

Unique Learning System maintains alignment with state standards through instructional targets. These targets are the bridge between the general content standards adopted by a state and relevant curriculum content for students with significant disabilities. The 2013 revision of the Unique Learning System Instructional Targets for Early Childhood emphasize developmentally appropriate content and outcomes, including areas recommended by the National Association for the Education of Young Children (NAEYC) and the National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE). This alignment process is directly linked to the Common Core Standards that begin at the kindergarten level.

Approaches to Learning			
Initiative and Curiosity	Engagement and Persistence	Creativity	Reasoning and Problem-Solving
<p>Toddler 3 – 4 years</p> <ul style="list-style-type: none"> Develop increased ability to make independent choices. Initiate play with others. Initiate activities with play materials. <p>Pre-Kindergarten 4 – 5 years</p> <ul style="list-style-type: none"> Seek and participate in varied experiences and tasks. Ask questions to gain understanding of topics and ideas of interest. Use prior knowledge to plan for future actions and learning. 	<p>Toddler 3 – 4 years</p> <ul style="list-style-type: none"> Focus on a task for a short period of time. Engage in a self-initiated task for a sustained period of time. <p>Pre-Kindergarten 4 – 5 years</p> <ul style="list-style-type: none"> Focus on an activity with deliberate concentration. Carry out a task or activity from beginning to end. Stay on a task despite frustration or challenges. 	<p>Toddler 3 – 4 years</p> <ul style="list-style-type: none"> Imitate actions observed in other situations. Use materials in new and unconventional ways. <p>Pre-Kindergarten 4 – 5 years</p> <ul style="list-style-type: none"> Use imagination to interact with objects and materials. Engage in creative social play. Represent reality in a variety of ways. 	<p>Toddler 3 – 4 years</p> <ul style="list-style-type: none"> Demonstrate beginning understanding of cause and effect, especially of own actions. Seek help from an adult to solve problems. <p>Pre-Kindergarten 4 – 5 years</p> <ul style="list-style-type: none"> Solve everyday problems based on previous experience. Work with others to solve problems by planning and carrying out a sequence of actions. Explain reasons for solutions to problems.

Social and Emotional Development			
Learning About Self	Relationships	Expression of Feelings/ Self-Regulation	
<p>Toddler 3 – 4 years</p> <ul style="list-style-type: none"> Adjust to new situations. Show confidence in actions. Show awareness of belonging to one or more groups. Show awareness of own abilities, feelings and preferences. <p>Pre-Kindergarten 4 – 5 years</p> <ul style="list-style-type: none"> Perceive self as worthwhile and accepted. Demonstrate increasing awareness of own abilities, feelings and preferences. Demonstrate confidence and pride in accomplishments. 	<p>Toddler 3 – 4 years</p> <ul style="list-style-type: none"> Develop friendship with one or more peers. Engage in group play. Seeks security and support from adult when hurt or frightened. <p>Pre-Kindergarten 4 – 5 years</p> <ul style="list-style-type: none"> Demonstrate empathy and caring for others. Cooperate with others. Interact easily with adults in conversation. Interact easily with peers in pretend play situations. Separate from familiar adults with minimal distress. With support, negotiate to resolve conflicts with peers. 	<p>Toddler 3 – 4 years</p> <ul style="list-style-type: none"> Show awareness of own emotions and ways to express these emotions with support. Manage transitions. Follow simple rules and routines. <p>Pre-Kindergarten 4 – 5 years</p> <ul style="list-style-type: none"> Recognize own emotions and emotions of others. Communicates a range of emotions in socially accepted ways. Use socially accepted behavior when completing tasks or problem solving. With some support, show awareness of the consequences of own actions. 	

Physical Development and Health			
Gross Motor	Fine Motor	Sensory Motor	Health and Well-Being
<p>Toddler 3 – 4 years</p> <ul style="list-style-type: none"> Show increasing levels of proficiency in gross motor tasks. Show increasing levels of control and balance in movement activities. <p>Pre-Kindergarten 4 – 5 years</p> <ul style="list-style-type: none"> Participate in, experience, or develop age-appropriate gross motor skills: running, hopping, skipping, tossing/catching a ball, etc. Use balance, control and coordination in physical activity and movement. 	<p>Toddler 3 – 4 years</p> <ul style="list-style-type: none"> Coordinate use of arms, hands and fingers to accomplish tasks. Demonstrate strength, control and eye-hand coordination in simple tasks. <p>Pre-Kindergarten 4 – 5 years</p> <ul style="list-style-type: none"> Participate in, experience, or develop age-appropriate fine motor skills: cutting, coloring, printing, etc. 	<p>Toddler 3 – 4 years</p> <ul style="list-style-type: none"> Use sensory information to guide movements. <p>Pre-Kindergarten 4 – 5 years</p> <ul style="list-style-type: none"> Regulate reactions to sensory stimuli in order to complete a task. 	<p>Toddler 3 – 4 years</p> <ul style="list-style-type: none"> Has food preferences but is willing to try different foods. Increase participation in self-care. Demonstrate continued physical growth, strength and stamina. Name, point to and move body parts. Participate in active physical play. Cooperate in response to a direction involving safety. <p>Pre-Kindergarten 4 – 5 years</p> <ul style="list-style-type: none"> Show awareness of healthy eating habits. Participate in active physical play and other forms of exercise. Perform self-care tasks independently. Display stamina and energy to participate in daily activities. Identify and describe function of body parts. Identify and follow basic safety rules.

Language and Literacy Development			
Listening and Speaking	Early Reading/Phonological Awareness	Early Reading/Print Concepts	Early Reading/Letter and Word Recognition
<p>Toddler 3 – 4 years</p> <ul style="list-style-type: none"> • Show an understanding of statements referring to familiar people, places, things and events. • Appropriately follow a simple request or direction. • Respond appropriately to simple questions. • Show a progressive understanding of vocabulary and language within conversation and play. • Participate in songs and rhymes that require listening. • Combine words to express ideas, needs or wants. <p>Pre-Kindergarten 4 – 5 years</p> <ul style="list-style-type: none"> • Follow rules for listening and speaking in a discussion (listening to others, turn-taking, etc.). • Continue a conversation through multiple exchanges. • Ask and answer questions about text or experience. • Ask and answer questions to seek help. • Describe familiar people, places, things and events. • Use language to clearly communicate ideas, feelings and needs. • Use conventions of grammar when speaking: correctly use nouns and verbs, plurals, conjunctions, adjectives, question words and prepositions. • Follow two step directions or requests. 	<p>Toddler 3 – 4 years</p> <ul style="list-style-type: none"> • Begin to recognize words that rhyme in songs and nursery rhymes. • Begin to recognize that words are made of spoken sounds. • Distinguish and identify sounds in the environment. <p>Pre-Kindergarten 4 – 5 years</p> <ul style="list-style-type: none"> • Show understanding of spoken words, syllables, and sounds (phonemes); counting syllables, sounds and words; rhyming words; phoneme blending; and common initial phonemes. • Understand the link between letters and sounds. 	<p>Toddler 3 – 4 years</p> <ul style="list-style-type: none"> • Distinguish pictures from letters and words in text. • Show growing interest in reading related activities. • Show awareness of different functions of print materials, such as menus, lists, newspapers, letters, etc. • Participate in reading through page turning, pointing, etc. <p>Pre-Kindergarten 4 – 5 years</p> <ul style="list-style-type: none"> • Follow words left to right, top to bottom, page to page. • Recognize that spoken words are represented by written language. • Recognize that words are separated by spaces in print. • Actively engage in group reading activities. 	<p>Toddler 3 – 4 years</p> <ul style="list-style-type: none"> • Recognize familiar logos and environmental print. • Recognize a letter as one component of a word. • Begin to recognize that words are made of letters. <p>Pre-Kindergarten 4 – 5 years</p> <ul style="list-style-type: none"> • Identify letters of the alphabet. • Recognize own name in print. • Recognize familiar words or environmental print. • With support, recognize the sounds associated with letters.

Language and Literacy Development			
Early Reading/Comprehension	Vocabulary	Early Writing	
<p>Toddler 3 – 4 years</p> <ul style="list-style-type: none"> Use pictures to describe information in books. Recall specific characters and actions in a story. Tell about a story using words, gestures or pictures. <p>Pre-Kindergarten 4 – 5 years</p> <ul style="list-style-type: none"> Ask and answer questions about key details in text. Retell familiar stories. Identify characters and events in a story. Describe events or information from a text. Begin to recognize the difference between fantasy and reality in stories. Identify the author and illustrator of a story. 	<p>Toddler 3 – 4 years</p> <ul style="list-style-type: none"> Label words for objects in the environment or pictures in books. Recognize associated words (e.g., food words, animals, names) Use words with meaning in conversation. <p>Pre-Kindergarten 4 – 5 years</p> <ul style="list-style-type: none"> Sort common objects into categories. Recognize word opposites. Make connections between words and their use. Use learned words and phrases in story reading discussion and conversation. 	<p>Toddler 3 – 4 years</p> <ul style="list-style-type: none"> Make marks or scribbles to represent objects and ideas. Explore various writing tools, such as crayons, pencils, computers, etc. “Read” or name scribbles or marks. <p>Pre-Kindergarten 4 – 5 years</p> <ul style="list-style-type: none"> Use a combination of drawing, dictating, picture selection and emergent writing to express an opinion, share information about a topic, or tell a story (narration). With adult guidance and support, add details to a writing document, explore digital tools for writing, and develop early handwriting skills. Participate in shared research and writing. 	

Cognitive and General Knowledge			
Mathematical Concepts/Number Sense	Mathematical Concepts/Number Relationships and Operations	Mathematical Concepts/Measurement and Data	Mathematical Concepts/Shapes
<p>Toddler 3 – 4 years</p> <ul style="list-style-type: none"> Begin to count by rote. Begin to associate number concepts and numerals in meaningful ways. <p>Pre-Kindergarten 4 – 5 years</p> <ul style="list-style-type: none"> Know number names 1 – 9. Count to 20. Count with one-to-one correspondence. Count to 10 to determine <i>how many</i>. Compare two groups of objects (1 to 10 items each) as <i>greater than</i>, <i>less than</i> or <i>equal</i>. 	<p>Toddler 3 – 4 years</p> <ul style="list-style-type: none"> Demonstrate that adding to increases the number of objects in a group. Place objects in one-to-one matches during play. Copy a pattern. Sort objects by a single characteristic (color, size, shape, etc.) <p>Pre-Kindergarten 4 – 5 years</p> <ul style="list-style-type: none"> Construct two sets of objects that together make up 10. Join two sets of objects to make one large set. Extend the sequence of a non-numeric pattern according to one or more attributes (colors, shapes, etc.) 	<p>Toddler 3 – 4 years</p> <ul style="list-style-type: none"> Describe physical objects in terms of relative size (big, little, etc.). Show understanding of concepts related to quantity (many, full, empty, etc.). <p>Pre-Kindergarten 4 – 5 years</p> <ul style="list-style-type: none"> Describe measureable attributes of objects related to length and weight (long or short, heavy or light, etc.). Compare two objects with measureable attributes (taller or shorter, longer or shorter, etc.). Use non-standard or standard units of measurement to explore the environment. Classify objects into data categories and count and compare the numbers in each category. 	<p>Toddler 3 – 4 years</p> <ul style="list-style-type: none"> Recognize and sort simple shapes in objects. <p>Pre-Kindergarten 4 – 5 years</p> <ul style="list-style-type: none"> Identify shapes (square, triangle, circle, etc.). Describe similarities and differences in shapes. Distinguish two-dimensional and three-dimensional shapes. Model shapes in the environment (e.g., house formed by joining square and triangle). Group shapes to form larger shapes.

Cognitive and General Knowledge			
Mathematical Concepts/Spatial Relationships	Social Studies/History	Social Studies/Geography	Social Studies/Economics
<p>Toddler 3 – 4 years</p> <ul style="list-style-type: none"> Show how things fit together and move in space. <p>Pre-Kindergarten 4 – 5 years</p> <ul style="list-style-type: none"> Describe positions of objects/shapes in the environment with positional vocabulary (in, on, under, beside, etc.). 	<p>Toddler 3 – 4 years</p> <ul style="list-style-type: none"> Distinguish personal events that happen in the present, past and future. <p>Pre-Kindergarten 4 – 5 years</p> <ul style="list-style-type: none"> Engage in storytelling about past experiences. Develop an awareness of personal history. Understand time in the context of daily experiences. 	<p>Toddler 3 – 4 years</p> <ul style="list-style-type: none"> Describe characteristics of own geographic surroundings. Use simple words that indicate location and position. <p>Pre-Kindergarten 4 – 5 years</p> <ul style="list-style-type: none"> Demonstrate awareness of people, places and things in different regions or locations. Use direction and position words to describe locations. Show basic understanding of maps as representations of places. Understand geographic concepts and features. 	<p>Toddler 3 – 4 years</p> <ul style="list-style-type: none"> Show awareness of jobs people do. <p>Pre-Kindergarten 4 – 5 years</p> <ul style="list-style-type: none"> Understand that money is needed to purchase goods and services. Show an awareness of jobs as a means to earn money. Identify places where things are purchased.

Cognitive and General Knowledge			
Social Studies/Government	Science/Scientific Inquiry	Science/Earth and Space	Science/Life Science
<p>Toddler 3 – 4 years</p> <ul style="list-style-type: none"> Understand personal characteristics (e.g., gender, family composition). Recognize authority figures in daily activities. <p>Pre-Kindergarten 4 – 5 years</p> <ul style="list-style-type: none"> Demonstrate cooperative behaviors (e.g., sharing, turn taking) in social interactions. Demonstrate rule following in the classroom setting. With support, compromise to resolve conflicts with peers. Understand that rules are important for safety and fairness. 	<p>Toddler 3 – 4 years</p> <ul style="list-style-type: none"> Ask questions about the natural world. Expect specific results when playing with toys and other tools. <p>Pre-Kindergarten 4 – 5 years</p> <ul style="list-style-type: none"> Begin to use simple tools and equipment for investigation. Observe and talk about changes in the natural world. Pose questions about the physical and natural environment. Collect, describe and record information. Share information about findings and ideas from a simple scientific investigation. 	<p>Toddler 3 – 4 years</p> <ul style="list-style-type: none"> Discover natural occurring patterns in weather. <p>Pre-Kindergarten 4 – 5 years</p> <ul style="list-style-type: none"> Recognize elements and changes of the natural environment (e.g., weather, Sun, Moon). Show awareness of the interrelationship between Earth and space systems. Develop understanding of our responsibility to the environment, living creatures and plant life. 	<p>Toddler 3 – 4 years</p> <ul style="list-style-type: none"> Identify body parts associated with the senses. <p>Pre-Kindergarten 4 – 5 years</p> <ul style="list-style-type: none"> Recognize body parts and body processes (e.g. eating, sleeping, walking). Explore the relationship between living things and their environments. Identify simple physical characteristics of living things. Understand ways that living things change over time.

Cognitive and General Knowledge			
Science/Physical Science			
<p>Toddler 3 – 4 years</p> <ul style="list-style-type: none"> • Explore objects with sound and light. • Explore objects that move. <p>Pre-Kindergarten 4 – 5 years</p> <ul style="list-style-type: none"> • Explore properties of objects and materials (e.g., solid, liquid). • Explore motion of objects. • Explore characteristics of light and sound. 			