

3-4 Years

**PHYSICAL
DEVELOPMENT
DOMAIN** 3-4.I

A HEALTH AND WELLBEING 3-4.I.A

a Active Physical Play 3-4.I.A.A

- 1** Engages in physical activities with increasing balance, coordination, endurance and intensity 3-4.I.A.A.1
 - a** Engages in active games or outdoor play and other forms of physical activity for sustained periods of time (e.g., dancing in circle time) 3-4.I.A.A.1.A

b Safety 3-4.I.A.B

- 1** Shows awareness of safety and increasingly demonstrates knowledge of safe choices and risk assessment when participating in daily activities 3-4.I.A.B.1
 - a** Follows basic safety practices with close adult supervision (e.g., tries to buckle own seatbelt; seeks adult assistance to use step stool) 3-4.I.A.B.1.A

c Personal Care Routines 3-4.I.A.C

- 1** Responds to and initiates care routines that support personal hygiene 3-4.I.A.C.1
 - a** Carries out familiar hygiene routines with occasional reminders of how to do them 3-4.I.A.C.1.A

d Feeding and Nutrition 3-4.I.A.D

- 1** Responds to feeding or feeds self with increasing efficiency and demonstrates increasing interest in eating habits and making food choices 3-4.I.A.D.1
 - a** Serves self or others by scooping or pouring from containers 3-4.I.A.D.1.A
 - b** Begins to recognize nutritious food choices and healthy eating habits 3-4.I.A.D.1.B

B MOTOR DEVELOPMENT 3-4.I.B**a Gross Motor Development** 3-4.I.B.A

1 Demonstrates use of large muscles for movement, position, strength and coordination 3-4.I.B.A.1

a Begins to balance, such as on one leg or a beam, for short periods 3-4.I.B.A.1.A

b Begins to perform some skills, such as jumping for height and hopping 3-4.I.B.A.1.B

c Engages in physical activity that requires strength and stamina for brief periods 3-4.I.B.A.1.C

2 Demonstrates use of large muscles to move in the environment 3-4.I.B.A.2

a Begins to combine and coordinate two or more motor movements (e.g., runs with long strides showing arm and leg opposition; uses wheelchair to move in classroom) 3-4.I.B.A.2.A

b Gross Motor Perception (Sensorimotor) 3-4.I.B.B

1 Uses perceptual information to guide motions and interactions with objects and other people 3-4.I.B.B.1

a Begins to act and move with purpose and recognizes differences in direction, distance and location 3-4.I.B.B.1.A

b Demonstrates awareness of own body in relation to others 3-4.I.B.B.1.B

c Fine Motor Development 3-4.I.B.C

1 Demonstrates increasing precision, strength, coordination and efficiency when using hand muscles for play and functional tasks 3-4.I.B.C.1

a Uses various drawing and art tools with developing coordination 3-4.I.B.C.1.A

2 Increasingly coordinates hand and eye movements to perform a variety of actions with increasing precision 3-4.I.B.C.2

a Uses hand-eye coordination to manipulate objects and materials (e.g., completing large-piece puzzles or threading beads with large holes, begins to use scissors) 3-4.I.B.C.2.A

b Uses hand-eye coordination in handling books (e.g., turning pages, pointing to a picture or looking for favorite page) 3-4.I.B.C.2.B

**APPROACHES TO
LEARNING DOMAIN** 3-
4.II**A EAGERNESS AND CURIOSITY** 3-4.II.A**B PERSISTENCE** 3-4.II.B**C CREATIVITY AND INVENTIVENESS** 3-4.II.C**D PLANNING AND REFLECTION** 3-4.II.D

Shows curiosity and is eager to learn new things and have new experiences 3-4.II.A.1

1 Shows curiosity and is eager to learn new things and have new experiences 3-4.II.A.1

Sustains attention for brief periods and finds help when needed 3-4.II.B.1

1 Sustains attention for brief periods and finds help when needed 3-4.II.B.1

Approaches daily activities with creativity 3-4.II.C.1

1 Approaches daily activities with creativity 3-4.II.C.1

Shows initial signs of planning and learning from their experiences 3-4.II.D.1

1 Shows initial signs of planning and learning from their experiences 3-4.II.D.1

SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN 3-4.III

A EMOTIONAL FUNCTIONING 3-4.III.A

B MANAGING EMOTIONS 3-4.III.B

C BUILDING AND MAINTAINING RELATIONSHIPS WITH ADULTS AND PEERS 3-4.III.C

D SENSE OF IDENTITY AND BELONGING 3-4.III.D

Expresses, identifies and responds to a range of emotions 3-4.III.A.1

a Identifies complex emotions in a book, picture or on a person's face (e.g., frustrated, confused) 3-4.III.A.1.A

Demonstrates appropriate affect (emotional response) between behavior and facial expression 3-4.III.A.2

a Verbalizes own feelings and those of others 3-4.III.A.2.A

Demonstrates ability to self-regulate 3-4.III.B.1

a Begins to verbalize their emotions 3-4.III.B.1.A

Attends to sights, sounds, objects, people and activities 3-4.III.B.2

a Begins to sustain attention for brief period of time in group activities 3-4.III.B.2.A

Develops positive relationships with adults 3-4.III.C.1

- a** Develops positive relationships and interacts comfortably with familiar adults 3-4.III.C.1.A

Develops positive relationships with peers 3-4.III.C.2

- a** Builds social relationships and becomes more connected to other children 3-4.III.C.2.A
- b** Demonstrates strategies for entry into social play with peers 3-4.III.C.2.B
- c** Develops an initial understanding of bullying 3-4.III.C.2.C

Develops increasing ability to engage in social problem solving 3-4.III.C.3

- a** Able to suggest a potential solution to social problems and with adult support is able to follow through 3-4.III.C.3.A

Exhibits empathy by demonstrating care and concern for others 3-4.III.C.4

- a** Responds to the emotions of others with comforting words or actions 3-4.III.C.4.A

Develops sense of identity and belonging through play 3-4.III.D.1

- a** Continues to play with preferred playmates 3-4.III.D.1.A

Develops sense of identity and belonging through exploration and persistence 3-4.III.D.2

- a** Continues sustained independent play and participates in more planned group activities 3-4.III.D.2.A

Develops sense of identity and belonging through routines, rituals and interactions 3-4.III.D.3

- a** Begins to show a willingness to be flexible if routines must change in minor ways 3-4.III.D.3.A

Develops sense of self-awareness and independence 3-4.III.D.4

- a** Increasingly uses words to communicate needs and wants 3-4.III.D.4.A
- b** Begins to recognize preferences of others 3-4.III.D.4.B
- c** Begins to use words to demonstrate knowledge of personal information (e.g., hair color, age, gender or size) 3-4.III.D.4.C
- d** Begins to identify self as part of a group (e.g., class or family) 3-4.III.D.4.D

LANGUAGE AND LITERACY DOMAIN 3-

- A** LISTENING AND UNDERSTANDING 3-4.IV.A

4. IV

B SPEAKING 3-4.IV.B

C VOCABULARY 3-4.IV.C

D SENTENCES AND STRUCTURE 3-4.IV.D

E CONVERSATION 3-4.IV.E

F EMERGENT READING 3-4.IV.F

G EMERGENT WRITING 3-4.IV.G

Demonstrates understanding when listening 3-4.IV.A.1

a Engages in multiple back-and-forth communicative interactions with adults and peers in purposeful and novel situations to reach a goal 3-4.IV.A.1.A

b Shows understanding by answering factual questions and responding appropriately to what is said 3-4.IV.A.1.B

Increases knowledge through listening 3-4.IV.A.2

a Tells the main idea or topic of a conversation, story, informational text or creative play, and makes a connection 3-4.IV.A.2.A

b Observes simple aspects of child's world and responds and reacts 3-4.IV.A.2.B

Follows directions 3-4.IV.A.3

a Achieves mastery of one-step directions and usually follows two-step directions 3-4.IV.A.3.A

Speaks and is understood when speaking 3-4.IV.B.1

a Begins to speak and is usually understood by both a familiar and an unfamiliar adult but may make some pronunciation errors 3-4.IV.B.1.A

Shows an understanding of words and their meanings (receptive) 3-4.IV.C.1

a Begins to demonstrate understanding of age- appropriate vocabulary across multiple topic areas and demonstrates a variety of words and their meanings within each area (e.g., world knowledge, names of body parts and feelings) 3-4.IV.C.1.A

b Begins to understand the use of words in different context (including plurals and past tense in speech) 3-4.IV.C.1.B

Uses increased vocabulary to describe objects, actions and events (expressive) 3-4.IV.C.2

a Adds new words to vocabulary weekly (e.g., repeats words and integrates new words in play scenarios) (typically has a speaking vocabulary of approximately 1,000 words) 3-4.IV.C.2.A

b Describes what objects are used for and is able to express ideas (e.g., names some colors, shapes, and says full name) 3-4.IV.C.2.B

Uses age-appropriate grammar in

a Produces utterances of four to five units of meaning in length 3-4.IV.D.1.A

conversations and increasingly complex phrases and sentences 3-4.IV.D.1

b Produces words and phrases using the regular past tense and the regular third person (e.g., “Daddy jumped.” “We’re building.”) 3-4.IV.D.1.B

Connects words, phrases and sentences to build ideas 3-4.IV.D.2

a Produces sentences or phrases of two to five words including subject/verb/object (e.g., “Suzy has cookies.” “My shirt’s got blue flowers.”) 3-4.IV.D.2.A

b Asks more complex questions beginning with “is” (e.g., “Is David here?” “What was for lunch?”) 3-4.IV.D.2.B

c Uses conjunctions “and” and sometimes “because” in sentences and uses other complex sentence structures (e.g., elaborated phrases with adjectives and adverbs) 3-4.IV.D.2.C

Uses verbal and nonverbal communication and language to express needs and feelings, share experiences and resolve problems 3-4.IV.E.1

a Engages in conversations using sentences with four or more words, participates in simple, back-and-forth conversations to exchange ideas or information 3-4.IV.E.1.A

Asks questions, and responds to adults and peers in a variety of settings 3-4.IV.E.2

a Asks and responds to increasingly longer and more complex sentences and simple questions 3-4.IV.E.2.A

Demonstrates understanding of the social conventions of communication and language use 3-4.IV.E.3

a Demonstrates awareness of nonverbal conversational rules 3-4.IV.E.3.A

b Begins to demonstrate knowledge of verbal conversational rules (e.g., appropriately takes turns, does not interrupt, uses appropriate verbal expressions and uses appropriate intonation) 3-4.IV.E.3.B

c Begins to match language to social and academic contexts (e.g., uses volume appropriate to context) 3-4.IV.E.3.C

Shows motivation for and appreciation of reading 3-4.IV.F.1

a Begins to select books for reading enjoyment and reading related activities including pretending to read to self or others 3-4.IV.F.1.A

b Begins to make real-world connections between stories and real-life experiences 3-4.IV.F.1.B

c Interacts appropriately with books; pretends to read, holds book appropriately or picture reads 3-4.IV.F.1.C

d Asks to be read to or asks the meaning of written text 3-4.IV.F.1.D

e Participates in conversations that demonstrate appreciation of printed materials 3-4.IV.F.1.E

Shows age-appropriate phonological awareness 3-4.IV.F.2

a Listens and matches rhythm, volume and pitch of rhymes, songs and chants 3-4.IV.F.2.A

Shows alphabetic and print knowledge 3-4.IV.F.3

a Recognizes that print conveys meaning 3-4.IV.F.3.A

b Recognizes some letters when named (e.g., when shown a group of letters, can accurately identify, verbally or nonverbally, the letter that is named) 3-4.IV.F.3.B

c Names some letters (e.g., when shown an uppercase or lowercase letter, can accurately say its name) 3-4.IV.F.3.C

Demonstrates comprehension of books read aloud 3-4.IV.F.4

a Retells or reenacts parts of a story after it is read aloud 3-4.IV.F.4.A

Begins to show motivation to engage in written expression and appropriate knowledge of forms and functions of written composition 3-4.IV.G.1

a Uses scribbling, letter-like shapes and drawings to represent thoughts and ideas 3-4.IV.G.1.A

MATHEMATICAL THINKING DOMAIN 3-4.V

A NUMBER SENSE 3-4.V.A

B NUMBER AND OPERATIONS 3-4.V.B

C PATTERNS 3-4.V.C

D GEOMETRY 3-4.V.D

E SPATIAL RELATIONS 3-4.V.E

F MEASUREMENT AND DATA 3-4.V.F

Subitizes (immediately recognizes without counting) the number of objects in a set of four objects 3-4.V.A.1

1 Subitizes (immediately recognizes without counting) the number of objects in a set of four objects 3-4.V.A.1

Counts and identifies the number sequence “1

2 Counts and identifies the number sequence “1 to 10” 3-4.V.A.2

to 10” 3-4.V.A.2

Begins to demonstrate one-to-one correspondence up to 10 during daily routines 3-4.V.A.3

3 Begins to demonstrate one-to-one correspondence up to 10 during daily routines 3-4.V.A.3

Identifies the last number spoken tells “how many” up to five (cardinality) 3-4.V.A.4

4 Identifies the last number spoken tells “how many” up to five (cardinality) 3-4.V.A.4

Counts sets constructed by the teacher to five and beyond 3-4.V.A.5

5 Counts sets constructed by the teacher to five and beyond 3-4.V.A.5

Constructs and counts sets of one to five and beyond 3-4.V.A.6

6 Constructs and counts sets of one to five and beyond 3-4.V.A.6

Explores quantities up to five using objects, fingers and dramatic play to solve real-world joining and separating problems 3-4.V.B.1

1 Explores quantities up to five using objects, fingers and dramatic play to solve real-world joining and separating problems 3-4.V.B.1

Changes size of a set of up to five objects by combining and taking away 3-4.V.B.2

2 Changes size of a set of up to five objects by combining and taking away 3-4.V.B.2

Notices a pattern with a missing object and completes the pattern by filling in the missing object 3-4.V.C.1

1 Notices a pattern with a missing object and completes the pattern by filling in the missing object 3-4.V.C.1

Begins to duplicate a pattern from a model 3-4.V.C.2

2 Begins to duplicate a pattern from a model 3-4.V.C.2

Recognizes and names typical shapes (circle, square, triangle) 3-4.V.D.1

1 Recognizes and names typical shapes (circle, square, triangle) 3-4.V.D.1

Matches a wider variety of shapes and orientations 3-4.V.D.2

2 Matches a wider variety of shapes and orientations 3-4.V.D.2

Explores three dimensional shapes in the environment through play 3-4.V.D.3

3 Explores three dimensional shapes in the environment through play 3-4.V.D.3

Demonstrates an understanding of basic spatial directions through songs, finger plays and games 3-4.V.E.1

1 Demonstrates an understanding of basic spatial directions through songs, finger plays and games 3-4.V.E.1

Demonstrates directionality, order and position of objects by following simple directions 3-4.V.E.2

2 Demonstrates directionality, order and position of objects by following simple directions 3-4.V.E.2

Uses size words to label objects 3-4.V.F.1

1 Uses size words to label objects 3-4.V.F.1

Explores two objects by making direct comparisons in length, weight and size using a single attribute 3-4.V.F.2

2 Explores two objects by making direct comparisons in length, weight and size using a single attribute 3-4.V.F.2

Measures object attributes using a variety of standard and nonstandard tools with adult guidance 3-4.V.F.3

3 Measures object attributes using a variety of standard and nonstandard tools with adult guidance 3-4.V.F.3

Participates in group sorting and data collection 3-4.V.F.4

4 Participates in group sorting and data collection 3-4.V.F.4

SCIENTIFIC INQUIRY DOMAIN 3-4.VI

A SCIENTIFIC INQUIRY THROUGH EXPLORATION AND DISCOVERY 3-4.VI.A

B LIFE SCIENCE 3-4.VI.B

C PHYSICAL SCIENCE 3-4.VI.C

D EARTH AND SPACE SCIENCE 3-4.VI.D

E ENVIRONMENT 3-4.VI.E

F ENGINEERING AND TECHNOLOGY 3-4.VI.F

Uses senses to explore and understand their social and physical environment 3-4.VI.A.1

a Begins to identify each of the five senses and how they relate to the sense organs 3-4.VI.A.1.A

b Uses senses to observe and experience objects and environment 3-4.VI.A.1.B

Uses tools in scientific inquiry 3-4.VI.A.2

a Demonstrates the use of simple tools and equipment for observing and investigating (e.g., droppers, blocks, bug catchers) 3-4.VI.A.2.A

Uses understanding of causal relationships to act on social and physical environments 3-4.VI.A.3

a Makes simple predictions and reflects on what caused something to happen 3-4.VI.A.3.A

b Participates in and discusses simple experiments 3-4.VI.A.3.B

c Represents ideas and observations through drawings or using other forms of representation (e.g., manipulatives or different objects) 3-4.VI.A.3.C

Demonstrates knowledge related to living things and their environments 3-4.VI.B.1

a Observes and explores a variety of plants and animals and their environments (e.g., rabbits, birds, ladybugs, hermit crabs, eggs, butterflies and bugs in the garden) 3-4.VI.B.1.A

b Begins to notice the similarities and differences among various living things 3-4.VI.B.1.B

c Explores basic life cycles (e.g., plants grow from seeds and hatching eggs) 3-4.VI.B.1.C

d Explores the differences between living and non-living things 3-4.VI.B.1.D

e Explores the needs of living things (e.g., plants need water to grow and kids need food to grow) 3-4.VI.B.1.E

Demonstrates knowledge related to physical science 3-4.VI.C.1

a Explores and investigates objects that require positioning and movement through play (e.g., gears, marble chutes, screws in a toy workbench) 3-4.VI.C.1.A

b Explores and investigates how to change the speed with which an object will move (e.g., pedaling a tricycle, rolling a ball) 3-4.VI.C.1.B

c Explores and investigates the properties of toys and objects (e.g., relationship between size and weight of blocks, what makes balls bounce) 3-4.VI.C.1.C

d Explores and begins to identify physical properties and state of matter of objects or materials (e.g., playing with sand and water, mixing paints, freezing and cooking, sinking/floating objects) 3-4.VI.C.1.D

Demonstrates knowledge related to the dynamic properties of earth and sky 3-4.VI.D.1

a Investigates and asks questions about the properties of water using adult- and child-directed activities 3-4.VI.D.1.A

b Investigates and asks questions about the properties of rocks, soil, sand and mud using adult- and child-directed activities 3-4.VI.D.1.B

c Asks questions and shows curiosity about objects in the sky (e.g., clouds, sun, moon and stars) 3-4.VI.D.1.C

d Describes typical daytime and nighttime activities for people and other animals through drawing, naming or pretend play 3-4.VI.D.1.D

e Observes and discusses weather changes day to day 3-4.VI.D.1.E

Demonstrates awareness of relationship to people, objects and living/non-living things in their environment 3-4.VI.E.1

a Describes familiar people and objects in the environment 3-4.VI.E.1.A

b Participates in activities to protect the environment 3-4.VI.E.1.B

Shows interest and understanding of how simple tools and machines assist with solving problems or creating objects and structures 3-4.VI.F.1

a Begins to identify problems and tries to solve them by designing or using tools (e.g., uses a stick or bat to reach and pull a ball back inside the fence) 3-4.VI.F.1.A

b Explores and identifies simple machines through play (e.g., ramps, gears, wheels, pulleys and levers) 3-4.VI.F.1.B

c Explores and constructs simple objects and structures with appropriate materials and explores concept of stability of structures (e.g., block building, ramps, pathways, sand, playdough and knocking over a block tower) 3-4.VI.F.1.C

SOCIAL STUDIES DOMAIN 3-4.VII

A CULTURE 3-4.VII.A

B INDIVIDUAL DEVELOPMENT AND IDENTITY 3-4.VII.B

C INDIVIDUALS AND GROUPS 3-4.VII.C

D SPACES, PLACES AND ENVIRONMENTS 3-4.VII.D

E TIME, CONTINUITY AND CHANGE 3-4.VII.E

F GOVERNANCE, CIVIC IDEALS AND PRACTICES 3-4.VII.F

G ECONOMICS AND RESOURCES 3-4.VII.G

H TECHNOLOGY AND OUR WORLD 3-4.VII.H

Begins to identify self as a member of a culture 3-4.VII.A.1

1 Begins to identify self as a member of a culture 3-4.VII.A.1

Begins to understand everyone belongs to a culture 3-4.VII.A.2

2 Begins to understand everyone belongs to a culture 3-4.VII.A.2

Explores culture of peers and families (classroom) 3-4.VII.A.3

3 Explores culture of peers and families (classroom) 3-4.VII.A.3

Recognizes characteristics of self as an individual 3-4.VII.B.1

1 Recognizes characteristics of self as an individual 3-4.VII.B.1

Recognizes the ways self is similar to and different from peers and others 3-4.VII.B.2

2 Recognizes the ways self is similar to and different from peers and others 3-4.VII.B.2

Identifies self and others as part of a group 3-4.VII.C.1

1 Identifies self and others as part of a group 3-4.VII.C.1

Identifies groups within a community 3-4.VII.C.2

2 Identifies groups within a community 3-4.VII.C.2

Begins to demonstrate awareness of group rules (e.g., family, classroom, school and community) 3-4.VII.C.3

3 Begins to demonstrate awareness of group rules (e.g., family, classroom, school and community) 3-4.VII.C.3

Exhibits emerging leadership skills and roles (e.g., line leader and door holder) 3-4.VII.C.4

4 Exhibits emerging leadership skills and roles (e.g., line leader and door holder) 3-4.VII.C.4

Recognizes the relationship of personal space to surroundings 3-4.VII.D.1

1 Recognizes the relationship of personal space to surroundings 3-4.VII.D.1

Identifies own environment and other locations 3-4.VII.D.2

2 Identifies own environment and other locations 3-4.VII.D.2

Identifies basic physical characteristics (e.g., landmarks or land features) 3-4.VII.D.3

3 Identifies basic physical characteristics (e.g., landmarks or land features) 3-4.VII.D.3

Begins to use spatial words (e.g., far/close, over/under and up/down) 3-4.VII.D.4

4 Begins to use spatial words (e.g., far/close, over/under and up/down) 3-4.VII.D.4

Begins to recognize some geographic tools and resources (e.g., maps, globes or GPS) 3-4.VII.D.5

5 Begins to recognize some geographic tools and resources (e.g., maps, globes or GPS) 3-4.VII.D.5

Recognizes sequence of events to establish a sense of order and time 3-4.VII.E.1

1 Recognizes sequence of events to establish a sense of order and time 3-4.VII.E.1

Explores changes that take place over time in the immediate environment 3-4.VII.E.2

2 Explores changes that take place over time in the immediate environment 3-4.VII.E.2

Begins to recognize and follow rules and expectations in varying settings 3-4.VII.F.1

1 Begins to recognize and follow rules and expectations in varying settings 3-4.VII.F.1

Begins to participate in problem solving and decision making 3-4.VII.F.2

2 Begins to participate in problem solving and decision making 3-4.VII.F.2

Begins to recognize national patriotic symbols (e.g., flag and eagle) 3-4.VII.F.3

3 Begins to recognize national patriotic symbols (e.g., flag and eagle) 3-4.VII.F.3

Begins to recognize the difference between wants and needs 3-4.VII.G.1

1 Begins to recognize the difference between wants and needs 3-4.VII.G.1

Recognizes familiar people who perform different occupations 3-4.VII.G.2

2 Recognizes familiar people who perform different occupations 3-4.VII.G.2

Uses technology as a tool when appropriate (e.g., writing utensils, electronic toys, DVD, music players, digital cameras, computers or tablets) 3-4.VII.H.1

1 Uses technology as a tool when appropriate (e.g., writing utensils, electronic toys, DVD, music players, digital cameras, computers or tablets) 3-4.VII.H.1

CREATIVE EXPRESSION THROUGH THE ARTS DOMAIN 3-4.VIII

A SENSORY ART EXPERIENCE 3-4.VIII.A

B MUSIC 3-4.VIII.B

C CREATIVE MOVEMENT 3-4.VIII.C

D IMAGINATIVE AND CREATIVE PLAY 3-4.VIII.D

E APPRECIATION OF THE ARTS 3-4.VIII.E

Uses imagination and creativity to express self with intention using a variety of open-ended, process-oriented and diverse art materials 3-4.VIII.A.1

1 Uses imagination and creativity to express self with intention using a variety of open-ended, process-oriented and diverse art materials 3-4.VIII.A.1

Engages in a variety of individual and group musical activities with more coordinated intention 3-4.VIII.B.1

1 Engages in a variety of individual and group musical activities with more coordinated intention 3-4.VIII.B.1

Begins to express and represent thought, observations, imagination, feelings, experiences and knowledge in individual and group music activities (e.g., singing, trying musical instruments or marching) 3-4.VIII.B.2

2 Begins to express and represent thought, observations, imagination, feelings, experiences and knowledge in individual and group music activities (e.g., singing, trying musical instruments or marching) 3-4.VIII.B.2

Engages in individual and group movement activities to express and represent thoughts, observations, imagination, feelings, experiences and knowledge 3-4.VIII.C.1

1 Engages in individual and group movement activities to express and represent thoughts, observations, imagination, feelings, experiences and knowledge 3-4.VIII.C.1

Expresses and represents thoughts, observations, imagination, feelings, experiences and knowledge, verbally or non-verbally, using a variety of objects in own environment 3-4.VIII.D.1

1 Expresses and represents thoughts, observations, imagination, feelings, experiences and knowledge, verbally or non-verbally, using a variety of objects in own environment 3-4.VIII.D.1

Responds to and expresses opinions and feelings about own art form as well as a variety of artistic expressions of others 3-4.VIII.E.1

1 Responds to and expresses opinions and feelings about own art form as well as a variety of artistic expressions of others 3-4.VIII.E.1