



# Integrated Faith Standards for Academic Curriculum

Early Childhood Education  
(ECE) Curriculum

Preschool 2, Preschool 3,  
Preschool 4 (VPK)

\*Revised 2022

*“Education is an important mission, which draws young people to what is good, beautiful, and true.”*

**Pope Francis**

Jesus said “Let the little children come unto me and do not hinder them, for the kingdom of heaven belongs to such as these” (Matt 9:14) and Saint Ignatius of Loyola professed, “Give me a child of under seven years old, and I will show you the man.”

Our Lord and the Saints remind us of the importance of early childhood education both from a theological and a secular perspective. Although some mistakenly believe that only the higher levels of education have the most significant importance in the life and development of a child, neurological, psychological, and sociological data clearly indicate that early childhood education is of vital importance.

Early Childhood Education programs in the Diocese of Manchester provide a loving Christ-centered environment in which the whole human person’s intellectual, emotional, and spiritual growth is nurtured. We offer an academic based curriculum where creativity is both developed and encouraged while children learn through play. In this process, virtue is instantiated and fostered where the seeds are planted to bear fruit in adolescence and adulthood.

*Basic Principles Underlying All Standards to be Used for the Planning of Curriculum for the Diocese of Manchester*

- A passion for mission should inform every curriculum decision.
- All knowledge reflects God’s Truth, Beauty, and Goodness.
- Curriculum and instruction enable deeper incorporation of the children into the Church, the formation of community within the school, and respect for the uniqueness and dignity of each person as created in the image and likeness of God.
- Education fosters growth in Christian virtue and contributes to development and formation of the whole person for the good of the society of which he/she is a member, and in recognition of their destiny, an eternal life in Christ.
- Each subject is to be examined in the context of the Catholic faith through Scripture and Tradition and is to be illuminated by Gospel values.
- Learning and formation are interconnected, as are the natural and spiritual development of each student.
- Curriculum and instruction seek to promote a synthesis of faith, life, and culture, forming students as disciples of Jesus.
- All curricula must support a commitment to strong and consistent Catholic identity.
- Curriculum will assist the student’s ability to think critically, problem solve, innovate, and lead towards a supernatural vision.

### *In a Catholic School, Curricular Formation...*

1. Involves the integral formation of the whole person, body, mind, and spirit, in light of his or her ultimate end and the good of society.<sup>i</sup>
2. Promotes human virtues and the dignity of the human person as created in the image and likeness of God and modeled on the person of Jesus Christ.<sup>ii</sup>
3. Seeks to know and understand objective reality, which includes transcendent Truth, is knowable by reason and faith, and finds its origin, unity, and end in God.
4. Develops a Catholic worldview and enables a deeper incorporation of the student into the heart of the Catholic Church.<sup>iii</sup>
5. Encourages a synthesis of faith, life, and culture.<sup>iv</sup>

**PHYSICAL DEVELOPMENT****Health and Wellbeing**

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- 3-4.ECE.HW-1.0** Active Physical Play: Engages in physical activities with increasing balance, coordination, endurance, and intensity.
- 3-4.ECE.HW-1.1** 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.ECE.HW-2.0** Safety: Shows awareness of safety and increasingly demonstrates knowledge of safe choices and risk assessment when participating in daily activities.
- 3-4.ECE.HW-2.1** Follows basic safety practices with close adult supervision (e.g., tries to buckle own seatbelt; seeks adult assistance to use step stool).
- 3-4.ECE.HW-3.0** Personal Care Routines: Responds to and initiates care routines that support personal hygiene.
- 3-4.ECE.HW-3.1** Carries out familiar hygiene routines with occasional reminders of how to do them.
- 3-4.ECE.HW-4.0** Feeding and Nutrition: Responds to feeding or feeds self with increasing efficiency and demonstrates increasing interest in eating habits and making food choices.
- 3-4.ECE.HW-4.1** Serves self or others by scooping or pouring from containers.
- 3-4.ECE.HW-4.2** Begins to recognize nutritious food choices and healthy eating habits.

**Motor Development**

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- 3-4.ECE.MD-1.0** Gross Motor Development: Demonstrates use of large muscles for movement, position, strength, and coordination.
- 3-4.ECE.MD-1.1** Begins to balance, such as on one leg or a beam, for short periods.
- 3-4.ECE.MD-1.2** Begins to perform some skills, such as jumping for height and hopping.
- 3-4.ECE.MD-1.3** Engages in physical activity that requires strength and stamina for brief periods.
- 3-4.ECE.MD-2.0** Gross Motor Development: Demonstrates use of large muscles to move in the environment.
- 3-4.ECE.MD-2.1** 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.ECE.MD-3.0** Gross Motor Perception (Sensorimotor): Uses perceptual information to guide motions and interactions with objects and other people.
- 3-4.ECE.MD-3.1** Begins to act and move with purpose and recognizes differences in direction, distance, and location.
- 3-4.ECE.MD-3.2** Demonstrates awareness of own body in relation to others.
- 3-4.ECE.MD-4.0** Fine Motor Development: Increasingly coordinates hand and eye movements to perform a variety of actions with increasing precision.

- 3-4.ECE.MD-4.1** 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.ECE.MD-4.2** Uses hand-eye coordination in handling books (e.g., turning pages, pointing to a picture, or looking for favorite page).

## **APPROACHES TO LEARNING**

### **Eagerness and Curiosity**

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- 3-4.ECE.EC-1.0** Shows curiosity and is eager to learn new things and have new experiences.
- 3-4.ECE.EC-1.1** Shows curiosity and is eager to learn new things and have new experiences.
- 3-4.ECE.EC-2.0** Sustains attention for brief periods and finds help when needed.
- 3-4.ECE.EC-2.1** Sustains attention for brief periods and finds help when needed.
- 3-4.ECE.EC-3.0** Approaches daily activities with creativity.
- 3-4.ECE.EC-3.1** Approaches daily activities with creativity.
- 3-4.ECE.EC-4.0** Shows initial signs of planning and learning from their experiences.
- 3-4.ECE.EC-4.1** Shows initial signs of planning and learning from their experiences.

## **SOCIAL AND EMOTIONAL DEVELOPMENT**

### **Emotional Functioning**

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- 3-4.ECE.EF-1.0** Expresses, identifies, and responds to a range of emotions.
- 3-4.ECE.EF-1.1** Identifies complex emotions in a book, picture, or on a person's face (e.g., frustrated, confused).
- 3-4.ECE.EF-2.0** Demonstrates appropriate affect (emotional response) between behavior and facial expression.
- 3-4.ECE.EF-2.1** Verbalizes own feelings and those of others.

### **Managing Emotions**

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- 3-4.ECE.ME-1.0** Demonstrates ability to self-regulate.
- 3-4.ECE.ME-1.1** Begins to verbalize their emotions.
- 3-4.ECE.ME-2.0** Attends to sights, sounds, objects, people, and activities.
- 3-4.ECE.ME-2.1** Begins to sustain attention for brief period of time in group activities.

## **Building and Maintaining Relationships with Adults and Peers**

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- 3-4.ECE.BMR-1.0** Develops positive relationships with adults.
- 3-4.ECE.BMR-1.1** Develops positive relationships and interacts comfortably with familiar adults.
- 3-4.ECE.BMR-2.0** Develops positive relationships with peers.
- 3-4.ECE.BMR-2.1** Builds social relationships and becomes more connected to other children.
- 3-4.ECE.BMR-2.2** Demonstrates strategies for entry into social play with peers.
- 3-4.ECE.BMR-2.3** Develops an initial understanding of bullying.
- 3-4.ECE.BMR-3.0** Develops increasing ability to engage in social problem solving.
- 3-4.ECE.BMR-3.1** Able to suggest a potential solution to social problems and, with adult support, is able to follow through.
- 3-4.ECE.BMR-4.0** Exhibits empathy by demonstrating care and concern for others.
- 3-4.ECE.BMR-4.1** Responds to the emotions of others with comforting words or actions.

## **Sense of Identity and Belonging**

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- 3-4.ECE.IB-1.0** Develops sense of identity and belonging through play.
- 3-4.ECE.IB-1.1** Continues to play with preferred playmates.
- 3-4.ECE.IB-2.0** Develops sense of identity and belonging through exploration and persistence.
- 3-4.ECE.IB-2.1** Continues sustained independent play and participates in more planned group activities.
- 3-4.ECE.IB-3.0** Develops sense of identity and belonging through routines, rituals, and interactions.
- 3-4.ECE.IB-3.1** Begins to show a willingness to be flexible if routines must change in minor ways.
- 3-4.ECE.IB-4.0** Develops sense of self-awareness and independence.
- 3-4.ECE.IB-4.1** Increasingly uses words to communicate needs and wants.
- 3-4.ECE.IB-4.2** Begins to recognize preferences of others.
- 3-4.ECE.IB-4.3** Begins to use words to demonstrate knowledge of personal information (e.g., hair color, age, gender, or size).
- 3-4.ECE.IB-4.4** Begins to identify self as part of a group (e.g., class or family).

## **LANGUAGE AND LITERACY**

### **Listening and Understanding**

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- 3-4.ECE.LU-1.0** Demonstrates understanding when listening.
- 3-4.ECE.LU-1.1** Engages in multiple back-and-forth communicative interactions with adults and peers in purposeful and novel situations to reach a goal.
- 3-4.ECE.LU-1.2** Shows understanding by answering factual questions and responding appropriately to what is said.
- 3-4.ECE.LU-2.0** Increases knowledge through listening.

- 3-4.ECE.LU-2.1** Tells the main idea or topic of a conversation, story, informational text, or creative play, and makes a connection.
- 3-4.ECE.LU-2.2** Observes simple aspects of child’s world and responds and reacts.
- 3-4.ECE.LU-3.0** Follows directions.
- 3-4.ECE.LU-3.1** Achieves mastery of one-step directions and usually follows two-step directions.

## Speaking

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- 3-4.ECE.S-1.0** Speaks and is understood when speaking.
- 3-4.ECE.S-1.1** Begins to speak and is usually understood by both a familiar and an unfamiliar adult but may make some pronunciation errors.

## Vocabulary

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- 3-4.ECE.V-1.0** Shows an understanding of words and their meanings (receptive).
- 3-4.ECE.V-1.1** 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.ECE.V-1.2** Begins to understand the use of words in different context (including plurals and past tense in speech).
- 3-4.ECE.V-2.0** Uses increased vocabulary to describe objects, actions, and events (expressive).
- 3-4.ECE.V-2.1** 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.ECE.V-2.2** Describes what objects are used for and is able to express ideas (e.g., names some colors, shapes, and says full name).

## Sentences and Structure

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- 3-4.ECE.SS-1.0** Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences.
- 3-4.ECE.SS-1.1** Produces utterances of four to five units of meaning in length.
- 3-4.ECE.SS-1.2** Produces words and phrases using the regular past tense and the regular third person (e.g., “Daddy jumped.” “We’re building.”).
- 3-4.ECE.SS-2.0** Connects words, phrases, and sentences to build ideas.
- 3-4.ECE.SS-2.1** 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.ECE.SS-2.2** Asks more complex questions beginning with “is” (e.g., “Is David here?” “What was for lunch?”).
- 3-4.ECE.SS-2.3** Uses conjunctions “and” and sometimes “because” in sentences and uses other complex sentence structures (e.g., elaborated phrases with adjectives and adverbs).

## Conversation

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- 3-4.ECE.C-1.0** Uses verbal and nonverbal communication and language to express needs and feelings, share experiences, and resolve problems.
- 3-4.ECE.C-1.1** Engages in conversations using sentences with four or more words, participates in simple, back-and-forth conversations to exchange ideas or information.
- 3-4.ECE.C-2.0** Asks questions and responds to adults and peers in a variety of settings.
- 3-4.ECE.C-2.1** Asks and responds to increasingly longer and more complex sentences and simple questions.
- 3-4.ECE.C-3.0** Demonstrates understanding of the social conventions of communication and language use.
- 3-4.ECE.C-3.1** Demonstrates awareness of nonverbal conversational rules.
- 3-4.ECE.C-3.2** 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.ECE.C-3.3** Begins to match language to social and academic contexts (e.g., uses volume appropriate to context).

## Emergent Reading

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- 3-4.ECE.ER-1.0** Shows motivation for and appreciation of reading.
- 3-4.ECE.ER-1.1** Begins to select books for reading enjoyment and reading-related activities, including pretending to read to self or others.
- 3-4.ECE.ER-1.2** Begins to make real-world connections between stories and real-life experiences.
- 3-4.ECE.ER-1.3** Interacts appropriately with books; pretends to read, holds book appropriately or picture reads.
- 3-4.ECE.ER-1.4** Asks to be read to or asks the meaning of written text.
- 3-4.ECE.ER-1.5** Participates in conversations that demonstrate appreciation of printed materials.
- 3-4.ECE.ER-2.0** Shows age-appropriate phonological awareness.
- 3-4.ECE.ER-2.1** Listens and matches rhythm, volume, and pitch of rhymes, songs, and chants.
- 3-4.ECE.ER-3.0** Shows alphabetic and print knowledge.
- 3-4.ECE.ER-3.1** Recognizes that print conveys meaning.
- 3-4.ECE.ER-3.2** 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.ECE.ER-3.3** Names some letters (e.g., when shown an uppercase or lowercase letter, can accurately say its name).
- 3-4.ECE.ER-4.0** Demonstrates comprehension of books read aloud.
- 3-4.ECE.ER-4.1** Retells or reenacts parts of a story after it is read aloud.



## Emergent Writing

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- 3-4.ECE.EW-1.0** Begins to show motivation to engage in written expression and appropriate knowledge of forms and functions of written composition.
- 3-4.ECE.EW-1.1** Uses scribbling, letter-like shapes, and drawings to represent thoughts and ideas.

## MATHEMATICS

### Number Sense

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- 3-4.ECE.NS-1.0** Subitizes (immediately recognizes without counting) the number of objects in a set of four objects.
- 3-4.ECE.NS-1.1** Subitizes (immediately recognizes without counting) the number of objects in a set of four objects.
- 3-4.ECE.NS-2.0** Counts and identifies the number sequence “1 to 10.”
- 3-4.ECE.NS-2.1** Counts and identifies the number sequence “1 to 10.”
- 3-4.ECE.NS-3.0** Begins to demonstrate one-to-one correspondence up to 10 during daily routines.
- 3-4.ECE.NS-3.1** Begins to demonstrate one-to-one correspondence up to 10 during daily routines.
- 3-4.ECE.NS-4.0** Identifies the last number spoken tells “how many” up to five (cardinality).
- 3-4.ECE.NS-4.1** Identifies the last number spoken tells “how many” up to five (cardinality).
- 3-4.ECE.NS-5.0** Counts sets constructed by the teacher to five and beyond.
- 3-4.ECE.NS-5.1** Counts sets constructed by the teacher to five and beyond.
- 3-4.ECE.NS-6.0** Constructs and counts sets of one to five and beyond.
- 3-4.ECE.NS-6.1** Constructs and counts sets of one to five and beyond.

### Number Operations

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- 3-4.ECE.NO-1.0** Explores quantities up to five using objects, fingers, and dramatic play to solve real-world joining and separating problems.
- 3-4.ECE.NO-1.1** Explores quantities up to five using objects, fingers, and dramatic play to solve real-world joining and separating problems.
- 3-4.ECE.NO-2.0** Changes size of a set of up to five objects by combining and taking away.
- 3-4.ECE.NO-2.1** Changes size of a set of up to five objects by combining and taking away.

## Patterns

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- 3-4.ECE.PAT-1.0** Notices a pattern with a missing object and completes the pattern by filling in the missing object.
- 3-4.ECE.PAT-1.1** Notices a pattern with a missing object and completes the pattern by filling in the missing object.
- 3-4.ECE.PAT-2.0** Begins to duplicate a pattern from a model.
- 3-4.ECE.PAT-2.1** Begins to duplicate a pattern from a model.

## Geometry

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- 3-4.ECE.G-1.0** Recognizes and names typical shapes (circle, square, triangle).
- 3-4.ECE.G-1.1** Recognizes and names typical shapes (circle, square, triangle).
- 3-4.ECE.G-2.0** Matches a wider variety of shapes and orientations.
- 3-4.ECE.G-2.1** Matches a wider variety of shapes and orientations.
- 3-4.ECE.G-3.0** Explores three-dimensional shapes in the environment through play.
- 3-4.ECE.G-3.1** Explores three-dimensional shapes in the environment through play.

## Spatial Relations

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- 3-4.ECE.SR-1.0** Demonstrates an understanding of basic spatial directions through songs, finger plays, and games.
- 3-4.ECE.SR-1.1** Demonstrates an understanding of basic spatial directions through songs, finger plays, and games.
- 3-4.ECE.SR-2.0** Demonstrates directionality, order, and position of objects by following simple directions.
- 3-4.ECE.SR-2.1** Demonstrates directionality, order, and position of objects by following simple directions.

## Measurement and Data

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- 3-4.ECE.MEA-1.0** Uses size words to label objects.
- 3-4.ECE.MEA-1.1** Uses size words to label objects.
- 3-4.ECE.MEA-2.0** Explores two objects by making direct comparisons in length, weight, and size using a single attribute.
- 3-4.ECE.MEA-2.1** Explores two objects by making direct comparisons in length, weight, and size using a single attribute.
- 3-4.ECE.MEA-3.0** Measures object attributes using a variety of standard and nonstandard tools with adult guidance.
- 3-4.ECE.MEA-3.1** Measures object attributes using a variety of standard and nonstandard tools with adult guidance.
- 3-4.ECE.MEA-4.0** Participates in group sorting and data collection.
- 3-4.ECE.MEA-4.1** Participates in group sorting and data collection.

## SCIENTIFIC INQUIRY

### Scientific Inquiry through Exploration and Discovery

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- 3-4.ECE.SIED-1.0** Uses senses to explore and understand their social and physical environment.
- 3-4.ECE.SIED-1.1** Begins to identify each of the five senses and how they relate to the sense organs.
- 3-4.ECE.SIED-1.2** Uses senses to observe and experience objects and environment.
- 3-4.ECE.SIED-2.0** Uses tools in scientific inquiry.
- 3-4.ECE.SIED-2.1** Demonstrates the use of simple tools and equipment for observing and investigating (e.g., droppers, blocks, bug catchers).
- 3-4.ECE.SIED-3.0** Uses understanding of causal relationships to act on social and physical environments.
- 3-4.ECE.SIED-3.1** Makes simple predictions and reflects on what caused something to happen.
- 3-4.ECE.SIED-3.2** Participates in and discusses simple experiments.
- 3-4.ECE.SIED-3.3** Represents ideas and observations through drawings or using other forms of representation (e.g., manipulatives or different objects).

### Life Science

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- 3-4.ECE.LS-1.0** Demonstrates knowledge related to living things and their environments.
- 3-4.ECE.LS-1.1** 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.ECE.LS-1.2** Begins to notice the similarities and differences among various living things.
- 3-4.ECE.LS-1.3** Explores basic life cycles (e.g., plants grow from seeds and hatching eggs).
- 3-4.ECE.LS-1.4** Explores the differences between living and nonliving things.
- 3-4.ECE.LS-1.5** Explores the needs of living things (e.g., plants need water to grow and kids need food to grow).

### Physical Science

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- 3-4.ECE.PS-1.0** Demonstrates knowledge related to physical science.
- 3-4.ECE.PS-1.1** Explores and investigates objects that require positioning and movement through play (e.g., gears, marble chutes, screws in a toy workbench).
- 3-4.ECE.PS-1.2** Explores and investigates how to change the speed with which an object will move (e.g., pedaling a tricycle, rolling a ball).
- 3-4.ECE.PS-1.3** Explores and investigates the properties of toys and objects (e.g., relationship between size and weight of blocks, what makes balls bounce).
- 3-4.ECE.PS-1.4** 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).

## Earth and Space Science

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- 3-4.ECE.ESS-1.0** Demonstrates knowledge related to the dynamic properties of earth and sky.
- 3-4.ECE.ESS-1.1** Investigates and asks questions about the properties of water using adult- and child-directed activities.
- 3-4.ECE.ESS-1.2** Investigates and asks questions about the properties of rocks, soil, sand, and mud using adult- and child- directed activities.
- 3-4.ECE.ESS-1.3** Asks questions and shows curiosity about objects in the sky (e.g., clouds, sun, moon, and stars).
- 3-4.ECE.ESS-1.4** Describes typical daytime and nighttime activities for people and other animals through drawing, naming, or pretend play.
- 3-4.ECE.ESS-1.5** Observes and discusses weather changes day to day.

## Environment

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- 3-4.ECE.E-1.0** Demonstrates awareness of relationship to people, objects, and living/nonliving things in their environment.
- 3-4.ECE.E-1.1** Describes familiar people and objects in the environment.
- 3-4.ECE.E-1.2** Participates in activities to protect the environment.

## Engineering and Technology

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- 3-4.ECE.ET-1.0** Shows interest and understanding of how simple tools and machines assist with solving problems or creating objects and structures.
- 3-4.ECE.ET-1.1** 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.ECE.ET-1.2** Explores and identifies simple machines through play (e.g., ramps, gears, wheels, pulleys, and levers).
- 3-4.ECE.ET-1.3** 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).

## SOCIAL STUDIES

### Culture

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- 3-4.ECE.CUL-1.0** Begins to identify self as a member of a culture.
- 3-4.ECE.CUL-1.1** Begins to identify self as a member of a culture.
- 3-4.ECE.CUL-2.0** Begins to understand everyone belongs to a culture.
- 3-4.ECE.CUL-2.1** Begins to understand everyone belongs to a culture.
- 3-4.ECE.CUL-3.0** Explores culture of peers and families (classroom).
- 3-4.ECE.CUL-3.1** Explores culture of peers and families (classroom).

## Individual Development and Identity

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<b>3-4.ECE.IDI-1.0</b>	Recognizes characteristics of self as an individual.
<b>3-4.ECE.IDI-1.1</b>	Recognizes characteristics of self as an individual.
<b>3-4.ECE.IDI-2.0</b>	Recognizes the ways self is similar to and different from peers and others.
<b>3-4.ECE.IDI-2.1</b>	Recognizes the ways self is similar to and different from peers and others.

## Individuals and Groups

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<b>3-4.ECE.IG-1.0</b>	Identifies self and others as part of a group.
<b>3-4.ECE.IG-1.1</b>	Identifies self and others as part of a group.
<b>3-4.ECE.IG-2.0</b>	Identifies groups within a community.
<b>3-4.ECE.IG-2.1</b>	Identifies groups within a community.
<b>3-4.ECE.IG-3.0</b>	Begins to demonstrate awareness of group rules (e.g., family, classroom, school, and community).
<b>3-4.ECE.IG-3.1</b>	Begins to demonstrate awareness of group rules (e.g., family, classroom, school, and community).
<b>3-4.ECE.IG-4.0</b>	Exhibits emerging leadership skills and roles (e.g., line leader and door holder).
<b>3-4.ECE.IG-4.1</b>	Exhibits emerging leadership skills and roles (e.g., line leader and door holder).

## Spaces, Places, and Environments

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<b>3-4.ECE.SPE-1.0</b>	Recognizes the relationship of personal space to surroundings.
<b>3-4.ECE.SPE-1.1</b>	Recognizes the relationship of personal space to surroundings.
<b>3-4.ECE.SPE-2.0</b>	Identifies own environment and other locations.
<b>3-4.ECE.SPE-2.1</b>	Identifies own environment and other locations.
<b>3-4.ECE.SPE-3.0</b>	Identifies basic physical characteristics (e.g., landmarks or land features).
<b>3-4.ECE.SPE-3.1</b>	Identifies basic physical characteristics (e.g., landmarks or land features).
<b>3-4.ECE.SPE-4.0</b>	Begins to use spatial words (e.g., far/close, over/under and up/down).
<b>3-4.ECE.SPE-4.1</b>	Begins to use spatial words (e.g., far/close, over/under and up/down).
<b>3-4.ECE.SPE-5.0</b>	Begins to recognize some geographic tools and resources (e.g., maps, globes, or GPS).
<b>3-4.ECE.SPE-5.1</b>	Begins to recognize some geographic tools and resources (e.g., maps, globes, or GPS).

## Time, Continuity, and Change

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<b>3-4.ECE.TCC-1.0</b>	Recognizes sequence of events to establish a sense of order and time.
<b>3-4.ECE.TCC-1.1</b>	Recognizes sequence of events to establish a sense of order and time.
<b>3-4.ECE.TCC-2.0</b>	Explores changes that take place over time in the immediate environment.
<b>3-4.ECE.TCC-2.1</b>	Explores changes that take place over time in the immediate environment.

## **Governance, Civic Ideals, and Practices**

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- 3-4.ECE.GCIP-1.0** Begins to recognize and follow rules and expectations in varying settings.
- 3-4.ECE.GCIP-1.1** Begins to recognize and follow rules and expectations in varying settings.
- 3-4.ECE.GCIP-2.0** Begins to participate in problem solving and decision making.
- 3-4.ECE.GCIP-2.1** Begins to participate in problem solving and decision making.
- 3-4.ECE.GCIP-3.0** Begins to recognize national patriotic symbols (e.g., flag and eagle).
- 3-4.ECE.GCIP-3.1** Begins to recognize national patriotic symbols (e.g., flag and eagle).

## **Economics and Resources**

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- 3-4.ECE.ECR-1.0** Begins to recognize the difference between wants and needs.
- 3-4.ECE.ECR-1.1** Begins to recognize the difference between wants and needs.
- 3-4.ECE.ECR-2.0** Recognizes familiar people who perform different occupations.
- 3-4.ECE.ECR-2.1** Recognizes familiar people who perform different occupations.

## **Technology and Our World**

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- 3-4.ECE.TOW-1.0** Uses technology as a tool when appropriate (e.g., writing utensils, electronic toys, DVD, music players, digital cameras, computers, or tablets).
- 3-4.ECE.TOW-1.1** Consistently follows basic safety rules independently across different situations.

# **CREATIVE EXPRESSION THROUGH THE ARTS**

## **Sensory Art Experience**

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- 3-4.ECE.SAE-1.0** Uses imagination and creativity to express self with intention using a variety of open-ended, process-oriented, and diverse art materials.
- 3-4.ECE.SAE-1.1** Uses imagination and creativity to express self with intention using a variety of open-ended, process-oriented, and diverse art materials.

## **Music**

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- 3-4.ECE.M-1.0** Engages in a variety of individual and group musical activities with more coordinated intention.
- 3-4.ECE.M-1.1** Engages in a variety of individual and group musical activities with more coordinated intention.
- 3-4.ECE.M-2.0** 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.ECE.M-2.1** 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).

## **Creative Movement**

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- 3-4.ECE.CM-1.0** Engages in individual and group movement activities to express and represent thoughts, observations, imagination, feelings, experiences, and knowledge.
- 3-4.ECE.CM-1.1** Engages in individual and group movement activities to express and represent thoughts, observations, imagination, feelings, experiences, and knowledge.

## **Imaginative and Creative Play**

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- 3-4.ECE.ICP-1.0** Expresses and represents thoughts, observations, imagination, feelings, experiences, and knowledge, verbally or nonverbally, using a variety of objects in own environment.
- 3-4.ECE.ICP-1.1** Expresses and represents thoughts, observations, imagination, feelings, experiences, and knowledge, verbally or nonverbally, using a variety of objects in own environment.

## **Appreciation of the Arts**

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- 3-4.ECE.AA-1.0** Responds to and expresses opinions and feelings about own art form as well as a variety of artistic expressions of others.
- 3-4.ECE.AA-1.1** Responds to and expresses opinions and feelings about own art form as well as a variety of artistic expressions of others.