

Matrix showing the alignment between the Assessment, Evaluation, and Programming System (AEPS®)
2nd Edition Items and the Idaho Early Learning Standards

| Early Learning Standard | Level | Area | Strand | AEPS® Items |
|---|-------|----------------------|--------|---------------------|
| Health | | | | |
| The student will acquire the essential skills to lead a healthy life | | | | |
| Describe personal characteristics including first and last name, gender and family composition, including different family structures | 3-6 | Social | D | 3 |
| Participate actively in outdoor play, games, and other forms of exercise | 3-6 | Social | B | 2, 3 |
| | | Gross Motor | A | 1, 1.1 |
| | | | B | 2 |
| Participate in recognizing when to rest and sleep | 3-6 | Social | B | 1, 1.1, 1.2 |
| | | | C | 1.1 |
| Recognize and practice personal hygiene and self help skills | 3-6 | Adaptive | B | 1, 1.1, 1.2, 1.3, 2 |
| Recognize safety signs and procedures at home, school, and in the neighborhood | 3-6 | Cognitive | B | 1.3 |
| | | Social | C | 2, 2.1, 2.2 |
| Demonstrate knowledge of basic body parts | 3-6 | Cognitive | B | 1.2, 1.3 |
| | | Social Communication | A | 1.7 |
| Begin to recognize and eat a variety of nutritious foods | 3-6 | Adaptive | A | 1.3, 1.4 |
| The student will demonstrate the ability to practice health-enhancing behaviors and reduce health risks | | | | |
| Demonstrate an understanding of appropriate and inappropriate behavior | 3-6 | Social | C | 2.2 |
| | | | D | 2 |
| Begin to develop an increased ability to make independent and responsible choices | 3-6 | Social | B | 1 |
| | | | C | 2.2 |
| Begin to demonstrate an ability to identify, evaluate, and provide possible solutions to problems in real life situations | 3-6 | Cognitive | E | 1, 1.1, 1.2 |
| Follow classroom schedules and routines | 3-6 | Social | C | 2.2 |
| The student will demonstrate the ability to use communication skills to enhance health | | | | |
| Begin to develop an understanding of how one's actions affect others, and accept the consequences of one's own actions | 3-6 | Social | D | 2 |
| Demonstrate successful interactions and relationships with other members of their learning community | 3-6 | Social | A | 1 |
| Communicate his/her own wants and needs and recognize the wants and needs of others | 3-6 | Social | D | 2.1, 2.2 |
| The student will organize analyze, and apply | | | | |

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| health information practices and services appropriate for individual needs | | | | |
| Identify potentially harmful objects, substances, and activities, and respond appropriately | 3-6 | Cognitive | B | 1 |
| | | Social | C | 2, 2.1, 2.2 |
| The student will understand and demonstrate the key components to positive mental and emotional health | | | | |
| Demonstrate and express a positive awareness of self | 3-6 | Social | D | 1, 2.2 |
| Engage in play as a means of self-expression and creativity | 3-6 | Cognitive | F | 1, 2 |
| | | Social | B | 1 |
| Recognize trusted adults who can provide assistance | 3-6 | Cognitive | B | 1.1 |
| | | Social | C | 1 |
| Demonstrate an understanding of feelings of moods in self and others | 3-6 | Social | D | 2.1, 2.2 |
| Increase ability to move from externally controlled behavior to self-control | 3-6 | Cognitive | E | 1.2 |
| | | Social | D | 2 |
| The student will demonstrate a positive body image | | | | |
| Recognize that his/her body is good, reliable, and pleasing | 3-6 | Social | D | 1 |
| Recognize gender differences | 3-6 | Social | D | 3.5 |
| The student will demonstrate control, balance, strength and coordination in gross motor tasks | | | | |
| Demonstrate proficiency in control and balance, strength, stamina, and flexibility | 3-6 | Gross Motor | A | All |
| Demonstrate abilities to combine a sequence of movements in an organized way | 3-6 | Gross Motor | B | 1, 1.1, 1.2, 1.3, 2, 3, 3.1 |
| Demonstrate ability to perform activities that combine gross motor movements with equipment | 3-6 | Gross Motor | B | 4, 4.1 |
| The student will demonstrate coordination and strength in fine motor tasks | | | | |
| Demonstrate growing strength, dexterity, and control needed to use tools such as scissors, glue, paintbrush, and markers | 3-6 | Fine Motor | A | 2, 2.1, 2.2 |
| | | | B | 1, 1.1 |
| Demonstrate eye-hand coordination in different tasks, (e.g. build with blocks, scribble, put puzzles together, string beads) | 3-6 | Fine Motor | A | 1, 1.1 |
| Demonstrate abilities writing and drawing | 3-6 | Fine Motor | B | 2, 2.1, 2.2, 2.3, 3, 3.1, 3.2, 3.3 |
| The student will demonstrate a variety of | | | | |

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| healthy approaches to learning | | | | |
| Show interest/curiosity and willingness to take risks in discovering/learning new things | 3-6 | Social | B | 1, 1.1, 1.2, 2, 3 |
| Demonstrate an ability to persist in and complete a variety of tasks, activities, and experiences | 3-6 | Cognitive | E | 1, 1.1, 1.2 |
| | | Social | B | 1, 1.1 |
| Demonstrate an ability to reflect upon and to learn from experience | 3-6 | Cognitive | D | All |
| Demonstrate an increased ability to set goals and to follow through with plans | 3-6 | Cognitive | E | 1.2 |
| | | Social | B | 1 |
| Humanities | | | | |
| The student will Understand the historical and cultural contexts of the visual and performing arts | | | | |
| Participate in and experience self-expression in musical, visual arts, theatre/dramatic play, and dance experiences from many cultures | 3-6 | Social | B | 1, 2, 3 |
| The student will conduct analysis in the disciplines of arts and humanities | | | | |
| Use language to explain, describe, or ask questions about art experiences and/or products: music, visual arts, theater/dramatic play, and dance | 3-6 | Social Communication | A | 1 |
| Engage in reasoned dialogues about issues in the arts and humanities | | | | |
| Begin to demonstrate understanding of artistic products and experiences by sharing opinions about music, visual arts, theater/dramatic play, and dance | 3-6 | Social Communication | A | 1 |
| | | Social | D | 1 |
| Communicate in the visual and performing arts through application of artistic concepts, knowledge, and skills | | | | |
| MUSIC | | | | |
| Participate with increasing interest and enjoyment in a variety of music activities, including singing, listening, finger plays, games, and performances | 3-6 | Social | B | 1, 2, 3 |
| Experiment with a variety of musical instruments | 3-6 | Social | B | 1 |
| Begin to echo short rhythms and melodic patterns | 3-6 | Cognitive | C | 3, 3.1 |
| Begin to sing simple songs from different cultures | 3-6 | Social | B | 1, 2, 3 |
| Identify sounds of different instruments and | 3-6 | Cognitive | H | 1.4 |

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| voices | | | | |
| VISUAL ART | | | | |
| Gain ability in naming and using different art media and materials in a variety of ways for creative expression and representation | 3-6 | Social Communication | A | 1.7 |
| | | Social | B | 1 |
| Progress in abilities to create drawings, painting, models, and other art creations that tell a story | 3-6 | Fine Motor | B | 2.1 |
| Develop growing abilities to plan, work independently, and demonstrate care and persistence in a variety of art projects | 3-6 | Cognitive | F | 2.1 |
| | | Social | B | 1 |
| Express personal preferences for specific works and styles | 3-6 | Social | D | 1 |
| THEATRE | | | | |
| Communicate a message through action or dialogue | 3-6 | Social Communication | A | 1 |
| Create characters, environments, and situations for dramatizations (Let's pretend) | 3-6 | Cognitive | F | 1.1, 1.2 |
| Choose scenery props, costumes, and makeup for dramatic play | 3-6 | Cognitive | F | 1.3 |
| Develop reasons for personal preferences about dramatic performances | 3-6 | Social | D | 1 |
| DANCE | | | | |
| Express through movement and dancing what is felt and heard in various musical tempos and styles | 3-6 | Gross Motor | A | All |
| | | | B | 1, 1.1, 1.2, 1.3, 3, 3.1 |
| Show growth in moving in time to different patterns of rhythm in music | 3-6 | Gross Motor | A | All |
| | | | B | 1, 1.1, 1.2, 1.3, 3, 3.1 |
| The student will communicate in the visual and performing arts through creative expression | | | | |
| Show appreciation for the creations of self and others | 3-6 | Social | D | 1, 2 |
| The student will understand the concepts essential to foreign language study | | | | |
| Experience languages other than English, based upon the ethnic composition of the community and classroom | 3-6 | Social | B | 2, 3 |
| Participate in activities that initiate simple greetings in another language | 3-6 | Social | B | 2, 3 |
| Language Arts / Communication | | | | |
| The student will read a variety of traditional and electronic materials for information and | | | | |

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| understanding | | | | |
| Attend to different sounds in the environment | 3-6 | Cognitive | B | 1 |
| Know that alphabet letters are a special category of visual graphics that can be individually named | 3-6 | Cognitive | H | 3.1 |
| Repeat rhymes, simple songs, poems, and finger plays | 3-6 | Cognitive | H | 1.1 |
| Participate in word games | 3-6 | Social | B | 2, 3 |
| | | Cognitive | H | 1 |
| Attend to different sounds in words | 3-6 | Cognitive | H | 1.4 |
| Demonstrate an understanding of concepts of print <ul style="list-style-type: none"> • Recognize front and back of book • Begin to understand that books are read left to right, top to bottom, front to back, beginning to end • Distinguish between pictures and print • Begin to understand concepts of letter, word, page • Associate spoken words and concepts with written language • Respond to environmental print | 3-6 | Cognitive | H | All |
| | | Social | B | 1 |
| Pretend to read easy or predictable books or tries to read along during his/her favorite part of story | 3-6 | Cognitive | F | 1.3 |
| | | Social | D | 1.1 |
| The student will read and respond to a variety of literature to compare and contrast the many dimensions of the human experience | | | | |
| Develop an understanding and enjoyment of reading through shared experiences with others | 3-6 | Social | A | 1 |
| | | | D | 1 |
| Respond to text | 3-6 | Cognitive | E | 2 |
| | | | F | 1 |
| | | Social Communication | A | 1 |
| The student will read a variety of traditional, technical, and electronic materials for critical analysis and evaluation | | | | |
| Develop a sense of story or narrative from print, computer, or video materials | 3-6 | Cognitive | C | 3, 3.1 |
| | | | E | 2 |
| | | | F | 1 |
| Demonstrate understanding of literal meaning of story being told through questions and | 3-6 | Cognitive | E | 2 |

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| comments | | | | |
| The student will read to locate information from a variety of traditional technical, and electronic sources | | | | |
| Show independent interest in reading related activities | 3-6 | Social | D | 1.1 |
| Attend to a story | 3-6 | Social | B | 2.3, 2.4, 3.3, 3.4 |
| Understand the purposes of print | 3-6 | Cognitive | B | 1.2, 1.3 |
| The student will use the writing process | | | | |
| Participate in a variety of pre-writing and writing activities | 3-6 | Fine Motor | B | All |
| Experiment with writing tools and materials | 3-6 | Fine Motor | B | 1.1 |
| | | Social | B | 1 |
| Attempt to represent oral language in writing by using letter-like symbols/scribbles to express ideas | 3-6 | Fine Motor | B | 2, 2.1 |
| Attempt to print or copy his/her first name | 3-6 | Fine Motor | B | 2, 3, 3.1, 3.2, 3.3 |
| The student will write and edit for correctness and clarity | | | | |
| Understand that an oral message can be represented with written language | 3-6 | Fine Motor | B | 2, 2.1 |
| The student will write a narrative story | | | | |
| Tell others about intended meaning of drawings and writing | 3-6 | Fine Motor | B | 2.1 |
| | | Social Communication | A | 1 |
| Use a variety of resources to facilitate writing | 3-6 | Cognitive | E | 1.2 |
| Understand that the purpose of writing is to communicate with oneself or others | 3-6 | Fine Motor | B | 2, 2.1 |
| The student will listen for information and understanding | | | | |
| Demonstrate understanding of basic conversational vocabulary | 3-6 | Social Communication | A | 2.2, 2.4, 2.6 |
| Demonstrate understanding of messages in conversation | 3-6 | Social Communication | A | 2.2, 2.4, 2.6 |
| | | Cognitive | C | 1, 1.1 |
| The student will listen for literary response and expression | | | | |
| Use prior knowledge to comprehend information and construct meaning | 3-6 | Cognitive | E | 2 |
| Make predictions, confirm meaning, and develop comprehension skills | 3-6 | Cognitive | E | 2 |
| The student will listen for critical analysis and evaluation | | | | |

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| Begin to understand jokes and riddles | 3-6 | Cognitive | E | All |
| The student will listen to and follow directions | | | | |
| Follow simple directions | 3-6 | Cognitive | C | 1, 1.1 |
| The student will speak to share understanding of information | | | | |
| Develop awareness of speaker behaviors such as volume and use of complete sentences | 3-6 | Social Communication | A | 2, 3, 3.1, 3.2 |
| Communicate in language that is spoken at home and is understood by others | 3-6 | Social Communication | B | All |
| Speak clearly, including use of appropriate intonation and phrasing | 3-6 | Social Communication | A | 3, 3.1, 3.2 |
| Use multiple word sentences or phrases to describe ideas, feelings or actions | 3-6 | Social Communication | A | 1.2, 1.3, 1.7 |
| Demonstrate use of rules of grammar | 3-6 | Social Communication | B | All |
| Use vocabulary to share knowledge of concepts | 3-6 | Social Communication | A | 1.7 |
| Use verbal and non-verbal language to express and to communicate wants, needs, and thoughts | 3-6 | Social Communication | A | 1.7 |
| | | Social | D | 1 |
| The student will speak for literary response and expression | | | | |
| Orally share known literature through various presentations and activities | 3-6 | Cognitive | F | 1.2 |
| | | Social Communication | A | 1.2 |
| Demonstrate use of language and to begin to retell stories and relay events | 3-6 | Social Communication | A | 1.4 |
| Increase use of new vocabulary | 3-6 | Social Communication | B | All |
| The student will speak for critical analysis and evaluation | | | | |
| Develop an ability to express opinions and solve problems | 3-6 | Cognitive | E | 1, 1.1, 1.2 |
| | | Social | D | 1 |
| Demonstrate use of social conventions | 3-6 | Social Communication | A | 2, 3, 3.1, 3.2 |
| Use words to express range of feelings | 3-6 | Social Communication | A | 1.3 |
| Speak for a variety of purposes | 3-6 | Social Communication | A | 1 |
| The student will view for information and understanding | | | | |

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| Create awareness of different media | 3-6 | Social | B | 1, 2, 3 |
| Demonstrate understanding of the main idea using various responses | 3-6 | Cognitive | E | 2 |
| The student will view media sources for personal response and expression | | | | |
| Develop awareness of various media | 3-6 | Social | B | 1, 2, 3 |
| View media to engage in critical analysis and evaluation | | | | |
| Differentiate between real and pretend | 3-6 | Cognitive | B | 1 |
| Mathematics | | | | |
| The student will understand and use numbers | | | | |
| Demonstrate an understanding of the numeration system (that numbers represent quantity) | 3-6 | Cognitive | G | 2 |
| Demonstrate an understanding of the verbal, symbolic, and physical representations of numbers (what numbers represent, including counting) | 3-6 | Cognitive | G | All |
| The student will perform computations accurately | | | | |
| Explore the concepts of addition and subtraction using concrete objects | 3-6 | Cognitive | E | 1, 1.1, 1.2 |
| | | | G | 1, 1.1, 1.2 |
| Use appropriate vocabulary | 3-6 | Cognitive | A | 2.2 |
| | | | G | 2.1 |
| | | Social Communication | A | 1.7 |
| The student will estimate and judge reasonableness of results | | | | |
| Use estimation techniques to predict and make realistic guesses about a number of objects | 3-6 | Cognitive | A | 2.2 |
| | | | E | 2.2 |
| Evaluate and verify the reasonableness of an answer | 3-6 | Cognitive | E | 1 |
| Use appropriate vocabulary | 3-6 | Cognitive | E | 2 |
| | | Social Communication | A | 1.7 |
| The student will understand and use a variety of problem solving skills | | | | |
| Build new mathematical knowledge through problem solving | 3-6 | Cognitive | E | All |
| Solve simple problems with concrete objects by applying and adapting appropriate strategies | 3-6 | Cognitive | E | 1.1, 1.2 |

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| Reflects on the process of problem solving | 3-6 | Cognitive | E | 1, 2 |
| The student will use reasoning skills to recognize problems and express them mathematically | | | | |
| Apply reasoning from his/her own experiences to justify ways of problem solving | 3-6 | Cognitive | E | 1 |
| The student will apply appropriate technology and models to find solutions to problems | | | | |
| Use concrete objects to represent mathematical ideas | 3-6 | Cognitive | A | 2.2 |
| | | | G | 1, 1.1, 1.2 |
| Communicate results using appropriate terminology and methods | | | | |
| Use appropriate vocabulary to communicate mathematical information | 3-6 | Cognitive | A | 2.2 |
| | | Social Communication | A | 1.7 |
| The student will understand and use U.S. customary and metric measurements | | | | |
| Use standard and nonstandard tools for measuring time, length, volume, weight, and temperature | 3-6 | Cognitive | A | 1.3, 2.2 |
| | | | E | 1.2 |
| Apply estimation of measurement techniques to real-world and content problems using non-standard and standard measuring devices | 3-6 | Cognitive | A | 1.3, 2.2 |
| | | | E | 1.1, 1.2 |
| Use appropriate vocabulary | 3-6 | Cognitive | A | 2.2 |
| | | Social Communication | A | 1.7 |
| The student will use algebraic symbolism as a tool to represent mathematical relationships | | | | |
| Compare sets of objects using vocabulary (e.g. more, less, greater than, fewer, or same as) | 3-6 | Cognitive | A | 1.3, 2.2 |
| | | Social Communication | A | 1.7 |
| Analyze change in various contexts | 3-6 | Cognitive | E | 2 |
| The student will apply concepts of size, shape, and spatial relationships | | | | |
| Recognize, describe, compare, name, build, draw, sort, and order two and three-dimensional shapes, their parts and attributes | 3-6 | Cognitive | A | 1.3 |
| | | | B | 1.3 |
| Recognize, describe, compare, and create shapes that have symmetry | 3-6 | Cognitive | A | 1.3 |
| | | | B | 1.3 |
| Understand and apply appropriate vocabulary for directionality, order, and position of objects | 3-6 | Cognitive | A | 3.1 |

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| The student will apply graphing two dimensions | | | | |
| Apply ideas about direction and distance | 3-6 | Cognitive | A | 3.1 |
| The student will understand data analysis | | | | |
| Ask questions that can be addressed with data | 3-6 | Social Communication | A | 1.6 |
| Understand and use appropriate vocabulary | 3-6 | Cognitive | A | 2.2 |
| | | Social Communication | A | 1.7 |
| The student will collect, organize, and display data | | | | |
| Create a graph using real objects or pictorial representations | 3-6 | Fine Motor | B | 2.1 |
| | | Cognitive | F | 1.3 |
| The student will understand basic concepts of probability | | | | |
| Predict and perform results of simple probability experiments | 3-6 | Cognitive | E | 2 |
| The student will make predictions or decisions based on data | | | | |
| Make predictions or decisions based on probable results or past experiences | 3-6 | Cognitive | E | 2.2 |
| The student will understand the concept of functions | | | | |
| Replicate and extend patterns | 3-6 | Cognitive | C | 2, 2.1, 3, 3.1 |
| Sort and classify objects by attributes | 3-6 | Cognitive | B | 1.3 |
| Understand and use appropriate vocabulary | 3-6 | Cognitive | A | 2.2, 3.1 |
| | | | B | 1.3 |
| | | Social Communication | A | 1.7 |
| Science | | | | |
| The student will understand concepts and processes of evidence and models | | | | |
| Explore the concepts of observation and data collection | 3-6 | Cognitive | B | 1 |
| | | Social | B | 2, 3 |
| Explore and use various models | 3-6 | Fine Motor | B | 2.1 |
| | | Cognitive | F | 1.3 |
| | | Social | B | 1 |
| The student will understand constancy, change, and explanation | | | | |
| Explore changes | 3-6 | Social | B | 1, 2, 3 |
| The student will understand the theory that evolution is a process that relates to the | | | | |

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| gradual changes in the universe and of equilibrium as a physical state | | | | |
| Understand the concepts of yesterday, today, and tomorrow | 3-6 | Cognitive | A | 3.2 |
| The student will understand scientific inquiry and develop critical thinking skills | | | | |
| Make predictions and communicate observations | 3-6 | Cognitive | E | 2.1, 2.2 |
| Make observations based on his/her own experiences, using all five senses | 3-6 | Cognitive | E | 2 |
| Use various tools to gather information | 3-6 | Cognitive | E | 1.2 |
| | | Social | B | 2.1, 3.1 |
| The student will understand the structure and function of matter and molecules and their interactions | | | | |
| Use senses to explore and describe matter with appropriate language | 3-6 | Social Communication | B | 5 |
| | | Social | B | 1 |
| The student will understand the theory of biological evolution | | | | |
| Observe and explore the characteristics of plants and animals | 3-6 | Cognitive | B | 1, 1.1, 1.3, 1.4 |
| | | Social | B | 1, 2.3, 3.3 |
| Sort animals into broad categories: insects, birds, fish, and mammals | 3-6 | Cognitive | B | 1.1 |
| The student will understand the relationship among matter, energy, and organization to trace matter as it cycles and energy as it flows through living systems and between living systems and the environment | | | | |
| Recognize the difference between living and nonliving things | 3-6 | Cognitive | B | 1.1 |
| The student will understand the scientific theories of origin and subsequent changes in the universe and the earth systems | | | | |
| Observe and identify the four seasons | 3-6 | Cognitive | B | 1.1 |
| Observe different weather systems | 3-6 | Cognitive | B | 1.1 |
| | | Social | B | 2, 3 |
| The student will understand common environmental quality issues, both natural and human induced | | | | |
| Distinguish between natural objects and objects made by humans | 3-6 | Cognitive | B | 1 |
| Recognize that people have invented tools for | 3-6 | Cognitive | B | 1 |

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| everyday life and for scientific investigations | | | F | 1 |
| Create a tool to perform a specific function | 3-6 | Fine Motor | A | 1, 1.1 |
| | | Cognitive | E | 1.1, 1.2 |
| Use available and appropriate technology | 3-6 | Social | B | 1, 2.1, 3.1 |
| The student will understand common environmental quality issues, both natural and human induced | | | | |
| Observe and discuss characteristics of the local environment | 3-6 | Cognitive | B | 1 |
| | | Social Communication | B | 5 |
| The student will understand the importance of natural resources and the need to manage and conserve them | | | | |
| Understand the concept of recycling | 3-6 | Cognitive | B | 1.1 |
| | | Social | B | 2, 3 |
| Discuss the conservation of natural resources | 3-6 | Cognitive | B | 1.1 |
| | | Social | B | 2, 3 |
| The student will understand that interpersonal relationships are important scientific endeavors | | | | |
| Learn appropriate cooperation and interaction skills | 3-6 | Social | A | 1, 2, 2.1, 2.2, 2.3 |
| The student will understand technical communication | | | | |
| Understand and follow instructions | 3-6 | Cognitive | C | 1, 1.1 |
| Social Studies | | | | |
| The student will acquire critical thinking and analytical skills | | | | |
| Use vocabulary associated with time (e.g. now, then, before, after, today, yesterday, and tomorrow) | 3-6 | Cognitive | A | 3.2 |
| Identify current events in the community | 3-6 | Cognitive | D | 1, 1.1, 1.2 |
| | | Social | B | 2, 3 |
| Demonstrate awareness that historical events have been recorded | 3-6 | Cognitive | C | 3, 3.1 |
| The student will understand the political, social, and economic responses to industrialization and technological innovations that have occurred in the United States | | | | |
| Identify different means of transportation used today to travel from place to place (e.g. airplanes, boats, automobiles, buses, trains, and | 3-6 | Cognitive | B | 1.2 |

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| bicycles) | | | | |
| Identify examples of simple machines, inventions, and technology used in the home | 3-6 | Cognitive | B | 1.2 |
| The student will understand significant conflicts in United States history | | | | |
| Explore why we celebrate Independence Day, Veteran’s Day, and Martin Luther King, Jr. Day | 3-6 | Social | B | 1, 2, 3 |
| The student will understand the cultural and social development of the United States | | | | |
| Explore experiences, stories, pictures, and music of other cultures | 3-6 | Social | B | 1, 2, 3 |
| Demonstrate understanding that holidays commemorate special events | 3-6 | Cognitive | B | 1.1 |
| Participate in patriotic activities | 3-6 | Social | B | 1, 2, 3 |
| Recognize that people celebrate in many different ways | 3-6 | Cognitive | B | 1 |
| Identify personal school experiences with large seasonal changes | 3-6 | Cognitive | B | 3.2 |
| | | | F | 1 |
| Demonstrate an understanding of own personal history as part of family, school, and community | 3-6 | Social | D | 3 |
| Demonstrate understanding of how people in the community help each other | 3-6 | Social | A | 1, 2, 2.1, 2.2, 2.3 |
| Demonstrate understanding of how all children’s families have similarities and differences | 3-6 | Social | D | 3 |
| Demonstrate understanding of how each person is special and unique | 3-6 | Cognitive | B | 1 |
| | | Social | D | 3 |
| The student will understand the foundation and principles of the American political system | | | | |
| Listen to stories that reflect the cultural heritage of the United States – present, past, real, and fiction | 3-6 | Social | B | 2, 3 |
| Participate with groups to make decisions and solve problems | 3-6 | Cognitive | E | 1.1, 1.2, 2 |
| | | Social | B | 2, 3 |
| Demonstrate understanding of some rules and reasons for them | 3-6 | Cognitive | F | 2 |
| | | Social | C | 2, 2.1, 2.2 |
| The student will understand that all citizens of the United States have responsibilities and rights | | | | |
| Begin to identify individuals who are helpful to people in their everyday lives (e.g. principal, police officer) | 3-6 | Cognitive | B | 1, 1.1 |
| Demonstrate ways to be helpful to family, | 3-6 | Cognitive | E | 1.1, 1.2 |

Matrix showing the alignment between the Assessment, Evaluation, and Programming System (AEPS®)
2nd Edition Items and the Idaho Early Learning Standards

| Early Learning Standard | Level | Area | Strand | AEPS® Items |
|---|-------|-----------|--------|---------------|
| school, and community | | Social | D | 2 |
| Demonstrate understanding of the need for leadership in the family, school, and community | 3-6 | Social | B | 2, 3 |
| Begin to demonstrate respect for the opinions, feelings, and actions of others | 3-6 | Social | A | 1 |
| | | | D | 2 |
| Demonstrate the ability to make choices and take responsibility for one's own actions | 3-6 | Social | C | 2, 2.1, 2.2 |
| | | | D | 1 |
| Begin to demonstrate respect for rules at home, school, and community | 3-6 | Social | C | 2, 2.1, 2.2 |
| The student will understand basic economic concepts | | | | |
| Observe that people have needs and wants | 3-6 | Social | D | 2.1 |
| Recognize that people meet their needs by sharing, trading, and using money to buy goods and services | 3-6 | Social | A | 2.3 |
| Demonstrate understanding of some of the jobs that people do to earn money | 3-6 | Cognitive | B | 1 |
| | | Social | B | 1, 2, 3 |
| Begin to demonstrate knowledge of people who work in the school or in the community and become aware of their products and services | 3-6 | Cognitive | B | 1 |
| | | | F | 1 |
| The student will understand the spatial organization of people, places, and environment on the earth's surface | | | | |
| Distinguish between masses of land and water | 3-6 | Cognitive | B | 1.1, 1.2, 1.3 |
| Begin to demonstrate an understanding that a map represents the physical environment | 3-6 | Cognitive | F | 1 |
| Use simple terms such as near, far, smaller, and bigger | 3-6 | Cognitive | A | 2.1, 3.1 |
| The student will understand that human actions modify the environment and how physical systems affect human activity and living conditions | | | | |
| Begin to demonstrate understanding of the ways that the four seasons affect our lives | 3-6 | Cognitive | B | 1 |
| | | | F | 1 |
| Demonstrate ways to be helpful to the environment and the community | 3-6 | Cognitive | E | 1.1, 1.2 |
| | | Social | B | 1.1, 1.2 |
| Recognize that many kinds of plants and animals live on earth | 3-6 | Cognitive | B | 1, 1.1 |