

The KSELD Standards and OSEP Early Childhood Outcomes Aligned

CONTENT AREA/ STANDARD	BENCHMARK	OUTCOMES			INDICATORS
		1	2	3	
PHD Standard 1: Develops gross motor skills	1.1: Moves body with control and balance			X	YI 1: Rolls from stomach to back YI 2: Supports self on hands with arms extended and head at 90 degrees YI 3: Sits steadily unsupported YI 4: Rocks forward and backward while on hands and knees MI 1: Creeps up/down stairs MI 2: Pulls self to standing position MI 3: Takes independent steps T 1: Squats in play T 2: Runs swiftly Pre3 1: Balances on one foot Pre3 2: Hops on one foot Pre4 1: Runs around obstacles, turns corners
	1.2: Coordinates movements in space to accommodate objects and boundaries			X	YI 1: Swipes at objects YI 2: Reaches YI 3: Crawls through and around objects MI 1: Throws ball and other objects independently MI 2: Turns objects with hand MI 3: Pushes/pulls toys T 1: Catches a ball with both hands T 2: Dances Pre3 1: Steers wheeled toys Pre3 2: Kicks a large ball Pre4 1: Moves body into position to catch a ball, and then throws the ball in the right direction
PHD Standard 2: Develops fine motor skills	2.1: Moves small muscles with purpose and coordination		X	X	YI 1: Transfers objects from one hand to the other YI 2: Grasps objects using entire hand MI 1: Picks up objects between thumb and finger (pincer grasp) MI 2: Experiments with grasp using a variety of writing tools T 1: Turns pages of a book, one at a time T 2: Holds pencils/crayons between thumb and first two fingers (tripod grasp) Pre3 1: Cuts out simple shapes Pre3 2: Draws and paints with some detail Pre3 3: Manages large buttons and zippers Pre4 1: Reproduces some shapes and letters with writing utensils Pre4 2: Grasps scissors with thumb on top
PHD Standard 3: Demonstrates behaviors that	3.1: Exhibits healthy eating habits			X	YI 1: Uses tongue and lips to take in and swallow solid foods and liquids YI 2: Establishes a sleeping and eating pattern MI 1: Helps to feed self, holding spoon or cup with assistance T 1: Drinks from cup and/or spoon

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promote good health				X	T 2: Bites and chews hard and chewy foods Pre3 1: Eats with fork and/or spoon Pre3 2: Transfers food and liquid between containers (e.g., serve self during family meals) Pre4 1: Identifies different food groups Pre4 2: Able to scoop food from large bowl to own plate (e.g., serve self during family meals)
	3.2: Follows safety rules/precautions	X		X	YI 1: Shows preference for major caregiver MI 1: Demonstrates some attempt to self-regulate when assisted (walk, soft voice, gentle touch) T 1: Alerts adults to potential harmful conditions/situations Pre3 1: Knows common safety rules that have been discussed Pre3 2: Behaves appropriately during emergency evacuation drills Pre4 1: Recognizes warning symbols and communicates their meaning (e.g., red light, stop sign, poison symbol, etc.)
	3.3: Practices personal hygiene			X	YI 1: Signals need by crying (wet, hungry, tired, hurt...) MI 1: Indicates when pants are wet and needs to be changed T 1: Washes hands and face with assistance Pre3 1: Takes care of own toileting needs Pre4 1: Washes and dries hands before eating and after toileting Pre4 2: Brushes teeth independently after meals
SE Standard 1: Exhibits sense of self	1: Can differentiate between themselves and others	X	X	X	YI 1: Smiles and shows pleasure when talked to MI 1: Uses words that express belonging ("mine, me") T 1: Uses some personal pronouns when referring to others (e.g. "you", "he", "she") T 2: Expresses wants and needs, likes, and dislikes Pre3 1: Describes personal attributes (e.g. name, boy, girl, taller, shorter, what they look like, what they possess) Pre4 1: Indicates pride in personal accomplishments
	1.2: Knows personal information	X		X	YI 1: Recognizes and responds to own name MI 1: Points to self & family members when named T 1: Provides name of self and family members (mom, dad) Pre 3 1: Knows name and gender Pre 4 1: Shares personal experiences with others Pre 4 2: Knows personal information in addition to own name
SE Standard 2: Develops positive social relationships	2.1: Shows attachment and emotional connections toward others	X		X	YI 1: Seeks attention and contact with people (e.g. lifts arms to be picked up) YI 2: Vocalizes in response to social contact and sounds produced by others MI 1: Looks to adults for attention or help T 1: Expresses affection for others T 2: Feels distress/joy when peers are distressed/happy Pre3 1: Encourages or praises peers Pre4 1: Offers to help others who may be in distress (crying, frowning, looking confused)
	2.2: Seeks and	X		X	YI 1: Shows preference for familiar adults MI 1: Enjoys and participates in simple games such as "peek a boo" and "bye-bye"

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	maintains friendships	X X X X X			T 1: Positively greets and responds to greetings of others T 2: Plays with boys and girls Pre 3 1: Expresses interests, acceptance, affection to others Pre 3 2: Plays with different friends each day Pre 4 1: Demonstrates an understanding of what it means to be a friend (someone who cares, listens, shares ideas, trustworthy, provides comfort)
SE Standard 3: Develops self-control and personal responsibility	3.1: Demonstrates an understanding of simple rules and limitations	X X X X X X X		X	YI 1: Establishes sleep/wake patterns MI 1: Adheres to simple rules with support T 1: Asserts independence appropriately with support T 2: Transitions the new or different activities with adult support Pre3 1: Follows rules and simple directions Pre3 2: Takes turns (e.g. using things, sharing, expressing self or getting own way) Pre4 1: Adapts behavior appropriate to different environments Pre4 2: Copes with frustration
	3.2: Recognizes, expresses and copes with feelings appropriately	X X X X X X X		X	YI 1: Expresses comfort/discomfort YI 2: Is comforted when held by familiar adult or caregiver MI 1: Calms self T 1: Can verbally label basic emotions (happy, mad, sad) T 2: Accepts changes in the daily routine Pre 3 1: Describes situations which can elicit various emotions (e.g. tells a story that is supposed to make listener sad) Pre4 1: Understands which forms of emotional expression are acceptable for a given environment (e.g. when to laugh, cry, talk quietly) Pre4 2: Accepts consequences for own actions
SE Standard 4: Participates in large and small group activities	4.1: Responds appropriately during group activities	X X X X X			YI 1: See SE2.1 YI 1 (no age indicator) MI 1: (no age indicator) T 1: Identifies self as part of a group (i.e. with the girls/ boys) Pre3 1: Provides individual and choral responses when appropriate (e.g. listens to a story and repeats lines or words with the group) Pre3 2: Remains quiet while others are speaking Pre4 1: Answers questions that are relevant to the activity or conversation Pre4 2: Listens while others are speaking
SE Standard 5: Demonstrates imagination and creativity in play	5.1: Engages in various levels of play	X X X X X	X X X X		YI 1: Explores objects and play material through the senses (e.g. mouths toys; watches mother) MI 1: Engages in exploratory play (e.g. spends time holding, turning, playing with various toys or materials) T 1: Engages in functional and relational play by using objects in play for the purpose for which they were intended (e.g. brush for brushing hair, cup for drinking, pushes cars) Pre3 1: Engages in constructive play by manipulating objects or materials for the purpose of constructing or creating something (e.g. builds a fence with blocks, makes a snake out of clay) Pre4 1: Engages in dramatic play (e.g. plays house, builds firehouse with blocks)

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	5.2: Engages in play with others	X X X X X	X X X	X	YI 1: Smiles, laughs at physical games and anticipated actions of objects MI 1: Engages in parallel play – i.e. plays near, but not with others T 1: Occasionally assumes various roles during play with others Pre3 1: Creates and occasionally coordinates play with others Pre4 1: Plays games with simple rules (e.g. musical chairs or red light green light) Pre4 2: Collaborates with others to carry out a play theme (e.g. hospital or grocery store)
CL Standard 1: Uses language in many different ways	1.1: Uses gestures, movements, or vocalizations to initiate interactions or to get needs met	X X X	X X X X X	X X X	YI 1: Makes sound to gain attention of a familiar person YI 2: Uses different cries to signal various needs MI 1: Uses pre-verbal gestures and sounds to interact (e.g. waves, shakes head no, reaches to be lifted up) T 1: Uses some personal pronouns when referring to others (e.g. “you”, “he”, “she”) T 2: Expresses wants and needs, likes, and dislikes Pre3 1: Uses simple pronouns (I, me, you, mine, he, she) Pre4 1: Uses four to seven-word sentences
	1.2: Uses language to communicate ideas and feelings	X X	X X X X X X	X	YI 1: Coos, gurgles, smiles in response to stimulation MI 1: Plays simple imitation games (e.g. “pattycake”) T 1: Has a 20+ word vocabulary T 2: Uses words to label actions Pre3 1: Uses 300+ words including some descriptive words Pre3 2: Talks about actions of others Pre4 1: Uses personal experiences, knowledge, and/or feelings when speaking Pre4 2: Uses third person singular and irregular plural
	1.3: Uses language to solve problems	X	X X X X X X	X X X X X	YI 1: Reacts to facial expressions of adults MI 1: Shakes head for “no” T 1: Asks questions using inflection and intonation Pre3 1: Asks ‘who’, ‘why’ and ‘where’ questions Pre3 2: Asks for desired objects or assistance Pre4 1: Asks questions to increase understanding including “how” questions Pre4 2: Asks for help as needed.
CL Standard 2: Observes and responds to communication	2.1: Responds to verbal and non-verbal communication of others	X X	X X X X X	X X X	YI 1: Imitates the sound, facial expression, or gesture of another person MI 1: See CL 1.2 MI 1 (no age indicator) T 1: Answers simple questions with actions or one or two words T 2: Follows simple directions Pre3 1: Understands commands involving one object or action Pre3 2: Answers simple questions dealing with familiar objects or events Pre4 1: Answers appropriately when asked what to do if tired, cold, hungry Pre4 2: Completes simple verbal analogies (e.g. A daddy is big, a baby is _____ (small))
	2.2:	X	X	X	YI 1: Smiles at faces

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		1	2	3	
	Communicates in home language and is understood by others	X	X X X X X		MI 1: See CL 1.1 MI 1 (no age indicator) T 1: Sustains a short conversation with another person Pre3 1: Uses most parts of speech in short, mostly correct sentences, combining four to five words Pre3 2: Beginning to apply word endings correctly Pre4 1: Uses complex sentences to communicate Pre4 2: Uses vocabulary related to the subject and stays on topic
CL Standard 3: Demonstrates early reading skills	3.1: Listens to reading materials with interest and enjoyment	X	X X X X X		YI 1: Gazes at pictures in books and pats individual pictures YI 2: Sits on adult's lap while adult reads books MI 1: Sustains attention for short periods of time while being read a story T 1: Asks and answers questions that are relevant to the story being read Pre3 1: Can identify favorite story(s) Pre4 1: Pretends to read easy or predictable books
	3.2: Demonstrates knowledge of the alphabet		X X X		YI 1: (no age indicator) MI 1: (no age indicator) T 1: Recognizes some letters of the alphabet Pre3 1: Recognizes some letters and words in print Pre4 1: Identifies some known letters of the alphabet in familiar and unfamiliar words
	3.3: Demonstrates emergent phonemic/phonological awareness	X	X X X X X X X	X	YI 1: Turns toward speaker or loud sound MI 1: Imitates some consonants and inflections T 1: Shows awareness of beginning sounds in words Pre3 1: Recognizes matching sounds and rhymes in familiar words or words in songs Pre3 2: Recognizes sounds that match Pre4 1: Produces rhyming words Pre4 2: Discriminates separate syllables in words Pre4 3: Makes some letter-sound connections Pre4 4: Identifies some beginning and ending sounds in words
	3.4: Exhibits book handling skills		X X X X X X		YI 1: (no age indicator) MI 1: Recognizes some books by the cover MI 2: Randomly points to familiar pictures in a book T 1: Holds a book right side up to look at pictures Pre3 1: Holds a book and looks at one page at a time Pre3 2: Looks at pages of a book left to right Pre4 1: Points to words in a book or runs finger along text from top to bottom while pretending to read Pre4 2: Knows that books have titles, authors, and often illustrators
	3.5: Develops/comprehends stories		X X X X X X		YI 1: (no age indicator) MI 1: Listens to stories being read T 1: Sustains attention to a story being read T 2: Draws meaning from pictures, print, and text Pre3 1: Acts out main events of a familiar story Pre3 2: Uses pictures and illustrations to tell and retell a story Pre4 1: Recalls information and sequence of a story (e.g. setting, characters, events) Pre4 2: Tells stories based on personal experiences, imagination, dreams, and/or stories from books

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		1	2	3	
			X		Pre4 3: Tells stories with a beginning, middle and end
CL Standard 4: Demonstrates emergent writing skills	4.1: Demonstrates an understanding that the purpose of writing is communication		X X X	X	YI 1: (no age indicator) MI 1: (no age indicator) T 1: Recognizes labels in the classroom Pre3 1: Demonstrates an understanding of the relationships between spoken words and written language (makes pretend lists, participates in the dictation of oral stories) Pre4 1: Recognizes that print represents spoken words (i.e. first name in print, environmental labels)
	4.2: Demonstrates an understanding of the basic concepts and conventions of print		X X X X X		YI 1: (no age indicator) MI 1: (no age indicator) T 1: Shows beginning control of drawing and writing tools Pre3 1: Demonstrates an understanding that letters are combined to make words Pre3 2: Knows how print is read (left to right, top to bottom, front to back) Pre4 1: Demonstrates an understanding that words are separated by spaces Pre4 2: Demonstrates an understanding that once an oral message is written it reads the same way every time (recognizes signs, messages from the teacher)
	4.3: Uses writing as a means of expression/communication		X X X X X		YI 1: (no age indicator) MI 1: (no age indicator) T 1: Scribbles as if writing Pre3 1: Writes or draws; separated scribbles, shapes, pictures, to convey a story. Pre3 2: Demonstrates an understanding that drawings can represent ideas, stories or events Pre4 1: Writes some recognizable letters Pre4 2: Copies or writes familiar words
ATL Standard 1: Demonstrates positive approaches to learning	1.1: Demonstrates enthusiasm and persistence		X X X X X	X X X X X	YI 1: Explores the environment through senses MI 1: Demonstrates curiosity (e.g. dumps objects from container, finds objects that have been put out of reach) T 1: Selects new as well as familiar activities Pre3 1: Attends to a familiar task with minimal adult prompting Pre4 1: Persists when trying to complete a task after many attempts have failed Pre4 2: Works to achieve a goal
	1.2: Demonstrates positive work habits	X	X X X X X	X X X X X	YI 1: Reaches for toys that are out of reach, but visible MI 1: Persists in attempts to reach objects or persons T 1: Follows familiar routines with assistance Pre3 1: Manages transitions between one activity to the next Pre4 1: Uses classroom materials purposefully and respectfully Pre4 2: Returns materials and toys to designated locations
SCI Standard 1:	1.1: Demonstrates		X X	X X	YI 1: Occasionally uses simple problem-solving to reach objects (e.g. pulls on blanket on which object lies) MI 1: Initiates actions (e.g. banging on pots/pans)

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		1	2	3	
Demonstrates an understanding of the process of scientific inquiry and logical thinking	inquiry skills including problem-solving and decision making		X X X X X		T 1: Demonstrates an understanding of basic cause and effect T 2: Searches briefly for hidden objects Pre3 1: Makes observations and communicates findings with others (e.g. "look this tree has big, green leaves") Pre3 2: Tries alternative solutions to problems Pre4 1: Answers questions and/or tests predictions using simple experiments (e.g. cracking a nut to look inside) Pre4 2: Asks/answers questions about objects, organisms, and events in their environment
SCI Standard 2: Demonstrates knowledge of the fundamental concepts, principles, and interconnections of the life, physical, and space sciences	2.1: Demonstrates an understanding of the basic properties of living and non living things		X X X X	X	YI 1: Explores objects with hands and mouth MI 1: Names familiar objects, animals, body parts (e.g. arm, hand) T 1: Shows interest in living things (e.g. animals, plants) Pre3 1: Acquires and uses basic vocabulary for plants, animals and humans (e.g. some names of parts, characteristics) Pre4 1: Demonstrates understanding that living things exist in different environments (e.g. fish can live in the ocean because they can breathe under water)
	2.2: Knows and applies concepts that describe how living things interact with each other and with their environment		X X X X	X	YI 1: Recognizes familiar people and objects MI 1: Explores living and non-living things (e.g. plays with toys; babbles to parent or other person) T 1: Demonstrates an understanding that people need food and water to live Pre3 1: Understands that living things need air, water and food Pre4 1: Describes simple life cycles of different living things (e.g. plants, animals)
MK Standard 1: Demonstrates understanding of number concepts and numerical operations	1.1: Demonstrates understanding of numbers		X X X X X X X	X X	YI 1: Holds small object in one hand while reaching toward another object MI 1: Signs for more (understands "more") T 1: Rote counts to 3 T 2: Names numbers but not in sequence Pre3 1: Spontaneously counts for own purposes Pre3 2: Demonstrates understanding of more and less Pre4 1: Demonstrates an understanding that the last number spoken represents the entire set (i.e., counts five blocks on the table and says, "There are five blocks.") Pre4 2: Rote counts to 10
	1.2:				YI 1: (no age indicator)

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	Demonstrates an understanding of number computation		X X X X X		MI 1: Fills containers of different sizes with objects, then dumps them out (e.g. buckets, baskets) T 1: Matches large pegs to holes Pre3 1: Demonstrates an understanding that a single object is always “one” regardless of size, shape and other attributes Pre4 1: Adds two groups of concrete objects by counting the total (e.g. three blue pegs, three yellow pegs, six pegs altogether) Pre4 2: Subtracts one group of concrete objects from another by taking some away and then counting the remainder (e.g., “I have four carrot sticks, I’m eating one! Now I have three”)
	1.3: Understands number concepts		X X X X X	X	YI 1: (no age indicator) MI 1: Demonstrates understanding of “all gone” T 1: Demonstrates an understanding of ‘more’ in reference to food or play Pre3 1: Recognizes whole/part concept related to concrete objects Pre4 1: Estimates amounts Pre4 2: Identifies positions as first and last
	1.4: Develops knowledge of sequence and temporal awareness	X	X X X X	X X	YI 1: Creates own pattern of self regulation, eating and wakeful play MI 1: Constructs a sense of time through participation in daily activities T 1: Follows known routines Pre3 1: Describes the sequence of daily events (e.g. “We will go outside after snack time.”). Pre4 1: Uses language associated with time in everyday situations (e.g. “I go swimming after lunch”)
MK Standard 2: Demonstrates an understanding of patterns and relationships (Algebra)	2.1: Uses the attributes of objects for comparison and patterning	X X	X X X X X X	X X	YI 1: Attends to most faces and voices MI 1: Differentiates between familiar and unfamiliar persons T 1: Groups two or more objects by one attribute (e.g. shape, color, size) Pre3 1: Recognizes, describes, compares, and names common objects by one or more attributes Pre3 2: Describes an object by characteristics it does or does not possess (e.g. “This button doesn’t have holes.”) Pre4 1: Uses blocks, beads or other materials to make or extend patterns Pre4 2: With adult direction, uses standard and nonstandard measurement units (e.g. measuring body length with unifix cubes, counting number of cups to fill a bucket with water)
MK Standard 3: Demonstrates an understanding of geometric and spatial sense	3.1: Recognizes and describes spatial relationships		X X X X X		YI 1: Exhibits some sense of size, color, and shape recognition of objects in immediate environment MI 1: Uses trial and error strategies to fit objects together T 1: Demonstrates an understanding of simple location/ position words (e.g. under, in, out) Pre3 1: Uses actions and words to indicate position (e.g. over, inside), location (close, far away), or movement (fast, slow) Pre4 1: Demonstrates an understanding of directionality, order and position (e.g. up/down, before/after, first and last)
	3.2: Recognizes geometric shapes and		X X X		YI 1: Visually prefers items of high contrast (black and white); circles, and moving objects MI 1: Explores geometric shapes through manipulating objects (e.g. blocks, containers, other objects) T 1: Places simple shapes in form boards and puzzles

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	their attributes		X		Pre3 1: Identifies basic shapes in the environment (e.g. circle, square, triangle) Pre4 1: Uses shapes (e.g. blocks) separately or in combination to produce pictures and objects
SS Standard 1: Demonstrates an understanding of basic economic concepts	1.1: Demonstrates a beginning understanding of trade as an exchange of goods and services	X X X X	X X X X		YI 1: Demonstrates beginning awareness of objects in environment MI 1: Identifies objects as “mine” T 1: Shares with others and take turns with adult guidance Pre3 1: Trades or exchanges materials or objects with others Pre3 2: Discriminates between ‘yours’ and ‘mine’ Pre4 1: Demonstrates an understanding that money can be exchanged for goods and services.
	2.1: Demonstrates an understanding of the relationships between people and places	X	X X X X X		YI 1: (no age indicator) MI 1: Demonstrates an understanding that objects and persons exist when not in sight T 1: Talks about objects and people in familiar environments (e.g. house, grocery store) Pre3 1: Creates representations of familiar places through various materials. (e.g. build a fire station with blocks, draw a picture of home) Pre4 1: Creates simple “maps” or drawings of familiar places. Pre4 2: Matches objects to usual locations (e.g. tree in a park; bed in bedroom)
FA Standard 1: Demonstrates creativity through the arts	1.1: Demonstrates self expression and appreciation for music		X X X X X	X	YI 1: Attends to voices, music, and other sounds in environment MI 1: Initiates sounds from musical toys (e.g. push toys, toys that make sounds/music) MI 2: Coos, babbles, hums rhythmically T 1: Attempts to sing along with simple songs (e. g., imitates some sounds, actions or words) Pre3 1: Sings along with others Pre3 2: Requests preferred songs Pre4 1: Uses a variety of musical instruments
	1.2: Demonstrates self expression through dance and movement		X X X X		YI 1: (no age indicator) See FA1.1 YI 1 MI 1: Sways or “dances” to music T 1: Attempts to move to the beat of music Pre3 1: Explores different ways of body movement with and without music Pre4 1: Responds to changes in tempo (e.g. moving slowly or quickly, on tiptoes to soft music, gliding to a waltz).
	1.3: Demonstrates self expression and appreciation		X X X X		YI 1: Attends to designs with contrast MI 1: Prefers complexity in designs over simple contrast T 1: Explores a variety of art media and processes (e.g. finger/brush painting, cutting, gluing, etc) Pre3 1: Plans and works independently to create own art representations Pre4 1: Recognizes and describes various art forms (e.g. photographs, sculpture, painting)

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