

# 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