

# Sequential Competencies for Prekindergarten

<b>Language Arts/Early Literacy Skills</b>					
		☑ = Introduction	→ = increasing competency		
		First Nine Weeks	Second Nine Weeks	Third Nine Weeks	Fourth Nine Weeks
<b>LA.A.2</b>	Listens for the different purposes (e.g., to learn what happened in a story to, receive instructions, to converse with an adult or a peer)	☑	→	→	→
<b>LA.A.3</b>	Understands and follows simple oral directions	☑	→	→	→
<b>LA.A.4</b>	Enjoys listening and responding to books	☑	→	→	→
<b>LA.A.5</b>	Listens and engages in several exchanges of conversations with others	☑	→	→	→
<b>LA.A.6</b>	Listens to tapes and records, and shows understanding through gestures, actions, and/or language	☑	→	→	→
<b>LA.A.7</b>	Listens purposefully to English-speaking teachers and peers to gather information and shows some understanding of the new language being spoken by others <b>(ESL)</b>	☑	→	→	→
<b>LA.B.3</b>	Experiments with new language sounds	☑	→	→	→
<b>LA.B.4</b>	Experiments with and demonstrates growing understanding of the sounds and intonation of the English language. <b>(ESL)</b>	☑	→	→	→
<b>LA.C.4</b>	Attempts to communicate more than current vocabulary will allow, borrowing and extending words to create meaning	☑	→	→	→
<b>LA.C.2</b>	Uses new vocabulary in everyday communicate	☑	→	→	→
<b>LA.C.5</b>	Links new learning experiences and vocabulary to what is already known about the topic.	☑	→	→	→
<b>LA.C.6</b>	Increases listening vocabulary and begins to develop a vocabulary of object names and common phrases in English <b>(ESL)</b>	☑	→	→	→
<b>LA.D.1</b>	Uses language for a variety of purposes (e.g., expressing needs and interest)	☑	→	→	→
<b>LA.D.3</b>	Uses language to express common routines and familiar scripts	☑	→	→	→
<b>LA.D.8</b>	Engages in v various forms of nonverbal communication with those who do not speak his/her home language <b>(ESL)</b>	☑	→	→	→
<b>LA.D.9</b>	Uses single words and simple phrases to communicate meaning in social situations <b>(ESL)</b>	☑	→	→	→
<b>LA.D.10</b>	Attempts to use new vocabulary and grammar in speech <b>(ESL)</b>	☑	→	→	→
<b>LA.F.2</b>	Understands that print carries a message by recognizing labels, signs and other print forms in the environment	☑	→	→	→
<b>LA.F.6</b>	Begins to understand that print runs from left to right and top to bottom	☑	→	→	→
<b>LA.F.8</b>	Begins to recognize the association between spoken and written words by following the print as it read aloud.	☑	→	→	→
<b>LA.G.3</b>	Begins to notice beginning letters in familiar words.	☑	→	→	→
<b>LA.H.1</b>	Demonstrates an interest in books and reading through body language and facial expressions	☑	→	→	→
<b>LA.H.2</b>	Enjoys listening to and discussing storybooks and information books read aloud.	☑	→	→	→
<b>LA.H.3</b>	Frequently request the re-reading of books	☑	→	→	→
<b>LA.H.4</b>	Attempts to read and write independently	☑	→	→	→

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		First Nine Weeks	Second Nine Weeks	Third Nine Weeks	Fourth Nine Weeks
<b>LA.H.5</b>	Shares books and engages in pretend-reading with other children	<input checked="" type="checkbox"/>	_____→		_____→
<b>LA.H.6</b>	Enjoys visiting the library.	<input checked="" type="checkbox"/>	_____→		_____→
<b>LA.I.1</b>	Recognizes favorite books by their cover	<input checked="" type="checkbox"/>	_____→		_____→
<b>LA.I.2</b>	Selects books to read based on personal criteria	<input checked="" type="checkbox"/>	_____→		_____→
<b>LA.I.3</b>	Understands that books and other print resources (e.g., magazine, computer-based texts) are handled in specific ways	<input checked="" type="checkbox"/>	_____→		_____→
<b>LA.I.6</b>	Imitates the special language in storybooks and story dialogue and uses it in retelling and dramatic play (such as "Once upon a time...")	<input checked="" type="checkbox"/>	_____→		_____→
<b>LA.I.7</b>	Asks questions and makes comments about information and events from books	<input checked="" type="checkbox"/>	_____→		_____→
<b>LA.I.8</b>	Connects information and events in books to real-life experiences	<input checked="" type="checkbox"/>	_____→		_____→
<b>LA.I.10</b>	Shows appreciation of repetitive language patterns	<input checked="" type="checkbox"/>	_____→		_____→
<b>LA.J.1</b>	Attempts to write messages as part of playful activity	<input checked="" type="checkbox"/>	_____→		_____→
<b>LA.J.2</b>	Uses known letters and approximations of letters to represent written language (especially meaningful words like his/her name and phrases such as "I love you" or Spanish-"Te quiero:)	<input checked="" type="checkbox"/>	_____→		_____→
<b>LA.J.4</b>	Understand that writing is used to communicate ideas and information	<input checked="" type="checkbox"/>	_____→		_____→
<b>LA.A.1</b>	Listens with increasing attention	<input checked="" type="checkbox"/>	_____→		_____→
<b>LA.E.4</b>	Begins to break words into syllables or claps along with each syllable in a phrase		<input checked="" type="checkbox"/>	_____→	_____→
<b>LA.C.1</b>	Shows a steady increase in listening and speaking vocabulary		<input checked="" type="checkbox"/>	_____→	_____→
<b>LA.D.2</b>	Uses sentences of increasing length (three or more words) and grammatical complexity in everyday speech		<input checked="" type="checkbox"/>	_____→	_____→
<b>LA.B.1</b>	Perceives differences between similar sounding words (e.g., "coat" and "goat", "three" and "free", Spanish- "juego" and "fuego")		<input checked="" type="checkbox"/>	_____→	_____→
<b>LA.B.2</b>	Produces speech sound with increasing ease and accuracy		<input checked="" type="checkbox"/>	_____→	_____→
<b>LA.F.3</b>	Understands that letters are different from numbers		<input checked="" type="checkbox"/>	_____→	_____→
<b>LA.E.3</b>	Begins to attend to beginning sounds in familiar words by identifying that the pronunciation of several words all being the same way (e.g., "dog", "dark, and "dusty," Spanish- "casa," "coche," and "cuna")		<input checked="" type="checkbox"/>	_____→	_____→
<b>LA.I.5</b>	Begins to predict what will happen in a story		<input checked="" type="checkbox"/>	_____→	_____→
<b>LA.G.4</b>	Begins to make some letter/sound matches		<input checked="" type="checkbox"/>	_____→	_____→
<b>LA.D.5</b>	Asks questions and makes comments related to the current topic of discussion			<input checked="" type="checkbox"/>	_____→
<b>LA.D.4</b>	Tells a simple personal narrative, focusing on favorite or most memorable parts			<input checked="" type="checkbox"/>	_____→
<b>LA.J.6</b>	Begins to dictate words, phrases, and sentences to an adult recording on paper (e.g., letter writing, story writing)			<input checked="" type="checkbox"/>	_____→
<b>LA.D.6</b>	Begins to engage in conversation and follows conversational rules (e.g., staying on topic and taking turns)			<input checked="" type="checkbox"/>	_____→
<b>LA.F.4</b>	Understands that illustrations carry meaning but can not be read			<input checked="" type="checkbox"/>	_____→
<b>LA.F.5</b>	Understand that a book has a title and an author			<input checked="" type="checkbox"/>	_____→

# Sequential Competencies for Prekindergarten

		First Nine Weeks	Second Nine Weeks	Third Nine Weeks	Fourth Nine Weeks
<b>LA.F.7</b>	Begins to understand some basic print conventions (e.g., the concept that letters are grouped to form words and that words are separated by spaces)			<input checked="" type="checkbox"/>	—————▶
<b>LA.F.1</b>	Understand that reading and writing are ways to obtain information and knowledge, generate and communicate thoughts and ideas, and solve problems.			<input checked="" type="checkbox"/>	—————▶
<b>LA.F.9</b>	Understands that different text forms are used for different functions (e.g., lists for shopping, recipes for cooking, newspapers for learning about current events, letters and messages for interpersonal communication)			<input checked="" type="checkbox"/>	—————▶
<b>LA.E.2</b>	Begins to identify rhymes and rhyming sounds in familiar words, participates in rhyming games, and repeats rhyming songs and poems			<input checked="" type="checkbox"/>	—————▶
<b>LA.I.4</b>	Becomes increasingly familiar with narrative form and its elements by identify characters and predicting events, plots, and the resolution of a story			<input checked="" type="checkbox"/>	—————▶
<b>LA.I.9</b>	Begins to retell some sequences of event in stories				<input checked="" type="checkbox"/>
<b>LA.G.1</b>	Identifies 10 or more printed alphabet letters.				<input checked="" type="checkbox"/>
<b>LA.C.3</b>	Refines and extends understanding of known words				<input checked="" type="checkbox"/>
<b>LA.D.7</b>	Begins to retell the sequence of a story				<input checked="" type="checkbox"/>
<b>LA.E.1</b>	Becomes increasingly sensitive to sounds of spoken words				<input checked="" type="checkbox"/>
<b>LA.J.3</b>	Attempts to connect the sounds in a word with its letter forms				<input checked="" type="checkbox"/>
<b>LA.J.5</b>	Attempts to use a variety of forms of writing (e.g., List, messages, stories)				<input checked="" type="checkbox"/>
<b>LA.E.5</b>	Begins to create and invent words by substituting one sound for another (e.g., bubblegum/gugglebum, Spanish- calabaza/balacaza)				<input checked="" type="checkbox"/>
<b>LA.G.5</b>	Begins to identify some high-frequency words (age 4)				<input checked="" type="checkbox"/>

# Sequential Competencies for Prekindergarten

<b>Mathematics</b>						
		☑ = Introduction	—————→	= increasing competency		
		First Nine Weeks	Second Nine Weeks	Third Nine Weeks	Fourth Nine Weeks	
<b>M.A.1</b>	Arranges sets of concrete objects in one-to-one correspondence.	☑	—————→		—————→	
<b>M.A.2</b>	Counts by ones to 10 or Higher	☑	—————→		—————→	
<b>M.A.3</b>	Counts concrete objects to five or higher	☑	—————→		—————→	
<b>M.B.1</b>	Imitates pattern sounds and physical movement (e.g., clap, stomp, clap, stomp,...)	☑	—————→		—————→	
<b>M.D.1</b>	Covers an area with shapes (e.g., tiles)	☑	—————→		—————→	
<b>M.D.2</b>	Fills a shape with solids or liquids (e.g., ice cubes, water)	☑	—————→		—————→	
<b>M.C.1</b>	Begins to recognize, describe, and names shapes (e.g., circles, triangles, rectangles - including squares)	☑	—————→		—————→	
<b>M.A.8</b>	Begins to identify first and last series		☑	—————→	—————→	
<b>M.E.4</b>	Participates in creating and using real and pictorial graphs		☑	—————→	—————→	
<b>M.C.2</b>	Begins to use words that indicate where things are in space (e.g., "besides," "inside," "behind," "above," and "below")		☑	—————→	—————→	
<b>M.D.5</b>	Begins to categorize time intervals and uses language associated with time in everyday situations (e.g., "in the morning," "after snack")		☑	—————→	—————→	
<b>M.E.1</b>	Matches objects that are alike		☑	—————→	—————→	
<b>M.A.3</b>	Begins to name "how many" are in a group of up to three (or more) objects without counting (e.g., recognizing two or more crayons in a box)		☑	—————→	—————→	
<b>M.B.2</b>	Recognizes and reproduces simple patterns of concrete objects (e.g., string of beads that are yellow, blue, blue, yellow, blue, blue)		☑	—————→	—————→	
<b>M.C.4</b>	Begins to investigate and predict the result of putting together two or more shapes		☑	—————→	—————→	
<b>M.A.6</b>	Recognizes and describes the concept of zero (meaning there are none)		☑	—————→	—————→	
<b>M.A.9</b>	Combines, separates, and names "how many" concrete objects		☑	—————→	—————→	
<b>M.C.5</b>	Puts together puzzles of increasing complexity		☑	—————→	—————→	
<b>M.B.3</b>	Begins to recognize patterns in their environment (e.g., day follows night, repeated phrases in storybooks, patterns in carpeting or clothing)			☑	—————→	
<b>M.A.4</b>	Begins to compare the numbers of concrete objects using language (e.g., "same" or "equal," "one more," "more than," or "less than")			☑	—————→	
<b>M.D.3</b>	Begins to make size comparisons between objects (e.g., taller than, smaller than)			☑	—————→	
<b>M.D.6</b>	Begins to order two or three objects by size (seriation) (e.g., largest to smallest) (age 4)			☑	—————→	
<b>M.E.2</b>	Describes the similarities and difference between objects			☑	—————→	
<b>M.E.3</b>	Sorts objects into groups by attributes and begins to explain how the grouping was done			☑	—————→	
<b>M.B.4</b>	Begins to predict what comes next when patterns are extended			☑	—————→	
<b>M.A.7</b>	Begins to demonstrate part of and whole with real objects (e.g., an orange)			☑	—————→	
<b>M.C.3</b>	Begins to recognize when a shape's position or orientation has changed			☑	—————→	
<b>M.D.4</b>	Begins to use tools to imitate measuring			☑	—————→	

# Sequential Competencies for Prekindergarten

<b>Science</b>					
☑ = Introduction $\longrightarrow$ = increasing competency					
		First Nine Weeks	Second Nine Weeks	Third Nine Weeks	Fourth Nine Weeks
<b>S.A.1</b>	Begins to demonstrate safe practices and appropriate use of materials.	☑	—————→		
<b>S.A.3</b>	Shows an interest in investigating unfamiliar objects	☑	—————→		
<b>S.B.3</b>	Begins to observe changes in size, color, position, weather and sound	☑	—————→		
<b>S.A.13</b>	Predicts what will happen next based on previous experience	☑	—————→		
<b>S.A.4</b>	Uses one or more senses to observe and learn about objects, events and organisms		☑	—————→	
<b>S.A.8</b>	Explores by manipulating materials with simple equipment (e.g., pouring from a cup, and using a spoon to pick up sand or water)		☑	—————→	
<b>S.A.9</b>	Uses simple measuring devices to learn about objects and organisms		☑	—————→	
<b>S.B.9</b>	Identifies similarities and differences among objects and organisms		☑	—————→	
<b>S.B.4</b>	Identifies animals and plants as living things		☑	—————→	
<b>S.B.7</b>	Begins to identify what things are made of (e.g., distinguishing a metal spoon from a plastic spoon)		☑	—————→	
<b>S.B.8</b>	Uses patterns (such as growth and day following night to predict what happens next)		☑	—————→	
<b>S.A.15</b>	Participates in creating and using simple data charts		☑	—————→	
<b>S.B.10</b>	Begins to use scientific words and phrases to describe objects, events and living things.		☑	—————→	
<b>S.A.2</b>	Asks questions about objects, events and organisms			☑	—————→
<b>S.A.11</b>	Sorts objects and organisms into groups and begins to describe how groups were organized			☑	—————→
<b>S.A.10</b>	Compares objects and organisms and identifies similarities and differences			☑	—————→
<b>S.A.7</b>	Gathers information using simple tools such as magnifying lens and an eyedropper			☑	—————→
<b>S.B.6</b>	Begins to recognize that living things have similar needs for water, food, and air			☑	—————→
<b>S.B.1</b>	Observes and describes properties of rocks, soil and water			☑	—————→
<b>S.B.5</b>	Groups organisms and objects as living or non living and begins to identify things people have built			☑	—————→
<b>S.B.2</b>	Describes properties of objects and characteristics of living things			☑	—————→
<b>S.A.6</b>	Begins to perform simple investigations				☑
<b>S.A.5</b>	Describes observations				☑
<b>S.A.16</b>	Shares observations and findings with others through pictures, discussions, or dramatizations				☑
<b>S.A.12</b>	Begins to offer explanations, using his or her own words.				☑
<b>S.A.14</b>	Solves simple design problems (e.g., making a box into a little house for a storybook character, toy or pet)				☑

# Sequential Competencies for Prekindergarten

<b>Social Studies</b>					
		<input checked="" type="checkbox"/> = Introduction $\longrightarrow$ = increasing competency			
		First Nine Weeks	Second Nine Weeks	Third Nine Weeks	Fourth Nine Weeks
<b>SS.A.1</b>	Shares ideas and takes turns listening and speaking.	<input checked="" type="checkbox"/>	$\longrightarrow$	$\longrightarrow$	$\longrightarrow$
<b>SS.C.1</b>	Identifies common features in the home and school environment (e.g., the library, the playground)	<input checked="" type="checkbox"/>	$\longrightarrow$	$\longrightarrow$	$\longrightarrow$
<b>SS.B.1</b>	Identifies common events and routines (e.g., snack time, story time)	<input checked="" type="checkbox"/>	$\longrightarrow$	$\longrightarrow$	$\longrightarrow$
<b>SS.A.3</b>	Identifies and follows classroom rules.	<input checked="" type="checkbox"/>	$\longrightarrow$	$\longrightarrow$	$\longrightarrow$
<b>SS.A.4</b>	Participates in classroom jobs and contributes to the classroom community.	<input checked="" type="checkbox"/>	$\longrightarrow$	$\longrightarrow$	$\longrightarrow$
<b>SS.C.2</b>	Creates simple representations of home, school or community through drawings or block constructions.	<input checked="" type="checkbox"/>	$\longrightarrow$	$\longrightarrow$	$\longrightarrow$
<b>SS.A.2</b>	Cooperates with others in a joint activity.	<input checked="" type="checkbox"/>	$\longrightarrow$	$\longrightarrow$	$\longrightarrow$
<b>SS.B.4</b>	Connects past events to current events (e.g., linking yesterday's activity with what will happen today)		<input checked="" type="checkbox"/>	$\longrightarrow$	$\longrightarrow$
<b>SS.A.5</b>	Identifies similarities among people like himself/herself and classmates as well as among himself/herself and people of other cultures		<input checked="" type="checkbox"/>	$\longrightarrow$	$\longrightarrow$
<b>SS.D.1</b>	Understands the basic human needs of all people for food, clothing, and shelter.		<input checked="" type="checkbox"/>	$\longrightarrow$	$\longrightarrow$
<b>SS.C.4</b>	Identifies common features of the local Landscape (e.g., houses, buildings, streets)			<input checked="" type="checkbox"/>	$\longrightarrow$
<b>SS.A.6</b>	Begins to examine a situation from another person's perspective.			<input checked="" type="checkbox"/>	$\longrightarrow$
<b>SS.B.3</b>	Recognizes changes in the environment over time (e.g., growth, seasonal changes)			<input checked="" type="checkbox"/>	$\longrightarrow$
<b>SS.B.5</b>	Begins to understand cause-effect relationship (e.g., if one goes outside in the rain, one will get wet)			<input checked="" type="checkbox"/>	$\longrightarrow$
<b>SS.B.2</b>	Begins to categorize time intervals using words (e.g., "today," "tomorrow," "next time")			<input checked="" type="checkbox"/>	$\longrightarrow$
<b>SS.C.3</b>	Begins to use words to indicate relative location (e.g., "front," "back," "near," "far")			<input checked="" type="checkbox"/>	$\longrightarrow$
<b>SS.D.2</b>	Understands the roles, responsibilities, and services provided by community workers.			<input checked="" type="checkbox"/>	$\longrightarrow$
<b>SS.D.3</b>	Becomes aware of what it means to be a consumer.			<input checked="" type="checkbox"/>	$\longrightarrow$

# Sequential Competencies for Prekindergarten

<i>Physical Development Skills</i>					
<input checked="" type="checkbox"/> = Introduction $\longrightarrow$ = increasing competency					
		First Nine Weeks	Second Nine Weeks	Third Nine Weeks	Fourth Nine Weeks
<b>PE.A.3</b>	Moves within a space of defined boundaries, changing body configuration to accommodate the space	<input checked="" type="checkbox"/>	$\longrightarrow$		$\longrightarrow$
<b>Pe.A.1</b>	Explores moving space.	<input checked="" type="checkbox"/>	$\longrightarrow$	$\longrightarrow$	$\longrightarrow$
<b>PE.C.4</b>	Begins to manipulate play objects that have fine parts.	<input checked="" type="checkbox"/>	$\longrightarrow$		$\longrightarrow$
<b>PE.C.5</b>	Begins to use scissors.	<input checked="" type="checkbox"/>	$\longrightarrow$		$\longrightarrow$
<b>PE.C.3</b>	Begins to hold writing tools with fingers instead of with a fist.	<input checked="" type="checkbox"/>	$\longrightarrow$		$\longrightarrow$
<b>PE.C.2</b>	Begins to practice self-help skills. (e.g., zipping, buttoning)	<input checked="" type="checkbox"/>	$\longrightarrow$		$\longrightarrow$
<b>PE.A.2</b>	Shows an awareness of name, location, and relationship of the body parts.	<input checked="" type="checkbox"/>	$\longrightarrow$	$\longrightarrow$	$\longrightarrow$
<b>PE.C.1</b>	Begins to develop pincer control in picking up objects (e.g., weaving, touching small objects).		<input checked="" type="checkbox"/>	$\longrightarrow$	$\longrightarrow$
<b>PE.B.4</b>	Begins to coordinate arms and legs (e.g., swinging, stretching).		<input checked="" type="checkbox"/>	$\longrightarrow$	$\longrightarrow$
<b>PE.B.6</b>	Begins to move in rhythm.			<input checked="" type="checkbox"/>	$\longrightarrow$
<b>PE.A.4</b>	Becomes more able to move from space to another in different ways (e.g., running, jumping, hopping, skipping).			<input checked="" type="checkbox"/>	$\longrightarrow$
<b>PE.B.1</b>	Begins to throw or kick an object in a particular direction.			<input checked="" type="checkbox"/>	$\longrightarrow$
<b>PE.A.7</b>	Begins to participate in group names involving movement (e.g., Duck, Duck, Goose)			<input checked="" type="checkbox"/>	$\longrightarrow$
<b>PE.A.5</b>	Becomes more able to move in place (e.g., axial movements such as reaching, twisting, turning, and bending).			<input checked="" type="checkbox"/>	$\longrightarrow$
<b>PE.B.3</b>	Bounces a large ball and catches it.				<input checked="" type="checkbox"/>
<b>PE.B.2</b>	Begins to play catch with a bean bag or large ball.				<input checked="" type="checkbox"/>

# Sequential Competencies for Prekindergarten

<b>Personal and Social Development Skills</b>					
☑ = Introduction $\longrightarrow$ = increasing competency					
		First Nine Weeks	Second Nine Weeks	Third Nine Weeks	Fourth Nine Weeks
<b>PSD.A.1</b>	Develops a sense of personal space	☑	$\longrightarrow$	$\longrightarrow$	$\longrightarrow$
<b>PSD.A.3</b>	Begins to show self-control by following classroom rules	☑	$\longrightarrow$	$\longrightarrow$	$\longrightarrow$
<b>PSD.A.4</b>	Begins to be responsible for individual behavior and actions	☑	$\longrightarrow$	$\longrightarrow$	$\longrightarrow$
<b>PSD.B.3</b>	Begins to develop friendships with others	☑	$\longrightarrow$	$\longrightarrow$	$\longrightarrow$
<b>PSD.A.2</b>	Expresses interests and self-direction in learning		☑	$\longrightarrow$	$\longrightarrow$
<b>PSD.B.2</b>	Respects others people's space and personal belongings	☑	$\longrightarrow$	$\longrightarrow$	$\longrightarrow$
<b>PSD.B.5</b>	Responds to the suggestions of others		☑	$\longrightarrow$	$\longrightarrow$
<b>PSD.B.1</b>	Begins to share and cooperate with others in group activities	☑	$\longrightarrow$	$\longrightarrow$	$\longrightarrow$
<b>PSD.A.5</b>	Begins to show greater ability to control intense feelings (e.g., anger)			☑	$\longrightarrow$
<b>PSD.B.4</b>	Begins to express thoughts, feelings, and ideas through language as well as through gestures and action.			☑	$\longrightarrow$

# Sequential Competencies for Prekindergarten

<b>Health and Safety Skills</b>					
<input checked="" type="checkbox"/> = Introduction $\longrightarrow$ = increasing competency					
		First Nine Weeks	Second Nine Weeks	Third Nine Weeks	Fourth Nine Weeks
<b>HS.B.3</b>	Knows how to seek help in an emergency.	<input checked="" type="checkbox"/>	$\longrightarrow$	$\longrightarrow$	$\longrightarrow$
<b>HS.B.2</b>	Responds appropriately during a fire drill.	<input checked="" type="checkbox"/>	$\longrightarrow$	$\longrightarrow$	$\longrightarrow$
<b>HS.A.2</b>	Begins to follow health-promoting routines (e.g., washing hands).	<input checked="" type="checkbox"/>	$\longrightarrow$	$\longrightarrow$	$\longrightarrow$
<b>HS.A.4</b>	Refines use eating utensils.	<input checked="" type="checkbox"/>	$\longrightarrow$	$\longrightarrow$	$\longrightarrow$
<b>HS.A.5</b>	Begins to recognize and select healthy.		<input checked="" type="checkbox"/>	$\longrightarrow$	$\longrightarrow$
<b>HS.B.1</b>	Recognizes the danger of fire and learns to treat fire with caution.		<input checked="" type="checkbox"/>	$\longrightarrow$	$\longrightarrow$
<b>HS.B.7</b>	Recognizes the danger of poisonous substances, including drugs.		<input checked="" type="checkbox"/>	$\longrightarrow$	$\longrightarrow$
<b>HS.B.8</b>	Knows how to talk to, accepts rides from, or take treats from strangers.		<input checked="" type="checkbox"/>	$\longrightarrow$	$\longrightarrow$
<b>HS.B.9</b>	Knows how to get help from a parent and/or both trusted adult when made to feel uncomfortable or unsafe by another person/adult.		<input checked="" type="checkbox"/>	$\longrightarrow$	$\longrightarrow$
<b>HS.B.4</b>	Knows how to cross a street safely.			<input checked="" type="checkbox"/>	$\longrightarrow$
<b>HS.A.6</b>	Prepares simply healthy snacks.			<input checked="" type="checkbox"/>	$\longrightarrow$
<b>HS.B.10</b>	Knows never to take medicine unless it is administered by an adult.			<input checked="" type="checkbox"/>	$\longrightarrow$
<b>HS.B.6</b>	Knows never to eat substances that are not food.			<input checked="" type="checkbox"/>	$\longrightarrow$
<b>HS.B.5</b>	Recognizes the symbol for poison.			<input checked="" type="checkbox"/>	$\longrightarrow$
<b>HS.A.1</b>	Becomes aware of routine healthy behaviors (e.g., brushing teeth).			<input checked="" type="checkbox"/>	$\longrightarrow$
<b>HS.A.13</b>	Begins to understand the need for exercise and rest.			<input checked="" type="checkbox"/>	$\longrightarrow$
<b>HS.B.11</b>	Knows about safe behavior around bodies of water (e.g., pools, lakes).			<input checked="" type="checkbox"/>	$\longrightarrow$

# Sequential Competencies for Prekindergarten

<i>Technology Skills</i>					
		<input checked="" type="checkbox"/> = Introduction $\longrightarrow$ = increasing competency			
		First Nine Weeks	Second Nine Weeks	Third Nine Weeks	Fourth Nine Weeks
<b>TECH.A.5</b>	Enjoys listening to and interacting with storybooks and information texts (e.g., multimedia encyclopedia) in electronic forms.	<input checked="" type="checkbox"/>	$\longrightarrow$	$\longrightarrow$	$\longrightarrow$
<b>TECH.A.4</b>	Follows basic oral or pictorial cues for operating programs successfully.		<input checked="" type="checkbox"/>	$\longrightarrow$	$\longrightarrow$
<b>TECH.A.6</b>	Uses a variety of software packages with audio, video, and graphics to enhance learning experiences (e.g., improving vocabulary, increasing phonological awareness).			<input checked="" type="checkbox"/>	$\longrightarrow$
<b>TECH.A.3</b>	Begins to use technical terminology, such as "mouse", "keyboard", "printer", "CD-Rom").			<input checked="" type="checkbox"/>	$\longrightarrow$
<b>TECH.A.1</b>	Starts, uses, and exits software programs.			<input checked="" type="checkbox"/>	$\longrightarrow$
<b>TECH.A.2</b>	Uses a variety of input devices, such as mouse, keyboard, voice/sound recorder, or touch screen.				<input checked="" type="checkbox"/>

# Sequential Competencies for Prekindergarten

<i>Fine Arts Skills</i>					
		<input checked="" type="checkbox"/> = Introduction $\longrightarrow$ = increasing competency			
		First Nine Weeks	Second Nine Weeks	Third Nine Weeks	Fourth Nine Weeks
<b>FA.A.1</b>	Uses a variety of materials (e.g., crayons, paint, clay, markers) to create original work.	<input checked="" type="checkbox"/>	$\longrightarrow$	$\longrightarrow$	$\longrightarrow$
<b>FA.B.1</b>	Participates in classroom music activities.	<input checked="" type="checkbox"/>	$\longrightarrow$	$\longrightarrow$	$\longrightarrow$
<b>FA.B.2</b>	Begins to sing a variety of simple songs.	<input checked="" type="checkbox"/>	$\longrightarrow$	$\longrightarrow$	$\longrightarrow$
<b>FA.C.1</b>	Expresses feelings through movement.	<input checked="" type="checkbox"/>	$\longrightarrow$	$\longrightarrow$	$\longrightarrow$
<b>FA.C.3</b>	Begins to engage in dramatic play with others.	<input checked="" type="checkbox"/>	$\longrightarrow$	$\longrightarrow$	$\longrightarrow$
<b>FA.A.3</b>	Begins to use art as a form of self-expression.		<input checked="" type="checkbox"/>	$\longrightarrow$	$\longrightarrow$
<b>FA.A.2</b>	Uses different colors, surface textures, and shapes to create form and meaning.		<input checked="" type="checkbox"/>	$\longrightarrow$	$\longrightarrow$
<b>FA.B.3</b>	Begins to play classroom instruments.		<input checked="" type="checkbox"/>	$\longrightarrow$	$\longrightarrow$
<b>FA.B.4</b>	Begins to respond to music of various tempos through movement.		<input checked="" type="checkbox"/>	$\longrightarrow$	$\longrightarrow$
<b>FA.B.5</b>	Begins to distinguish among the sound of several common instruments.		<input checked="" type="checkbox"/>	$\longrightarrow$	$\longrightarrow$
<b>FA.C.2</b>	Begins to create or recreate stories, moods, or experiences through dramatic representations.			<input checked="" type="checkbox"/>	$\longrightarrow$
<b>FA.A.4</b>	Shares ideas about personal artwork.			<input checked="" type="checkbox"/>	$\longrightarrow$
<b>FA.A.5</b>	Begins to show interest in the artwork of others.			<input checked="" type="checkbox"/>	$\longrightarrow$