

ESSENTIAL EARLY LEARNING STANDARDS: AGES 3-5

The purpose of these essential standards is to provide educators with a prioritized list of standards to focus on during the COVID-19 pandemic. While all standards have value, instructional time may be limited in response to health directives. These essential standards are critical for school readiness. If instruction hours have not been reduced, please address all Early Learning standards.

The complete set of standards can be accessed by visiting the following link: <https://www.schools.utah.gov/file/2f5c23cd-43cc-4ab1-b5d7-ef1f918362e9>
Strand definitions are included in the main document.

English Language Arts

Strand 1: ACADEMIC AND SOCIAL LANGUAGE: SPEAKING AND LISTENING

3-YEAR-OLDS	4-YEAR-OLDS
ELA 3 yr.1.1: Speak in simple sentences to communicate wants and needs.	ELA 4 yr.1.1: Speak in sentences of varying lengths to communicate wants, needs, experiences, thoughts, and feelings.
ELA 3 yr.1.2: Begin to understand and use nouns, verbs, prepositions, and pronouns.	ELA 4 yr.1.2: Use nouns, verbs, prepositions, pronouns, and adjectives when speaking with others.
ELA 3 yr.1.3: Begin to ask and answer simple questions (for example, who, what, where).	ELA 4 yr.1.3: Begin to ask and answer complex questions (for example, who, what, where, when, why, how).
ELA 3 yr.1.4: With prompting and support, describe attributes of familiar people, places, things, and events.	ELA 4 yr.1.4: Describe attributes of familiar people, places, things, and events.
ELA 3 yr.1.8: With prompting and support, engage in conversations with peers and adults.	ELA 4 yr.1.8: Engage in conversations with peers and adults by talking about activities, personal stories, pictures, topics, and text.
ELA 3 yr.1.10: Follow one-step directions to complete a task or routine (for example, "Please find a seat on the rug." "Please put the ball in the basket.").	ELA 4 yr.1.10: Follow two-step directions to complete a task or routine (for example, "Please find your coat and wait for me at the door." "Time to wash your hands and find a seat at the table to get ready for a snack.").

Strand 2: READING

3-YEAR-OLDS	4-YEAR-OLDS
<p>ELA 3yr.2.1: With prompting and support, correctly hold a book.</p>	<p>ELA 4 yr.2.1: Correctly hold a book.</p>
<p>ELA 3 yr.2.4: With prompting and support, recognize that print is read from top to bottom, left to right, and from front to back.</p>	<p>ELA 4 yr.2.4: With prompting and support, demonstrate that print is read from top to bottom, left to right, and from front to back.</p>
<p>ELA 3 yr.2.5: Explore the difference between pictures and words.</p>	<p>ELA 4 yr.2.5: Demonstrate that spoken words are represented in written language (for example, point to written words while reciting a known nursery rhyme or reading a recipe together during a cooking activity).</p>
<p>ELA 3 yr.2.8: With prompting and support, explore sounds (phonemes) in spoken language</p>	<p>ELA 4 yr.2.8: Identify and discriminate between sounds (phonemes) in spoken language (for example, point to a picture that begins with the same sound as dog).</p>
<p>ELA 3 yr.2.9: With prompting and support, explore rhyming words in familiar songs/ books.</p>	<p>ELA 4 yr.2.9: Recognize rhyming words in familiar songs/books (for example, provide rhyming words, show a thumbs up if the words rhyme or thumbs down if the words do not rhyme).</p>
<p>ELA 3 yr.2.10: With prompting and support, explore syllables in simple words (for example, clap children’s names).</p>	<p>ELA 4 yr.2.10: With prompting and support, count syllables as words are being spoken (for example, clap, stomp, jump, use hand signals).</p>
<p>ELA 3 yr.2.11: Begins in four-year old standards.</p>	<p>ELA 4 yr.2.11: With prompting and support, blend (put together), and segment (take apart) single-syllable words into individual phonemes auditorily (for example, segment: bat= /b/ /a/ /t/, blend: /b/ /a/ /t/ = bat).</p>
<p>ELA 3 yr.2.12: With prompting and support, begin to identify the initial sounds of words.</p>	<p>ELA 4 yr.2.12: Begin to recognize the beginning sounds of words and progress towards recognizing ending sounds of words.</p>

3-YEAR-OLDS	4-YEAR-OLDS
<p>ELA 3 yr.2.14: With prompting and support, begin to identify the names and sounds of some upper- and lowercase letters of the alphabet, including those in their own name.</p>	<p>ELA 4 yr.2.14: Identify the names and sounds of some upper- and lowercase letters of the alphabet, including those in their own name.</p>
<p>ELA 3 yr.2.16: Begins in four-year-old standards.</p>	<p>ELA 4 yr.2.16: With prompting and support, rapidly recall the names of a series of objects or pictures (for example, dog, cat, horse, mouse, fish, monkey, lion).</p>
<p>ELA 3 yr.2.17: With prompting and support, listen attentively to simple texts.</p>	<p>ELA 4 yr.2.17: With prompting and support, listen attentively to and retell simple texts, including event sequence and characters through conversation, art, movement, or drama.</p>
<p>ELA 3 yr.2.18: With prompting and support, ask and answer simple questions relating to a text, media, or information presented orally.</p>	<p>ELA 4 yr.2.18: With prompting and support, ask and answer questions and make connections about text, media, or information presented orally.</p>

Strand 3: WRITING

3-YEAR-OLDS	4-YEAR-OLDS
<p>ELA 3 yr.3.1: With prompting and support, begin to experiment with writing and represent ideas visually (for example, scribbles, stamps, gluing pictures on paper).</p>	<p>ELA 4 yr.3.1: Represent ideas visually (for example, scribble with letter-like formations, simple drawings).</p>
<p>ELA 3 yr.3.2: Begins in four-year-old standards.</p>	<p>ELA 4 yr.3.2: Represent spoken words with written language using letter-like marks and scribbles.</p>

Fine Arts

Strand 1: DRAMA

3-YEAR-OLDS	4-YEAR-OLDS
FA 3 yr.1.4: With prompting and support, begin to work independently and cooperatively in dramatic play.	FA 4 yr.1.4: With prompting and support, work independently and cooperatively in dramatic play.

Strand 2: DANCE

3-YEAR-OLDS	4-YEAR-OLDS
FA 3 yr.2.3: Demonstrate self-regulation through large motor balance, stability, and control in dance within a defined space.	FA 4 yr.2.3: With prompting and support, start, stop, and respond to musical cues.

Strand 3: MUSIC

3-YEAR-OLDS	4-YEAR-OLDS
FA 3 yr.3.1: With prompting and support, participate in listening to and singing simple songs and fingerplays.	FA 4 yr.3.1: Participate in musical activities by listening to, singing, and creating music.

Strand 4: VISUAL ARTS

3-YEAR-OLDS	4-YEAR-OLDS
FA 3 yr.4.1: Show interest and create works of art using a variety of tools (crayons, markers, scissors, etc.) and materials (clay, leaves, cardboard, etc.).	FA 4 yr.4.1: Create works of art that reflect experiences using a variety of tools (crayons, markers, scissors, etc.) and materials (clay, leaves, cardboard, etc.).

Health Education

Strand 1: HUMAN DEVELOPMENT

3-YEAR-OLDS	4-YEAR-OLDS
HE 3 yr.1.1: Participate in and develop personal hygiene and care.	HE 4 yr.1.1: Show independence in personal hygiene and care.
HE 3 yr.1.2: Develop an awareness between appropriate and inappropriate touch.	HE 4 yr.1.2: With prompting and support, distinguish between appropriate and inappropriate touch.

Strand 2: HEALTH FOUNDATIONS AND PROTECTIVE FACTORS OF A HEALTHY SELF

3-YEAR-OLDS	4-YEAR-OLDS
HE 3 yr.2.1: With prompting and support, recognize trusted adults (for example, parent, guardian, relative, teacher, counselor, clergy) and describe how to recognize the characteristics that make them trusted and safe.	HE 4 yr.2.1: With prompting and support, identify trusted adults (for example, parent, guardian, relative, teacher, counselor, clergy) and describe how to recognize the characteristics that make them trusted and safe.
HE 3 yr.2.2: Identify and practice how to make friends and be a good friend by calling peers by name and engaging in parallel and associative play.	HE 4 yr.2.2: Identify and practice how to make friends and be a good friend by developing and using friendship skills with peers and participating in cooperative play.
HE 3 yr.2.3: With prompting and support, begin to join in, maintain interactions, and interact cooperatively with others by sharing, turn taking, resolving conflicts, and recognizing others' needs.	HE 4 yr.2.3: With prompting and support, join in, invite, and interact cooperatively with others by sharing, turn-taking, resolving conflicts, and recognizing others' needs.
HE 3 yr.2.4: With prompting and support, attend to and show appreciation for the actions or choices of others (for example, compliment others).	HE 4 yr.2.4: With prompting and support, attend to and show appreciation for the actions or choices of others (for example, compliment others).

Strand 3: MENTAL AND EMOTIONAL HEALTH

3-YEAR-OLDS	4-YEAR-OLDS
<p>HE 3 yr.3.1: With prompting and support, ex-press, identify, and label emotions (for exam-ple, happy, sad, angry, afraid) and feelings (for example, thirsty, hungry, hot, cold, tired).</p>	<p>HE 4 yr.3.1: Express, identify, and label emotions of self and others (for example, happy, sad, angry, afraid, frustrated, bored) and feelings (for example, thirsty, hungry, hot, cold, tired).</p>
<p>HE 3 yr.3.2: With prompting and support, begin to demonstrate methods to calm down (for example, deep breathing, count to ten, mindfulness).</p>	<p>HE 4 yr.3.2: With prompting and support, begin to demonstrate methods to calm down (for example, deep breathing, count to ten, mindfulness).</p>
<p>HE 3 yr.3.3: With prompting and support, begin to develop self-control by regulating one’s own impulses and feelings, following sim-ple directions, waiting for turns, transition-ing between activities, and complying with limitations.</p>	<p>HE 4 yr.3.3: With prompting and support, devel-op and practice self-control by regulating one’s own impulses and feelings, following simple directions, waiting for turns, transi-tioning between activities, and complying with limitations.</p>

Lifelong Learning Practices

Strand 1: SELF-REGULATION AND EXECUTIVE FUNCTIONING

3-YEAR-OLDS	4-YEAR-OLDS
<p>LLP 3 yr.1.2: With prompting and support, begin to develop the ability to focus attention on key components of an object or task (Attention focusing, for example, follow the sequence of a story or conversation).</p>	<p>LLP 4 yr.1.2: With prompting and support, display increasing ability to focus attention on key, meaningful components of an object or task (Attention focusing, for example, sort and classify objects into categories, and provide on-topic responses).</p>
<p>LLP 3 yr.1.3: With prompting and support, begin to develop strategies for connecting and remembering information (Working memory and information processing, for example, re-view the pictures on the daily schedule to see what activity comes before recess).</p>	<p>LLP 4 yr.1.3: With prompting and support, develop increasingly effective strategies to connect and remember information (Working memory and information processing, for example, use self-talk, tell others the events of the day).</p>
<p>LLP 3 yr.1.4: With prompting and support, begin to develop the ability to recognize and show awareness of thinking processes (Reflection, for example, the child explains that she took a deep breath to help herself calm down).</p>	<p>LLP 4 yr.1.4: With prompting and support, develop the ability to recognize and show awareness of thinking processes (Reflection, for example, the child explains what strategies are used to build in blocks).</p>

Strand 2: LEARNING ENGAGEMENT (INITIATIVE AND PERSISTENCE)

3-YEAR-OLDS	4-YEAR-OLDS
<p>LLP 3 yr.2.2: With prompting and support, develop an increasing ability to explore the immediate environment through observation, manipulation, or asking simple questions (for example, notice, explore, and talk about how plants on the playground change with the seasons).</p>	<p>LLP 4 yr.2.2: Display an increasing ability to investigate their immediate environment by using a variety of tools, questions, and strategies to better understand their interests and experiences (for example, discover why worms come out of the ground after it rains).</p>
<p>LLP 3 yr.2.3: With prompting and support, develop an increasing ability to connect new information or experiences to previous knowledge (for example, make connections about similarities across home and classroom experiences).</p>	<p>LLP 4 yr.2.3: Develop an increasing ability to connect new information or experiences with previous knowledge through interactions with teachers, peers, and the environment (for example, help develop classroom rules using the previous experience with rules in the classroom or home).</p>
<p>LLP 3 yr.2.4: With prompting and support, develop an increasing ability and willingness to engage in a self-selected task through challenges or difficulties (for example, the child continues to work on an age-appropriate puzzle, even when experiencing difficulty manipulating the pieces).</p>	<p>LLP 4 yr.2.4: Develop an increasing ability and willingness to continue with a task through challenges or difficulties (for example, continue to build in the block area even when the child has difficulty finding a piece they need).</p>
<p>LLP 3 yr.2.5: With prompting and support, develop the ability to sustain engagement in active learning small- and large-group activities working alone or cooperatively.</p>	<p>LLP 4 yr.2.5: Develop the ability to sustain engagement in active learning small- and large- group activities working alone or cooperatively.</p>

Strand 3: CREATIVITY AND CURIOSITY

3-YEAR-OLDS	4-YEAR-OLDS
<p>LLP 3 yr.3.1: With prompting and support, dis-cover answers and solutions to questions to expand knowledge and skills.</p>	<p>LLP 4 yr.3.1: Ask and answer questions to seek additional information about materials, chal-lenges, and activities they experience in their immediate environment to expand their knowledge and skills.</p>
<p>LLP 3 yr.3.2: With prompting and support begin to engage in problem solving strategies (for example, identify cause and effect and first steps needed to solve a problem).</p>	<p>LLP 4 yr.3.2: With prompting and support, dis-play an increasing ability to engage in a vari-ety of problem-solving strategies (for exam-ple, recognize cause and effect, use trial and error, make predictions, and identify steps for problem solving).</p>
<p>LLP 3 yr.3.4: With prompting and support, show flexibility in approaching open-ended tasks (for example, be willing to experiment and risk trying out a new idea or approach).</p>	<p>LLP 4 yr.3.4: Show flexibility in approaching open-ended tasks (for example, be willing to experiment and risk trying out a new idea or approach).</p>

Strand 4: SELF-AWARENESS

3-YEAR-OLDS	4-YEAR-OLDS
<p>LLP 3 yr.4.1: Demonstrate awareness of identi-ty including personal information, charac-teristics, preferences, and abilities (for example, name, age, parent/caregiver, family members, gender, physical attributes, likes/dislikes).</p>	<p>LLP 4 yr.4.1: Demonstrate awareness of one's own identity, including personal information, characteristics, preferences, and abilities (for example, name, age, parent/caregiver, family members, gender, physical attributes, likes/dislikes) and participate in respectful discus-sions about similarities and differences with others.</p>
<p>LLP 3 yr.4.4: Communicate wants and needs with actions or words.</p>	<p>LLP 4 yr.4.4: Communicate wants and needs in-cluding thoughts and feelings with actions or words.</p>

Strand 6: RELATIONSHIPS

3-YEAR-OLDS	4-YEAR-OLDS
<p>LLP 3 yr.6.2: With prompting and support, begin to participate in back and forth conversation with peers or adults.</p>	<p>LLP 4 yr.6.2: With prompting and support, communicate with others by attending to and responding to peers and adults individually or in a group (for example, taking turns in conversation).</p>
<p>LLP 3 yr.6.6: Develop awareness of appropriate communication or actions when social problems arise to identify the problem and explore basic solutions (for example, how to gain someone's attention appropriately, how to express frustration appropriately, how to seek help from an adult).</p>	<p>LLP 4 yr.6.6: Use appropriate communication or actions when social problems arise to identify the problem and explore basic solutions (for example, how to gain someone's attention appropriately, how to express frustration appropriately, how to seek help from an adult).</p>

Mathematics

Strand 1: COUNTING AND CARDINALITY

3-YEAR-OLDS	4-YEAR-OLDS
<p>Math 3 yr.1.1: Count to ten by ones.</p>	<p>Math 4 yr.1.1: Count to 20 by ones.</p>
<p>Math 3 yr.1.3: Begin to recognize the difference between letters and numbers.</p>	<p>Math 4 yr.1.3: Count a number of objects from 0–10 and begin to associate them with a written numeral.</p>
<p>Math 3 yr.1.4: Begin to name written numerals 0–5.</p>	<p>Math 4 yr.1.4: Name written numerals 0–10.</p>
<p>Math 3 yr.1.5: Begin to develop an understanding of the relationship between some numbers and quantities by using one-to-one correspondence.</p>	<p>Math 4 yr.1.5: Use one-to-one correspondence when counting objects to ten.</p>
<p>Math 3 yr.1.6: Begin to point to and count up to five objects.</p>	<p>Math 4 yr.1.6: When counting objects to ten, understand that the last number counted in a set tells how many.</p>

Strand 2: OPERATIONS AND ALGEBRAIC THINKING

3-YEAR-OLDS	4-YEAR-OLDS
Math 3 yr.2.1: Begins in 4-year-old standard.	Math 4 yr.2.1: Understand and represent addition up to five (adding to or putting together) and subtraction (taking from or taking apart) with concrete objects, fingers, movement, and simple drawings.
Math 3 yr.2.5: Identify simple patterns in the environment and begin to duplicate and extend simple patterns (for example, ababab).	Math 4 yr.2.5: Duplicate, extend, and create simple patterns (for example, ababab).

Strand 3: MEASUREMENT AND DATA

3-YEAR-OLDS	4-YEAR-OLDS
Math 3 yr.3.1: Identify and describe measurable attributes (for example, big, small, tall, short).	Math 4 yr.3.1: Describe objects using vocabulary specific to measurable attributes (for example, length [long/short], weight [heavy/light], size [big/small], and distance [near/far]).
Math 3 yr.3.4: With prompting and support, compare the number of objects in each category to identify which groups contain more or less, or are the same.	Math 4 yr.3.4: Compare the number of objects in each category to identify which groups contain more or less, or are the same.

Strand 4: GEOMETRY

3-YEAR-OLDS	4-YEAR-OLDS
Math 3 yr.4.1: Match, point to, and begin to identify basic shapes by name.	Math 4 yr.4.1: Describe objects in the environment by using names of shapes and identify the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.

Physical Education

Strand 1: MOTOR SKILLS AND MOVEMENT

3-YEAR-OLDS	4-YEAR-OLDS
<p>PE 3 yr.1.1: Participate in activities that develop control and balance during movement that moves the child from one place to another (for example, walk forward in a straight line, hop, run and stop, change direction, and jump over low objects).</p>	<p>PE 4 yr.1.1: Demonstrate control and balance during movement that moves the child from one place to another (for example, walk forward in a straight line, hop, run and stop, change direction, and jump over low objects).</p>
<p>PE 3 yr.1.3: Participate in activities that develop control of large muscles to manipulate objects (for example, throw and catch a ball, use a club to move a ball, ride wheeled toys).</p>	<p>PE 4 yr.1.3: Demonstrate control of large muscles to manipulate objects (for example, throw and catch a ball, use a club to move, a ball, ride wheeled toys).</p>
<p>PE 3 yr.1.4: Manipulate small pieces or objects (puzzle pieces, interlocking cubes, tongs, etc.) and build with a variety of blocks.</p>	<p>PE 4 yr.1.4: Demonstrate wrist, hand, and finger control (for example, screw on and off lids, button, zip, push an object, use scissors, create art).</p>
<p>PE 3 yr.1.5: With prompting and support, develop small muscle control by making lines, circles, and scribbles with writing tools (for example, chalk, crayons, paint, markers, digital tools).</p>	<p>PE 4 yr.1.5: Hold a pencil and other writing tools with a beginning pincer grasp (thumb to index finger grasp).</p>
<p>PE 3 yr.1.6: Begins in 4-year-old standard.</p>	<p>PE 4 yr.1.6: Demonstrate eye-hand coordination (for example, pour from one object to another, strike a stationary object).</p>
<p>PE 3 yr.1.7: Begins in 4-year-old standard.</p>	<p>PE 4 yr.1.7: Demonstrate eye-hand coordination by independently creating simple handwriting strokes such as straight and intersecting lines, circles, and other simple shapes using a variety of writing tools.</p>

Strand 2: EFFICIENT MOVEMENT AND PERFORMANCE

3-YEAR-OLDS	4-YEAR-OLDS
PE 3 yr.2.1: Begin to demonstrate awareness that personal boundaries exist.	PE 4 yr.2.1: Begin to maintain personal boundaries while participating in movement activities.

Science

Strand 1: WEATHER

EARLY CHILDHOOD BAND 3- AND 4-YEAR-OLDS
Sci 3–4 yr.1.1: Obtain and communicate information about local, observable weather conditions while exploring and describing <u>patterns</u> found in different seasons. Emphasize the observation and recognition of data. Examples of data may include sunny, cloudy, windy, rainy, snowy, cold, or warm.
Sci 3–4 yr.1.2: Obtain and communicate information about human behavior <u>patterns</u> in different weather conditions. Emphasize the observation and recognition of data. Examples of data may include clothing, food, safety, and other preparations for expected weather.

Strand 2: LIGHT

EARLY CHILDHOOD BAND 3- AND 4-YEAR-OLDS
Sci 3–4 yr.2.1: Plan and carry out an investigation using the five senses to determine the <u>effect</u> of sunlight on different surfaces and materials. Examples could include determining if the effect is hot or cold or a light or dark surface.
Sci 3–4 yr.2.2: Plan and carry out an investigation to show the <u>effect</u> of light in illuminating objects. Emphasize that objects can be seen when light is available to illuminate them. Examples could include observations about light when navigating a room with the lights off compared to the lights on.

Strand 3: LIVING THINGS

EARLY CHILDHOOD BAND 3- AND 4-YEAR-OLDS

Sci 3–4 yr.3.1: Obtain and communicate information about the effect of water and food on living things. Examples could include plants depend on water to live, humans and animals depend on water and food to live.

Sci 3–4 yr.3.2: Obtain and communicate information about the pattern between living things and the places where they live. Emphasize that living things need water, air, and resources, and they live in places that have the things they need to survive. Examples could include food and shelter.

Strand 4: MATTER AND MOTION

EARLY CHILDHOOD BAND 3- AND 4-YEAR-OLDS

Sci 3–4 yr.4.1: Plan and carry out an investigation to classify different kinds of materials based on patterns in their observable properties. Examples could include sorting materials based on similar properties such as color, hardness, texture, or whether the materials are solids or liquids.

Sci 3–4 yr.4.2: Plan and carry out an investigation to determine the cause and effect of the speed or direction of an object when a push or pull occurs. Examples could include having a marble or other object move a certain distance, follow a particular path, or knock down other objects.

Social Studies

Strand 1: CULTURE AND DIVERSITY

3-YEAR-OLDS	4-YEAR-OLDS
<p>SS 3 yr.1.1: With prompting and support, recognize differences and commonalities in culture, ethnicity, and abilities within the classroom and immediate communities (for example, language, family structure, traditions, disabilities).</p>	<p>SS 4 yr.1.1: Recognize differences and commonalities in culture, ethnicity, and abilities within the classroom and immediate communities (for example, language, family structure, traditions, disabilities).</p>

Strand 3: PEOPLE, PLACES, AND ENVIRONMENTS

3-YEAR-OLDS	4-YEAR-OLDS
<p>SS 3 yr.3.1: Recognize people and places within the home, classroom, school, neighborhood, and community.</p>	<p>SS 4 yr.3.1: Recognize people and places across familiar environments and discuss what is gained through interactions (for example, buy food at the store, receive packages from the mail carrier).</p>
<p>SS 3 yr.3.2: With prompting and support, identify and follow safety procedures for school and various environments (for example, safety drills, crosswalks, seatbelts, helmets).</p>	<p>SS 4 yr.3.2: Identify and follow safety procedures for school and various environments (for example, safety drills, crosswalks, seatbelts, helmets).</p>
<p>SS 3 yr.3.3: With prompting and support, describe ways to care for home and school environments and the earth (for example, recycle, use paper and use water only as needed, place trash in the garbage can).</p>	<p>SS 4 yr.3.3: Describe ways to care for home and school environments and the earth (for example, recycle, use paper and use water only as needed, place trash in the garbage can).</p>

Strand 4: INDIVIDUAL DEVELOPMENT AND IDENTITY

3-YEAR-OLDS	4-YEAR-OLDS
<p>SS 3 yr.4.1: Demonstrate awareness of identity including personal information, characteristics, preferences, and abilities (for example, name, age, gender, physical attributes, likes/dislikes, parent/caregiver, family members).</p>	<p>SS 4 yr.4.1: Demonstrate awareness of one's own identity including personal information, characteristics, preferences, and abilities (for example, name, age, gender, physical attributes, likes/dislikes, parent/caregiver, family members) and participate in respectful discussions about similarities and differences with others.</p>

Strand 5: INDIVIDUALS, GROUPS, AND INSTITUTIONS

3-YEAR-OLDS	4-YEAR-OLDS
<p>SS 3 yr.5.1: With prompting and support, interact cooperatively with others by sharing, turn-taking, resolving conflicts, and recognizing others' needs.</p>	<p>SS 4 yr.5.1: Begin to demonstrate independence in interacting cooperatively with others by sharing, turn-taking, resolving conflicts, accepting consequences of actions, and recognizing others' needs.</p>
<p>SS 3 yr.5.2: With prompting and support, participate in the classroom community by interacting with other children and adults in a formal or group setting (for example, follow established rules, participate in a variety of classroom roles, take care of classroom materials).</p>	<p>SS 4 yr.5.2: Participate in the classroom community by interacting with other children and adults in a formal or group setting (for example, follow established rules, participate in a variety of classroom roles, take care of classroom materials).</p>

Strand 7: PRODUCTION, DISTRIBUTION, AND CONSUMPTION

3-YEAR-OLDS	4-YEAR-OLDS
<p>SS 3 yr.7.1: With prompting and support, discuss the difference between basic needs (for example, food, shelter, and clothing) and wants (for example, toys, games, and treats).</p>	<p>SS 4 yr.7.1: Identify the difference between basic needs (for example, food, shelter, clothing) and wants (for example, toys, games, treats).</p>
<p>SS 3 yr.7.2: Begin to recognize that people have jobs to meet needs, including self, classroom, and community.</p>	<p>SS 4 yr.7.2: With prompting and support, explain that people have jobs to meet needs, including self, classroom, and community.</p>

Strand 8: SCIENCE, TECHNOLOGY, AND SOCIETY

3-YEAR-OLDS	4-YEAR-OLDS
SS 3 yr.8.2: With prompting and support, recognize the importance of balancing media time with other activities.	SS 4 yr.8.2: Recognize the importance of balancing media time with other activities.