child demonstrates knowledge of the alphabet.				
Young children begin to recognize some printed alphabet letters, especially those letters found in their own names. To support young learners' knowledge of letters, adults need to provide children with easy and repeated interactions with written letters and words that are presented in fun and interesting ways.				
a. Discriminates letters from other shapes and symbols.	3-6	Cognitive	H	3.1
b. Identifies similarities and differences in letters.	3-6	Cognitive	B	1.3
			H	3.1
c. Identifies letters in familiar words, including those in own name.	3-6	Cognitive	H	3.1
d. Recognizes and names at least ten (10) letters of the alphabet.	3-6	Cognitive	H	3, 3.1
e. Makes some letter-sound matches (phonics).	3-6	Cognitive	H	2.3
Concept 5: Vocabulary Development The child understands and uses increasingly complex vocabulary.				
The early childhood years are a period of vocabulary exploration. Research indicates that there is a strong connection between vocabulary development and academic success. Children gain language and vocabulary skills by having multiple and frequent opportunities to listen, talk, read, share ideas, relate experiences, and				

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engage in interesting conversations. They need to play with familiar language and experiment with language in different settings. Rhymes, songs, and read-alouds that use uncommon words allow children to talk about and develop an understanding of words they would not otherwise hear in everyday conversations.				
a. Identifies familiar objects, people, and events.	3-6	Cognitive	B	1
		Social Communication	B	All
b. Describes familiar objects, people, events, and their attributes with general and specific words and phrases.	3-6	Social Communication	A	1.2, 1.4, 1.7
c. Uses new and expanding vocabulary and grammar, including: <ul style="list-style-type: none"> • positional and directional words (e.g. in, on, out, under, off, beside, behind). • temporal words (e.g. before-after) • comparative words (e.g. faster-slower, heavier-lighter). 	3-6	Cognitive	A	2.1, 3.2
d. Uses multiple word sentences with grammatical complexity to describe ideas, feelings, activities, and experiences.	3-6	Social Communication	A	1.2, 1.4, 1.7
e. Uses rare words (uncommon words) in communication.	3-6	Social Communication	B	All
Concept 6: Comprehending Stories The child shows an interest in books and comprehends stories read aloud.				
Children gain understanding about language and reading through their interactions with verbal language, print, and daily routines. In addition, children learn about reading concepts by experiencing a learning environment rich in signs, symbols, words, numbers, and art that reflect diverse cultures. When children are read to regularly and encouraged to interact with printed materials on their own, they develop motivation and skills to read and write by themselves.				
a. Takes an active role in reading activities.	3-6	Social	B	1, 2, 3
b. Asks and answers a variety of questions about stories told or read aloud.	3-6	Social Communication	A	2.3, 2.4
c. Relates stories to life experiences and feelings.	3-6	Social Communication	A	2.6
d. Makes predictions from what is seen in illustrations or heard from stories.	3-6	Cognitive	E	2.2
e. Makes connections between events in a story.	3-6	Cognitive	E	2.2, 2.3

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f. Retells a story in sequence with prompting or props.	3-6	Cognitive	C	3
STRAND 3: PRE-WRITING PROCESS				
Concept 1: Written Expression				
The child uses writing materials to communicate ideas.				
Children begin to recognize the relationship between spoken and written messages by engaging in writing, drawing, and related activities that have meaning and purpose for them. Children receive powerful messages about literacy's pleasures and rewards by observing others reading and writing. Children develop as writers when they are encouraged to write in an environment that has readily accessible writing materials.				
a. Uses a variety of writing tools, materials, and surfaces to create drawings or symbols.	3-6	Fine Motor	B	2, 2.1, 3, 3.1
b. Dictates thoughts, ideas, and stories to adults.	3-6	Social Communication	A	1.2
c. Produces scribbles and letter-like forms to represent words, convey ideas, or tell a story.	3-6	Fine Motor	B	2, 2.1
d. Organizes writing from left to right, indicating an awareness that letters cluster as words and words cluster into phrases or sentences by use of spacing or marks.	3-6	Fine Motor	B	3
e. Uses inventive writing to form words to convey ideas or to tell a story.	3-6	Fine Motor	B	2, 3.1
Mathematics Standard				
STRAND 1: NUMBER SENSE AND OPERATIONS				
Concept 1: Number Sense				
The child uses numbers and counting as a means to determine quantity and solve problems.				
Learning the meaning of a number begins with hands-on experiences using a variety of objects found in the home, the classroom, and nature. To build an understanding of numbers and to discover number relationships, children need daily experiences involving comparison and counting in ways that are personally meaningful, challenging, and fun.				
a. Uses number words in the context of daily routines, activities, and play.	3-6	Cognitive	G	2.2
b. Uses and creates symbols to represent numbers.	3-6	Cognitive	G	2

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c. Counts groups of objects using one-to-one correspondence.	3-6	Cognitive	G	1, 1.1, 1.2
d. Compares two sets of objects using terms such as more, fewer, or the same.	3-6	Cognitive	A	2.2
e. Counts a collection of up to 10 items using the last counting word to tell, "How many?"	3-6	Cognitive	G	1.1, 1.2
f. Identifies numerals 1-10.	3-6	Cognitive	G	2.1
g. Matches numerals to the quantities they represent.	3-6	Cognitive	G	2
Concept 2. Numerical Operations The child uses numbers and counting as a means to compare quantity and understand number relationships.				
Learning the meaning of a number begins with hands-on experiences using a variety of objects found in the home, the classroom, and nature. To build an understanding of numbers and to discover number relationships, children need daily experiences involving comparison and counting in ways that are personally meaningful, challenging, and fun.				
a. Describes changes in two or more sets of objects when they are combined.	3-6	Cognitive	G	2.2
b. Describes changes in a set of objects when they are separated into parts.	3-6	Cognitive	A	2.2
STRAND 2: DATA ANALYSIS*				
Concept 1: Data Collection and Organization The child collects, organizes, and displays relevant data.				
Children are natural observers and questioners. To build upon this strength, adults should facilitate children's opportunities to ask questions, collect and display information, and talk about what is meaningful to them.				
a. Gathers data about self or the environment.	3-6	Social	B	1
b. Organizes and displays information by shared attribute or relationship.	3-6	Cognitive	B	1
Concept 2: Data Analysis* The child uses data to see relationships and make sense of the environment.				
Young children learn to use reasoning skills as they gather, collect, display and analyze data and information. Providing children with opportunities to collect and				

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then analyze or interpret information in their natural settings connects mathematics with children’s everyday experiences. As children experiment with data collection and observation, they gain insight and understanding of how to ask questions and use the information they have available to discover answers for themselves. With adult support, young children increase their use of comparative vocabulary and learn how to describe similarities and differences discovered or evidenced in the data collected.				
a. Uses descriptive language to compare data in picture graphs or other concrete representations .	3-6	Cognitive	A	2.2
			E	2
STRAND 3: PATTERNS				
Concept 1. Patterns The child recognizes, copies, and creates patterns				
Recognition and investigation of patterns are important components of a child’s development. Learning to use patterns to solve problems develops naturally through play. A child’s ability to work with patterns is the precursor to mathematical thinking, especially algebraic processes. Children need frequent opportunities to engage in pattern related activities such as sorting and matching objects using puzzles and playing with repetitive sounds and movement.				
a. Copies simple patterns.	3-6	Cognitive	C	2
b. Extends simple patterns	3-6	Cognitive	C	3.1
c. Creates simple patterns.	3-6	Cognitive	C	2
STRAND 4: GEOMETRY AND MEASUREMENT				
Concept 1. Spatial Relationships and Geometry The child demonstrates an understanding of spatial relationships and recognizes attributes of common shapes.				
Geometry for young children involves observing, playing with, and purposefully investigating shapes that are found in their environment. Children spontaneously make spatial comparisons. This familiarity is a foundation for more complex learning experiences involving shape, position, and orientation in space.				
a. Demonstrates understanding of positional terms (e.g., between, inside, under, behind).	3-6	Cognitive	A	3.1
b. Identifies or names basic shapes (e.g. circles, cylinders, squares, cubes, triangles) found in the environment.	3-6	Cognitive	A	1.2

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c. Represents shapes found in the environment.	3-6	Cognitive	A	1.2
			F	1.3
d. Compares and describes attributes of two- and three dimensional objects using own vocabulary.	3-6	Cognitive	A	1.2, 2.1
e. Describes the position or location of objects in relation to self or to other objects.	3-6	Cognitive	A	3.1
Concept 2: Measurement				
The child uses measurement to make and describe comparisons in the environment.				
Starting at a very young age, children compare who is taller and who has more. Immersing children in measurement activities provides them with opportunities to explore, compare, and discuss the use of measurement in their environment.				
a. Compares objects using nonstandard units of measurement (e.g. hands, bodies, containers).	3-6	Cognitive	A	2.2
			B	1
b. Compares objects and uses terms such as longer-shorter, hotter-colder, and faster-slower	3-6	Cognitive	A	2.1
c. Uses various standard measuring tools for simple measuring tasks.	3-6	Cognitive	B	1.2
d. Uses appropriate vocabulary to describe time and sequence related to daily routines.	3-6	Cognitive	A	3.2
STRAND 5: STRUCTURE AND LOGIC				
Concept 1: Logic and Reasoning				
The child recognizes and describes relationships among/between objects relative to their observable attributes.				
Recognizing relationships between objects allows young children to make generalizations and predictions beyond information directly available to them. The ability to think logically and to reason (problem-solve) extends far beyond mathematical boundaries.				
a. Matches and sorts objects by one attribute (e.g., size, color, shape, use).	3-6	Cognitive	B	1.3
b. Matches and sorts objects by two or more attributes (e.g., by size and by color).	3-6	Cognitive	B	1.3
c. Describes relationships between groups of objects.	3-6	Cognitive	B	1
Science Standard				
STRAND 1: INQUIRY				

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Concept 1: Observations, Questions, and Hypotheses The child asks questions and makes predictions based on observations of events in the environment.				
Children use their senses to observe by looking, feeling, tasting, smelling and listening. Curiosity about the natural world leads children to ask questions. They ask Why? Where? What if? How? Children explore answers to their questions and form conclusions.				
a. Demonstrates curiosity about objects, living things, and other natural events in the environment.	3-6	Social Communication	B	3
b. Uses one or more senses to observe and explore objects, living things, and natural events in the environment.	3-6	Social	B	1
c. Examines attributes of objects, living things, and natural events in the environment.	3-6	Cognitive	B	1
d. Describes changes in objects, living things, and the natural events in the environment.	3-6	Cognitive	A	1, 2, 3
e. Observes and describes the relationships between objects, living things and natural events.	3-6	Cognitive	B	1
f. Responds to questions about relationships of objects, living things, and events in the natural environment.	3-6	Social Communication	A	2.4
g. Asks questions about relationships of objects, living things, and natural events in the environment.	3-6	Social Communication	B	3
h. Predicts the outcome of investigation based on observation.	3-6	Cognitive	E	2.2
Concept 2: Investigation (Scientific Testing) The child tests predictions through exploration and experimentation.				
Children use their senses and a variety of tools and materials to gather information while investigating. Active experimentation requires questioning, experimenting, refining, and persistence. Information gathered in the process extends a child's knowledge of the world.				
a. Uses a variety of appropriate tools and materials to complete a planned task or investigation.	3-6	Cognitive	E	1.2
b. Test predictions through active experimentations.	3-6	Cognitive	E	1.1
c. Changes experiment plan if results are different than expected and continues testing.	3-6	Cognitive	E	1
d. Persists with an investigation despite distractions and interruptions.	3-6	Social	B	1

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Concept 3: Analysis and Conclusions The child forms conclusions about his/her observations and experimentations.				
Children form conclusions about their observations and experimentations through collecting and thinking about the information gathered.				
a. Compares and contrasts the attributes of objects and living things.	3-6	Cognitive	A	2.1
b. Uses a variety of materials to record and organize data.	3-6	Cognitive	E	1.2
c. Identifies cause and effect relationships.	3-6	Cognitive	E	2.3
d. Forms logical conclusions about investigations.	3-6	Cognitive	E	2
Concept 4: Communication The child describes, discusses or presents predictions, explanations and generalizations.				
Based on past experiences, children use language or alternate communication system to show recognition of scientific principles.				
a. Shares known facts about objects, living things, and other natural events in the environment, through words or pictures.	3-6	Social Communication	A	1.7
b. Describes attributes of objects, living things and natural events. (e.g. weight, texture, flavor, scent, flexibility, and sound).	3-6	Cognitive	A	2.1
c. Displays and interprets data.	3-6	Cognitive	B	1
d. Presents scientific ideas in a variety of ways.	3-6	Social	B	1, 2, 3
Social Studies Standard				
STRAND 1: AMERICAN HISTORY				
Concept 1: Research Skills The child demonstrates an understanding that information can be obtained from a variety of sources to answer questions about one's life.				
Children are curious about their world. They thrive on learning experiences that are meaningful and that connect to what they have previously learned. Technology, such as television and computers, has become the way for many children to gather information about their community and world. Children need to be provided with				

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many opportunities and resources to obtain information about questions they have and what they want to know.				
a. Child seeks information from a variety of sources (i.e. people, books, videos, globes, maps, calendars, etc.).	3-6	Cognitive	E	1.2
b. Child relates past events with current events or activities.	3-6	Cognitive	D	1, 1.1, 1.2
c. Child uses time related words such as yesterday/today/tomorrow.	3-6	Cognitive	A	3.2
d. Child demonstrates awareness of technology and how it is used to get information.	3-6	Cognitive	E	1.2
STRAND 2: WORLD HISTORY				
Concept 1: Diversity (Contemporary World) The child recognizes that he lives in a place with many people, and that there are people and events in other parts of the world.				
Children become aware of and begin to recognize the similarities and differences between people through their experiences of cultural and traditional events. Children gain awareness of people and their backgrounds through participation in their community and learning environment experiences. Conversation with friends and exposure to the cultures of others helps children begin to understand that events occur outside their own families and their own environment.				
a. Child recognizes that places where people live are made up of individuals from different cultures and who speak different languages.	3-6	Cognitive	B	1
b. Child discusses and asks questions about similarities and differences in other people.	3-6	Social Communication	A	1.4, 1.6
c. Child discusses events happening in her/his neighborhood or other parts of the world.	3-6	Social Communication	A	1.4
d. Child describes some characteristics (e.g. clothing, food, jobs) of the people in his/her community.	3-6	Cognitive	A	2.1
STRAND 3: CIVICS/GOVERNMENT				
Concept 1: Rights, Responsibilities and Roles of Citizenship The child demonstrates a sense of belonging to the community and contributes to its care.				
Children recognize the importance of self and associate themselves as part of their home and learning environments. Children are given opportunities to experience democratic ideas and to make their own decisions in order to demonstrate their roles as individuals. As children learn to demonstrate respect for ideas and rules, they				

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gain the skills necessary for being good citizens within the larger community.				
a. Child demonstrates responsible behaviors.	3-6	Social	C	2, 2.1, 2.2
b. Child shows an understanding of how to care for the environment.	3-6	Social	C	2
c. Child recognizes the importance of his/her role as part of a group.	3-6	Social	A	1
d. Child demonstrates choice by voting.	3-6	Social	D	1.2
STRAND 4: GEOGRAPHY				
Concept 1: The World in Spatial Terms				
The child demonstrates an awareness of location and spatial relationships.				
As young children explore their community and visit a variety of places, they begin to develop a sense of direction and location. While going for rides on the bus or in a car, or while walking in their neighborhoods, children become aware of signs, symbols and other landmarks.				
a. Child uses words to describe directionality and/or location.	3-6	Cognitive	A	3.1
b. Child names the city/state in which he/she lives.	3-6	Social	D	3
c. Child describes some physical features (e.g. bodies of water, mountains, weather) of the environment in which he/she lives.	3-6	Cognitive	A	2.1
Concept 2: Family Identity (Human Systems)				
The child recognizes self as a member of a family.				
As young children begin to experience their own families' cultural traditions, customs and celebrations, they begin to develop an awareness of their unique family heritage and composition. They make observations about the make up of their families and begin to notice how their family is similar to or different from that of others. Through these experiences, children begin to clearly view themselves as members of a family unit.				
a. Child views self as a member of the family unit.	3-6	Social	D	3
b. Child can identify family members (mother, father, sister, brother, grandparents, cousins, etc).	3-6	Social	D	3.4
c. Child describes/discusses own family's cultural or family traditions.	3-6	Social Communication	A	1.4

Early Learning Standard	Level	Area	Strand	AEPS Item
d. Child identifies similarities and differences in her family composition and the families of others.	3-6	Cognitive	A	2.1
			B	1
e. Child shows knowledge of family members' roles and responsibilities in the home.	3-6	Cognitive	B	1
STRAND 5: ECONOMICS				
Concept 1: Foundations of Economics				
The child demonstrates knowledge of the interactions between people, resources, and regions.				
Through exploration and role-playing, young children demonstrate their understanding of the various roles of the people in their lives. They observe family members as they go to work, purchase goods, prepare meals and care for children and begin to develop their own sense of how each person relies on the other.				
a. Child demonstrates awareness that money is used to purchase goods and services.	3-6	Cognitive	F	1
b. Child shows an understanding that adults work to earn money to buy things such as groceries.	3-6	Cognitive	F	1
c. Child recognizes that people rely on others for goods and services such as farm goods, mail delivery, safety or health care.	3-6	Cognitive	F	1
Physical Development, Health & Safety Standard				
Concept 1: Gross Motor Development				
The child moves with balance and control.				
Children are in constant motion. This movement develops young children's large muscles as they run, jump, and play in both structured and unstructured settings. Children increase their ability to control their bodies and learn that regular physical activity can enhance (their) overall physical, social and mental health.				
a. Moves with control (i.e. walks, runs, skips, jumps, gallops, hops).	3-6	Gross Motor	A	1, 1.1
			B	1, 1.1, 1.2, 3, 3.1
b. Moves with balance.	3-6	Gross Motor	A	2, 2.1, 1.3
Concept 2: Gross Motor Development				
Child demonstrates coordination of body movements.				
As children grow, their minds and bodies work together to develop control, strength, flexibility, balance and coordination.				
a. Coordinates movements to perform tasks.	3-6	Gross Motor	All	All

Early Learning Standard	Level	Area	Strand	AEPS Item
b. Exhibits body awareness .	3-6	Social	B	1
c. Exhibits body spatial awareness .	3-6	Gross Motor	A	All
			B	1, 1.1, 1.2, 1.3, 3, 3.1
Concept 3: Fine Motor Development The child uses fingers and hands to manipulate tools and materials.				
Developing fine motor skills is an important foundation for other developmental areas such as cognitive development, artistic expression, daily living skills and handwriting. Children begin to demonstrate an increased amount of strength, dexterity , and stamina to perform fine motor tasks using a variety of manipulatives and tools. When children are engaged in appropriate activities and experiences, they develop the ability to gain fine motor control, which leads to independence.				
a. Uses hands and fingers to manipulate a variety of tools and materials, (i.e. crayons, markers, chalk, sponges, paint brushes, scissors, pencils, silverware).	3-6	Fine Motor	All	All
b. Uses eye-hand coordination to perform simple tasks.	3-6	Fine Motor	All	All
c. Manipulates smaller objects, tools and instruments that require wrist and squeezing motions.	3-6	Fine Motor	A	2, 2.1, 2.2
d. Uses fine motor skills in daily living.	3-6	Adaptive	A	1.5, 2.2, 2.4
			C	1, 2.2, 2.3, 3
STRAND 2: HEALTH				
Concept 1: Hygiene and Health Practices Child demonstrates knowledge of personal health practices and routines.				
Personal hygiene and health are essential to one's well being. Children begin at a young age to learn living skills that will assist them in making age-appropriate healthy choices. They learn that good nutrition; exercise and rest are necessary for their young bodies.				
a. Demonstrates hygiene practices.	3-6	Adaptive	B	1, 2
b. Demonstrates healthy practices: • Nutrition • Physical Activity • Rest and Relaxation	3-6	Adaptive	A	1.4
		Cognitive	B	1
		Social	A	2
			C	1
STRAND 3: SAFETY				
Concept 1: Safety, Injury Prevention				

Early Learning Standard	Level	Area	Strand	AEPS Item
Child demonstrates knowledge of personal safety practices and routines.				
Children demonstrate awareness and understanding of personal and environmental safety rules and how to keep themselves safe. These principles should be relevant to Arizona and to the community/region in which the child lives.				
a. Demonstrates Environmental Safety Practices <ul style="list-style-type: none"> • Water and sun safety • Animal and plant safety, specific to child’s environment • Fire and gun safety • Playground safety • Tool safety 	3-6	Social	C	2, 2.2
b. Demonstrates Street Safety Practices <ul style="list-style-type: none"> • Crossing street • Car safety 	3-6	Social	C	2
c. Demonstrates Personal Safety Practices <ul style="list-style-type: none"> • "Good/Bad" touching • Stranger Dangers • Knows personal information • Poison 	3-6	Social	C	2
			D	3
d. Demonstrates Emergency Safety Practices <ul style="list-style-type: none"> • Emergency Routines 	3-6	Cognitive	F	1
Fine Arts Standard				
STRAND 1 – VISUAL ART				
Concept 1: Creating Art				
The child uses a wide variety of materials, media, tools, techniques and processes to explore and create.				
Children communicate ideas, experiences and feelings by leaving their mark with crayons, markers, paints, modeling and construction of masterpieces. Children discover that they and others are artists.				
a. Uses a variety of materials/media to create original works of art (i.e. paper, rocks, sand, clay, plaster, fabric, fiber, salt, dough, crayons, markers, paint, chalk, charcoal, pencils, glue, and cardboard).	3-6	Fine Motor	A	1, 1.1
b. Uses a variety of tools to create original works of art (i.e. cotton swabs, small/large brushes, drinking straws, sponges, sticks, fly swatters, stamps, fingers, scissors, plastic needles, rollers, and stapler).	3-6	Fine Motor	A	1
c. Uses a variety of techniques and processes to create original works of art (i.e. drawing, painting, sculpting, printing, weaving, braiding, cutting, construction,	3-6	Fine Motor	All	All

Early Learning Standard	Level	Area	Strand	AEPS Item
collage, bending, folding, sewing, tearing, stapling, and taping).				
d. Uses lines, forms, shapes, colors and texture to create personal artwork.	3-6	Fine Motor	B	All
e. Creates art work with details which represent the child's ideas, experiences and feelings.	3-6	Fine Motor	B	2.1
f. Creates art in two and three dimensions.	3-6	Fine Motor	A	1, 1.1
Concept 2: Art in Context The child uses art as he/she begins to make sense of the environment and community.				
Art in context for young children is relevant to the experiences with people and cultures within their own community and learning environment. Children view and explore different styles of art from many places and cultures. Art connects children to their neighborhood, and expands their view of the world.				
a. Participates in creative art activities that are part of the child's community and culture.	3-6	Fine Motor	B	2.1
b. Participates in visual art activities that are part of other cultures.	3-6	Fine Motor	B	2.1
		Social	B	1, 2, 3
Concept 3: Art as Inquiry The child reflects upon, describes and analyzes the characteristics and qualities of his work and the work of others.				
Children begin to develop a vocabulary to share opinions about artistic creations and experiences. Artistic inquiry encourages children to go beyond "I like it" and to ask questions, investigate and develop appreciation for many art forms.				
a. Describes personal art work.	3-6	Social Communication	A	1.2, 1.7
			B	5
b. Expresses creative and personal choices when engaging in art activities.	3-6	Social	D	1
		Fine Motor	A	1, 1.1
c. Responds to the art work of self and others through making comments or asking questions.	3-6	Social Communication	A	1.2, 2.3
d. Describes the details observed in art work.	3-6	Social Communication	A	1.2
			B	5
STRAND 2: MUSIC AND CREATIVE MOVEMENT				
Concept 1: Creating Music and Movement The child uses a wide variety of instruments, techniques and music to explore and create.				

Early Learning Standard	Level	Area	Strand	AEPS Item
Singing, dancing, making and moving to sounds/rhythms are fundamental musical activities of young children. They use a variety of musical elements, instruments , and techniques to explore and to express a personal understanding of their world. Children learn the concept that they and others are musicians and dancers.				
a. Experiments with a variety of instruments, vocalizations, sounds or creative movements.	3-6	Cognitive	F	1.3
b. Creates music/movement that represents child's ideas, experience and/or feelings.	3-6	Cognitive	F	1.1, 1.3
c. Sings/moves to familiar rhymes, songs, and/or chants.	3-6	Social	B	1, 2, 3
d. Uses familiar songs, rhymes or chants to create her own musical/movement improvisations.	3-6	Cognitive	F	1.2
Concept 2: Music and Creative Movement in Context The child uses creative movement and music as he/she begins to make sense of the environment and community.				
The exploration of music and movement enhances all areas of a child's learning. Music and creative movement connect children to their own community and expand their personal view of the world.				
a. Listens/responds to different types of music, (e.g. rock, classical, jazz, reggae, Native American chants, gospel, bluegrass, lullabies, marches and country music).	3-6	Social	D	1
		Gross Motor	B	1, 1.1, 1.2, 1.3, 3, 3.1
b. Uses creative movement and dance to interpret the mood of various types of music and stories.	3-6	Cognitive	F	1.3
c. Joins in music and movement activities that are part of the child's community and culture.	3-6	Social	A	2.1
d. Creates music and movement activities that express the experiences of their own culture and the culture of others.	3-6	Cognitive	F	1.3, 1.1
Concept 3: Music and Creative Movement as Inquiry The child responds to music and creative movement through various means.				
Universal themes are expressed in musical works. Children think about, describe and analyze the characteristics of many styles of music and creative movement/dance. Children begin to develop a vocabulary to share opinions about musical/movement creations and experiences. Examining music and movement encourages children to go beyond "I like it" and to ask questions, investigate and develop appreciation for music and creative movement.				
a. Talks about music or movement.	3-6	Social Communication	A	1.3

Early Learning Standard	Level	Area	Strand	AEPS Item
		Social	D	1
b. Describes music or movement of self and others.	3-6	Social Communication	B	5
c. Expresses creative and personal choices when engaging in music or movement activities.	3-6	Social	D	1
d. Responds to music or movement of self and others by noticing details commenting and questioning.	3-6	Social Communication	A	1.6, 1.7
STRAND 3: DRAMATIC PLAY				
Concept 1: Creating Dramatic Play				
The child uses dramatic play and props to explore and create.				
Children use the richness of their daily activities to create pretend play, assuming different roles and characters. Personal life experiences, social events, cultural celebrations and stories, generate ideas for exploration. These experiences contribute to children’s ability to communicate more effectively and engage in cooperative activity with friends.				
a. Participates in dramatic play activities.	3-6	Cognitive	F	1
b. Assumes roles from daily activities using a variety of props.	3-6	Cognitive	F	1
c. Dramatizes familiar stories.	3-6	Cognitive	F	1
d. Takes on more than one dramatic play role at a time.	3-6	Cognitive	F	1
e. Pretends an object exists without using a prop.	3-6	Cognitive	F	1.3
Concept 2: Dramatic Play in Context				
The child uses dramatic play as he/she begins to make sense of his/her environment and community.				
Children develop a repertoire of roles, actions, and behaviors that reflect diversity in their homes and communities. Each dramatic play scenario provides insights into children’s interests, experiences and abilities that allow children to express what they know and feel.				
a. Demonstrates an understanding of behaviors important to specific roles.	3-6	Cognitive	F	1.1
b. Demonstrates an understanding of the sequence of events.	3-6	Cognitive	F	1.2

Matrix showing the alignment between the Assessment Evaluation and Programming System (AEPS) 2nd edition items and the Arizona Early Learning Standards. 24

Early Learning Standard	Level	Area	Strand	AEPS Item
c. Negotiates roles, relationships, and actions during dramatic play activities.	3-6	Cognitive	F	1
d. Develops a repertoire of roles, actions, and behaviors that reflect diversity in the community.	3-6	Cognitive	F	1
e. Participates in dramatic play situations that reflect the routines, rituals, and celebrations of community and culture.	3-6	Cognitive	F	1
Concept 3: Dramatic Play as Inquiry The child responds to dramatic play experiences.				
Universal themes are expressed through children’s dramatic play. Children use a process of inquiry as they observe, organize and interpret their experiences through creative dramatics and pretend play. Children reflect and share opinions about dramatic creations and experiences. Participating in dramatic play encourages children to be themselves, a character from a story, a familiar person or anyone who they dream to be.				
a. Talks about dramatic play experiences.	3-6	Social Communication	A	1.4
b. Adds details and new elements to dramatic play situations over time.	3-6	Cognitive	F	1
c. Respects the ideas and suggestions of others during dramatic play.	3-6	Social	A	3
d. Responds to the performance of others.	3-6	Cognitive	F	1