

Correlation Chart

Alabama Developmental Standards for Preschool Children

Alignment with FunShine Online Curriculum, by FunShine Express®. Ages 3-5.

Alabama Developmental Standards for Preschool Children	FunShine Express® Learning Goals and Objectives
Approaches to Learning	Approaches to Learning
Goal 1: Children will develop curiosity, initiative, self-direction, and persistence.	Reflection, Persistence, Family and Community, Self-Concept, Imagination
AL.P.1.1. Make and express choices, plans and decisions.	AL11 Makes a plan before beginning a task and follows through
AL.P.1.2. Choose and complete challenging tasks.	AL7 Works at a task despite distractions or interruptions AL8 Usually completes reasonable tasks or stays engaged
AL.P.1.3. Understand and follow rules and routines.	SS6 Follows simple rules and routines
AL.P.1.4. Accept changes in plans and schedules.	SE3 Demonstrates increasing self-direction, independence, and control; increasingly handles transitions appropriately AL1 Shows creativity, flexibility, and inventiveness in play experiences
AL.P.1.5. Demonstrate increasing ability to complete task and maintain concentration over time.	AL7 Works at a task despite distractions or interruptions AL8 Usually completes reasonable tasks or stays engaged
Goal 2: Children will develop positive attitudes, habits, and learning styles.	Risk-Taking, Imagination
AL.P.2.1. Demonstrate an eagerness and interest in learning.	AL12 Welcomes new experiences, situations, play events, materials, friends
AL.P.2.2. Develop increasing ability to find more than one solution to a question or problem.	AL3 Uses new strategies to solve problems

Language and Literacy	Language/Literacy	
Goal 1: Children will develop listening comprehension skills (receptive language).	Listening, Emergent Reading	
LL.P.1.1. Understand and follow spoken directions.	L1	Follows 2 and 3 step directions of increasing complexity
LL.P.1.2. Listen attentively to stories or class discussions.	L2	Gains meaning by listening to stories, informational texts, directions, conversations
LL.P.1.3. Demonstrate increased language comprehension skills by retelling or dictating stories from books and classroom experiences.	L15	Shows interest/motivation in reading: following along as a book is read, attempting to read by looking at illustrations or from memory, handling books appropriately actively chooses books
LL.P.1.4. Begin to use pre-reading skills and strategies (ex.: prior knowledge to text, making predictions about text and using picture clues).	L16	Understands text read aloud: recalling part or most of a text or representing it with play or media, asking and answering questions about text read aloud, connecting text with personal experiences, making predictions based on text read aloud, comparing similar texts, discussing author, illustrator, and parts of a text
Goal 2: Children will develop phonological awareness skills to discriminate the sounds of language.	Emergent Reading	
LL.P.2.1. Discriminate and identify sounds in spoken language.	L17	Exhibits age-appropriate phonological awareness: combines syllables to make a word, combines words to make compound words, recognizes words that rhyme, associates sounds with letters and words, recognizes alliteration and words that rhyme
LL.P.2.1.3. Imitate sounds in vocal play (say ma-ma).	L17	Exhibits age-appropriate phonological awareness: combines syllables to make a word, combines words to make compound words, recognizes words that rhyme, associates sounds with letters and words, recognizes alliteration and words that rhyme
LL.P.2.1.4. Imitate non speech sounds.	L17	Exhibits age-appropriate phonological awareness: combines syllables to make a word, combines words to make compound words, recognizes words that rhyme, associates sounds with letters and words, recognizes alliteration and words that rhyme

LL.P.2.2. Recognize common sounds at the beginning of a series of words.	L17	Exhibits age-appropriate phonological awareness: combines syllables to make a word, combines words to make compound words, recognizes words that rhyme, associates sounds with letters and words, recognizes alliteration and words that rhyme
LL.P.2.3. Identify syllables in words.	L17	Exhibits age-appropriate phonological awareness: combines syllables to make a word, combines words to make compound words, recognizes words that rhyme, associates sounds with letters and words, recognizes alliteration and words that rhyme
LL.P.2.4. Identify words that rhyme.	L17	Exhibits age-appropriate phonological awareness: combines syllables to make a word, combines words to make compound words, recognizes words that rhyme, associates sounds with letters and words, recognizes alliteration and words that rhyme
Goal 3: Children will develop an understanding of new vocabulary.	Vocabulary, Conversation	
LL.P.3.1. Name a variety of pictures/objects and/or actions in the natural environment.	L11	Demonstrates growing understanding of words and meanings, including language of specific learning domains
LL.P.3.2. Use new and challenging vocabulary words correctly within the context of play or other classroom experiences.	L12	Converses with a rapidly expanding vocabulary
LL.P.3.3. Connect new vocabulary with prior educational experiences.	L13 L8	Connects phrases and sentences to build ideas Shares opinions, experiences, and ideas with others with words
Goal 4: Children will develop speaking skills for the purpose of communication (expressive language).	Conversation, Vocabulary, Listening, Relationships	
LL.P.4.1. Express wants and needs.	L5	Expresses needs, wants, thoughts through nonverbal gestures, (exposed to sign language), progressing to verbal cues in English or home language
LL.P.4.2. Respond to questions.	L7	Initiates asking questions and responds in conversation with others
LL.P.4.3. Engage in conversations with peers and adults.	L8	Shares opinions, experiences, and ideas with others with words

LL.P.4.4. Increase length and grammatical complexity of sentences.	L13 L14	Connects phrases and sentences to build ideas Speaks in sentences using grammar that is age-appropriate
LL.P.4.5. Participate in classroom activities that are repetitive in nature such as songs, rhymes, and finger plays.	L4	Listens and responds to rhymes and rhythms
LL.P.4.6. Engage in storytelling and pretend play, using oral language.	L16 SE11	Understands text read aloud: recalling part or most of a text or representing it with play or media, asking and answering questions about text read aloud, connecting text with personal experiences, making predictions based on text read aloud, comparing similar texts, discussing author, illustrator, and parts of a text Participates in group song, dance, acting/role-play
LL.P.4.7. Show progress in speaking English (for non-English speaking children).	L10	Listens to and repeats words in world languages
Goal 5: Children will develop age-appropriate writing skills.	Emergent Writing	
LL.P.5.1. Experiment with a variety of writing tools and materials.	L21	Shows interest in written expression: scribbling, drawing a person, responding to text, describing experiences and events
LL.P.5.2. Progress from using scribbles, shapes, or pictures to represent ideas, to using letters or letter-like symbols, or writing familiar words such as their own names.	L24 L25	Begins to copy or write own name Demonstrates age-appropriate writing: tracing, copying letters and numbers, copying shapes and symbols
Goal 6: Children will develop knowledge about the various uses of print and characteristics of written language (concepts about print).	Emergent Reading, Emergent Writing	
LL.P.6.1. Demonstrate an interest in books and exhibit appropriate book handling skills.	L15	Shows interest/motivation in reading: following along as a book is read, attempting to read by looking at illustrations or from memory, handling books appropriately actively chooses books
LL.P.6.2. Show increasing awareness of environment print in the classroom, home, and community.	L22	Shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning and recognizes that different text forms are used for different purposes

LL.P.6.3. Understand that writing is used as a form of communication for a variety of purposes.	L22 Shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning and recognizes that different text forms are used for different purposes
LL.P.6.4. Demonstrate increasing awareness that a word is a unit of print; that letters are grouped to form a word; and that words are separated by spaces.	L23 Shows awareness that a word is made up of letters
LL.P.6.5. Show progress in recognizing the association between spoken and written words by following print as it is read aloud.	L22 Shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning and recognizes that different text forms are used for different purposes L23 Shows awareness that a word is made up of letters
Goal 7: Children will develop alphabet knowledge.	Emergent Reading
LL.P.7.1. Identify letters of the alphabet, especially letters in own name.	L18 Demonstrates alphabetic knowledge: can recite the alphabet, names or recognizes some letters and sounds – especially own name, recognizes and names most letters
LL.P.7.2. Show progress in identifying the names of letters and the sounds they represent.	L18 Demonstrates alphabetic knowledge: can recite the alphabet, names or recognizes some letters and sounds – especially own name, recognizes and names most letters
LL.P.7.3. Demonstrate increased ability to recognize letters at the beginning of words.	L18 Demonstrates alphabetic knowledge: can recite the alphabet, names or recognizes some letters and sounds – especially own name, recognizes and names most letters
Mathematics	Math
Goal 1: Children will begin to develop an awareness and understanding of numbers.	Numbers, Reasoning
M.P.1.1. Demonstrate use of one-to-one correspondence in counting objects and matching numeral name with sets of objects.	M1 Grows in rote counting and sequencing of numbers M2 Recognizes both numerals and number names M3 Understands and uses 1-1 correspondence
M.P.1.2. Show increasing ability to count in sequence to 10 and beyond.	M1 Grows in rote counting and sequencing of numbers

M.P.1.3. Begin to understand the concept of estimation.	M23	Uses simple strategies to solve mathematical problems
M.P.1.4. Use language to compare numbers of objects with terms such as more, less, equal to, greater than, or fewer than.	M5	Compares quantities in sets and uses appropriate vocabulary: equal, more less
M.P.1.5. Use ordinal number words to describe the position of objects (ex.: “first,” “second,” “third,” etc.).	M8	Understands and uses ordinal terms (1st, 2nd, 3rd)
M.P.1.6. Begin to use numbers and counting as a means for solving problems and measuring quantity.	M23	Uses simple strategies to solve mathematical problems
Goal 2: Children will develop an understanding of basic geometric shapes and develop a sense of space.	Geometry, Spatial Relations	
M.P.2.1. Recognize, describe, compare, and name common shapes, their parts, and attributes.	M17	Demonstrates age-appropriate knowledge of geometric shapes
M.P.2.2. Use math language to indicate understanding of positional concepts.	M20	Understands directions/positional concepts: top/bottom, go/stop, far/near, up/down, over/under, out/in, above/below, in front/behind, inside/outside, etc.
M.P.2.3. Use classroom materials to combine shapes to create other shapes.	M17	Demonstrates age-appropriate knowledge of geometric shapes
M.P.2.4. Begin to understand concept of “part” and “whole” using real objects.	M17 M18	Demonstrates age-appropriate knowledge of geometric shapes Understands that shapes remain the same when flipped or rotated
Goal 3: Children will show awareness of, recognize, and create patterns.	Patterns	
M.P.3.1. Match, sort, place in a series, and regroup objects according to attributes (color, shape, size, etc.).	M9 M13	Matches or sorts by color, size, shape, texture: classifies by attributes, makes comparisons Seriates a group of like objects (small, medium, large or light, medium, dark)
M.P.3.2. Describe, duplicate, and extend simple patterns using a variety of materials or objects.	M10 M11 M12	Recognizes patterns: can tell “what comes next?” Duplicates simple patterns, then extends and creates patterns Identifies pattern groups (red/yellow, kitten/puppy)

M.P.3.3. Recognize and identify patterns in the environment.	M10	Recognizes patterns: can tell “what comes next?”
Goal 4: Children will explore concepts of basic measurements.	Measurement, History and Events	
M.P.4.1. Use comparative/superlative terms to describe and contrast objects (ex.: long, longer, longest; short, shorter, shortest; small, medium, large).	M14	Understands, compares, and analyzes quantities of length, height, weight, time, or amount between two or more groups (by pointing to pictures or using words depicting little/big, short/tall, slow/fast, thin/fat, less/more, empty/full, few/many, heavy/light, shallow/deep, narrow/wide)
M.P.4.2. Use standard and nonstandard measurement tools to determine length, volume, and weight of objects.	M15	Explores and observes ways to use tools to measure objects (e.g., erasers, paper clips, ruler, scale, thermometer, measuring cups, etc.)
M.P.4.3. Demonstrate an understanding of measurable concepts of time and sequence.	SS1	Shows awareness of concepts of time/sequence of events: past, present, and future and sequence of routines such as bedtime, lunchtime, morning, night, etc.
Goal 5: Children will analyze data within small and large group settings.	Measurement, Vocabulary, Family and Community	
M.P.5.1. Use math vocabulary to compare sets of objects with terms such as more, less, equal to, greater than, fewer.	M14 L11	Understands, compares, and analyzes quantities of length, height, weight, time, or amount between two or more groups (by pointing to pictures or using words depicting little/big, short/tall, slow/fast, thin/fat, less/more, empty/full, few/many, heavy/light, shallow/deep, narrow/wide) Demonstrates growing understanding of words and meanings, including language of specific learning domains
M.P.5.2. Classify objects using more than one attribute.	S5 S8	Classifies objects by function Makes comparisons among objects and groups
M.P.5.3. Sort and classify objects using self selected criteria.	S8	Makes comparisons among objects and groups
M.P.5.4. Develop ability to collect, describe, and record information through drawings, maps, charts and graphs.	M16	Develops growing abilities to collect, describe, and record information in different ways, such as discussion, maps, charts, or graphs

Science and Environmental Education	Science
Goal 1: Children will develop the ability to use scientific processes and inquiry.	Observation, Measurement, Investigation
S.P.1.1. Use senses to gather information, classify objects, observe processes, and describe materials.	S1 Explores materials and makes observations, predictions based on information gathered from the senses
S.P.1.2. Make predictions and test ideas based on trial and error, observation prior experience, demonstrations, and discussions.	S3 Makes predictions based on past experiences and observations
S.P.1.3. Record observations using simple visual tools such as drawings, graphs, charts, logos.	M16 Develops growing abilities to collect, describe, and record information in different ways, such as discussion, maps, charts, or graphs
S.P.1.4. Describe simple cause and effect relationships.	S7 Uses “if/then” and “cause/effect” reasoning
Goal 2: Children will acquire knowledge related to physical science.	Observation, Reflection, Risk-Taking
S.P.2.1. Investigate, explore, and compare objects in the classroom and on the playground.	S2 Demonstrates knowledge about self; makes observations about self and life sciences: living vs. nonliving things, nature, environment, weather by physical characteristics
S.P.2.2. Examine and describe the properties of solids and liquids.	S2 Demonstrates knowledge about self; makes observations about self and life sciences: living vs. nonliving things, nature, environment, weather by physical characteristics
S.P.2.3. Name and use simple machines in the context of daily play and problem-solving.	S2 Demonstrates knowledge about self; makes observations about self and life sciences: living vs. nonliving things, nature, environment, weather by physical characteristics
S.P.2.4. Explore and describe different types of speed, motion, and sounds.	S2 Demonstrates knowledge about self; makes observations about self and life sciences: living vs. nonliving things, nature, environment, weather by physical characteristics
S.P.2.5. Design and create items with simple tools.	AL9 Observes or contemplates and applies knowledge to a new situation AL10 Generates ideas, suggestions AL12 Welcomes new experiences, situations, play events, materials, friends

Goal 3: Children will acquire knowledge related to earth sciences and our environment.	Observation, Investigation, People and the Environment	
S.P.3.1. Identify, describe and compare natural items from their immediate environment.	S2 S8	Demonstrates knowledge about self; makes observations about self and life sciences: living vs. nonliving things, nature, environment, weather by physical characteristics Makes comparisons among objects and groups
S.P.3.2. Demonstrate respect for preserving the environment.	SS2	Engages in caring for the environment and conservation
S.P.3.3. Describe basic needs of how to care for living things.	SS4	Shows respect for living things
S.P.3.4. Demonstrate knowledge of changes that plants and animals pass through during life cycles.	S2	Demonstrates knowledge about self; makes observations about self and life sciences: living vs. nonliving things, nature, environment, weather by physical characteristics
S.P.3.5. Identify and describe common animals and insects, and their natural habitats.	S2	Demonstrates knowledge about self; makes observations about self and life sciences: living vs. nonliving things, nature, environment, weather by physical characteristics
Goal 4: Children will acquire knowledge related to earth and space science.	Observation	
S.P.4.1. Identify four seasons and seasonal changes.	S2	Demonstrates knowledge about self; makes observations about self and life sciences: living vs. nonliving things, nature, environment, weather by physical characteristics
S.P.4.2. Identify types of weather and impact on environment.	S2	Demonstrates knowledge about self; makes observations about self and life sciences: living vs. nonliving things, nature, environment, weather by physical characteristics
S.P.4.3. Identify and classify objects observed in the day sky and in the night sky.	S2	Demonstrates knowledge about self; makes observations about self and life sciences: living vs. nonliving things, nature, environment, weather by physical characteristics
S.P.4.4. Identify common earth materials and landforms.	S2	Demonstrates knowledge about self; makes observations about self and life sciences: living vs. nonliving things, nature, environment, weather by physical characteristics

S.P.4.5. Observe and describe light and shadows.	S2 Demonstrates knowledge about self; makes observations about self and life sciences: living vs. nonliving things, nature, environment, weather by physical characteristics
Technology	Social Studies
Goal 1: Children will gain knowledge of technology.	Family and Community,
T.P.1.1. Demonstrate basic knowledge of computer skills.	SS11 Exhibits some knowledge of technology and media
T.P.1.2. Demonstrate knowledge of a variety of media and technology tools.	SS11 Exhibits some knowledge of technology and media
T.P.1.3. Demonstrate knowledge of the use of technology as a communication system of the world.	SS11 Exhibits some knowledge of technology and media
Social-Emotional Development	Social/Emotional
Goal 1: Children will develop confidence and positive self-awareness.	Self-Concept
SE.P.1.1. Display a healthy self image.	SE2 Develops positive self-image: awareness of self as having certain abilities, preferences, characteristics
SE.P.1.2. Demonstrate awareness of attributes of self (abilities, characteristics and preferences).	SE2 Develops positive self-image: awareness of self as having certain abilities, preferences, characteristics
SE.P.1.3. Demonstrate knowledge of self through recognition of body parts.	SE1 Recognizes similarities and differences between self and others: gender, cultural identity, self and family characteristics
SE.P.1.4. Demonstrate growth in capacity for independence.	SE3 Demonstrates increasing self-direction, independence, and control; increasingly handles transitions appropriately
Goal 2: Children will increase the capacity for self control.	Relationships, Emotional Development, Self-Concept
SE.P.2.1. Initiate play with other children.	SE10 Interacts with one or more children; develops special friendships

SE.P.2.2. Recognize and manage feelings and impulses in developmentally appropriate ways.	SE15	Manages feelings appropriately
SE.P.2.3. Demonstrate the ability to control behavior when changing activities with class or group.	SE3	Demonstrates increasing self-direction, independence, and control; increasingly handles transitions appropriately
SE.P.2.4. Separate easily from family.	SE3	Demonstrates increasing self-direction, independence, and control; increasingly handles transitions appropriately
Goal 3: Children will develop interpersonal and social skills for relating with other people.	Relationships, Emotional Development, Relationships	
SE.P.3.1. Sustain interaction with peers by cooperating, playing and interacting.	SE12	Plays cooperatively with others; resolves some conflicts, uses constructive language
SE.P.3.2. Understand how actions affect others and begin to accept consequences.	SE17	Shows empathy and caring to others, respond to others emotions
SE.P.3.3. Show increasing ability to use compromise and discussion to resolve conflict with peers.	SE12	Plays cooperatively with others; resolves some conflicts, uses constructive language
Goal 4: Children will develop a respect for differences in people and an appreciation of their role as being a member of the family, classroom, and the community.	Self-Concept	
SE.P.4.1. Show progress in understanding similarities and respecting differences in people.	SE1	Recognizes similarities and differences between self and others: gender, cultural identity, self and family characteristics
SE.P.4.2. Show understanding and respect for the property of others.	SE4	Shows interest and respect for work of self and others; exhibits increasing awareness of positive character traits
SE.P.4.3. Develop an awareness of how actions positively affect the classroom environment.	SE4	Shows interest and respect for work of self and others; exhibits increasing awareness of positive character traits
Physical Development	Physical Development/Health	
Goal 1: Children will develop gross motor skills.	Gross Motor	

PD.P.1.1. Develop and demonstrate strength and coordination of large muscles.	<p>PD5 Demonstrates balance and control of large muscles: walking forward, backward, heel-to-toe, on tiptoe and on a straight line, walking on a balance board, hopping on one foot, jumping with two feet</p> <p>PD6 Coordinates movement when walking up and down stairs, running smoothly, kicking a ball, throwing a ball, bouncing and catching a ball, skipping, clapping, crossing the midline</p> <p>PD7 Develops strength, flexibility, and stamina through vigorous play and by using equipment</p>
PD.P.1.2. Develop and demonstrate skills for walking.	<p>PD5 Demonstrates balance and control of large muscles: walking forward, backward, heel-to-toe, on tiptoe and on a straight line, walking on a balance board, hopping on one foot, jumping with two feet</p> <p>PD6 Coordinates movement when walking up and down stairs, running smoothly, kicking a ball, throwing a ball, bouncing and catching a ball, skipping, clapping, crossing the midline</p> <p>PD7 Develops strength, flexibility, and stamina through vigorous play and by using equipment</p>
PD.P.1.3. Develop and demonstrate skills for sitting.	<p>PD5 Demonstrates balance and control of large muscles: walking forward, backward, heel-to-toe, on tiptoe and on a straight line, walking on a balance board, hopping on one foot, jumping with two feet</p>
PD.P.1.4. Develop and demonstrate skills for rolling.	<p>PD5 Demonstrates balance and control of large muscles: walking forward, backward, heel-to-toe, on tiptoe and on a straight line, walking on a balance board, hopping on one foot, jumping with two feet</p>
Goal 2: Children will develop fine motor skills.	Fine Motor
PD.P.2.1. Develop and demonstrate strength and coordination of small muscles.	<p>PD1 Gains strength and control of small muscles: folding and creasing paper, building with small blocks, manipulating play dough and clay</p>
PD.P.2.2. Develop eye-hand coordination in a purposeful way.	<p>PD2 Demonstrates eye-hand coordination: strings beads, completes puzzles, sews through holes in lacing cards, ties knots and loops, tears paper, uses eating utensils, uses a keyboard</p> <p>PD3 Uses scissors to cut shapes from paper</p>

Health and Daily Living	Physical Development/Health	
Goal 1: Children will acquire knowledge of healthy personal care routines.	Self-Care	
HDL.P.1.1. Wash and dry hands without assistance.	PD10	Washes hands and face without assistance
HDL.P.1.2. Toilet independently.	PD13	Cares for toileting needs independently
HDL.P.1.3. Brush teeth independently.	PD11	Brushes teeth independently
HDL.P.1.4. Cover mouth and nose when sneezing and coughing.	PD12	Uses tissue for nose, napkin for hand/ face appropriately, independently
HDL.P.1.5. Manipulate clothing/fasteners.	PD8	Undresses or dresses self independently, other than help with difficult fasteners
HDL.P.1.6. Put on/take off coat, socks, and shoes.	PD8	Undresses or dresses self independently, other than help with difficult fasteners
Goal 2: Children will acquire knowledge of healthy nutritional practices.	Self-Care, Fine Motor	
HDL.P.2.1. Follow mealtime routines and procedures.	PD15	Follows basic safety and health rules
HDL.P.2.2. Open a food/drink container.	PD2	Demonstrates eye-hand coordination: strings beads, completes puzzles, sews through holes in lacing cards, ties knots and loops, tears paper, uses eating utensils, uses a keyboard
HDL.P.2.3. Eat with a spoon or fork.	PD2	Demonstrates eye-hand coordination: strings beads, completes puzzles, sews through holes in lacing cards, ties knots and loops, tears paper, uses eating utensils, uses a keyboard
HDL.P.2.4. Drink from an open cup.	PD2	Demonstrates eye-hand coordination: strings beads, completes puzzles, sews through holes in lacing cards, ties knots and loops, tears paper, uses eating utensils, uses a keyboard

HDL.P.2.5. Identify healthy foods from basic food groups (meat, dairy, grains, fruits, vegetables).	PD9	Exhibits increasing knowledge of healthy eating, good nutrition: tries new foods, willing to eat well-balanced diet, interested in various tastes, colors, and textures of food
Goal 3: Children will acquire knowledge of safety practices.	Self-Care	
HDL.P.3.1. Demonstrate knowledge of personal safety.	PD15	Follows basic safety and health rules
HDL.P.3.2. Recognize and know to avoid potentially harmful situations.	PD15	Follows basic safety and health rules
HDL.P.3.3. Recognize and know to avoid potentially harmful substances.	PD15	Follows basic safety and health rules
Creative Arts	Creative Art Expression	
Goal 1: Children will use art for creative expression and representation.	Art	
CA.P.1.1. Use different art media and materials in a variety of ways for creative expression.	A1	Uses a variety of art materials for exploration, and across learning domains
CA.P.1.2. Progress in ability to create drawings, paintings, and sculptures that are more detailed, creative or realistic.	A2	Creates something unique from other children: creative, imaginative work
CA.P.1.3. Understand and share opinions about artistic endeavors and experiences.	A3	Appreciates artistic creations of others and art events; shares opinions about likes and dislikes
Goal 2: Children will show self-expression through music and movement.	Music, Movement and Dance	
CA.P.2.1. Use a variety of musical instruments, rhythms, and songs to develop creative expression.	A6	Uses and shows interest in a variety of musical instruments for expression
CA.P.2.2. Participate in creative music and movement activities.	A7	Participates in creative movement and dance
CA.P.2.3. Identify and appreciate different types of music from various cultures.	A4	Knows and sings songs; uses music across learning domains

Goal 3: Children will participate in a variety of dramatic play activities.	Relationships, Imagination, Dramatic Play	
CA.P.3.1. Participate in dramatic play to express feelings, dramatize stories,reenact real-life roles and experiences.	SE7 SE11 AL2	Uses play to explore and practice so- cial roles and relationships Participates in group song, dance, acting/role-play Takes on various roles in make-believe play
CA.P.3.2. Engage in cooperative pretend play with another child using symbolic materials and gestures to represent real objects and situations.	A9 A10	Participates in creative dramat- ic play and make-believe Uses props to enhance play environment