CROSSWALK: MARYLAND EARLY LEARNING STANDARDS AND EARLY LEARNING MATTERS (ELM) CURRICULUM AT PURDUE UNIVERSITY FOR PRESCHOOL

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(10/06/2026)

Maryland Early Learning Standards	Early Learning Matters (ELM) Curriculum: 3-5 Years www.elmcurriculum.org
The process for this crosswalk 1. Identifying and pairing of Maryland Early Learning domains to ELM Curriculum areas of development. 2. Identifying and pairing of Maryland Early Learning standards to specific examples of ELM Curriculum activity plans, teaching strategies, and/or additional learning supports. Each foundation skill is promoted across multiple blocks of activity plans, however, only one or two examples are provided for ease in readability.	
Mathematics	**Mathematics**
Number and Operation Sense	**Number knowledge; Pattern knowledge**
PK.NOS.A.1 Count to 20 by ones.	• Counting items/actions (1-to-1 counting; Weeks 1, 2, 6-8, 13, 20, 22, 23, 27, 28, 29, 41, and 46)
PK.NOS.A.2 Count backward from 10 by ones.	
PK.NOS.A.3 Identify which number comes just after or just before a given number in a counting sequence to 10.	• Concept of more (Week 3) • More and fewer (Week 6) • One more (Weeks 21, 23, 27, and 37) • Adding (Weeks 31 – 34, 36, and 39) • Taking away/Subtracting (Weeks 31- 34, 40) Building on Activity Plans: – Ask questions that invite children to respond with comparative language, such as fewer, more, less, many. “Are there more boys or girls in the room today?” “Whose glass has less milk in it
PK.NOS.A.4 Identify written numerals 0-10.	• Numerals 0, 1, 2, 3, and 4 (Week 13) • Numerals 5, 6, 7, and 8 (Week 16) • Numerals 9 and 10 (Week 17) • Written numerals (Week 22) • Numerals 1-20 (Weeks 35 and 36) Building on Activity Plans:

	– Provide math-related games during center times. Decks of playing cards also may help children to connect written numerals with sets of items as well as identifying which numbers mean more.
PK.NOS.B.5 Use the relationship between numbers and quantities within 10 to count objects with one-to-one correspondence and verbalizing the last number stated is the total when asked "How many…?" (cardinality)	• Last number counted tells how many (cardinality; Weeks 11, 12, 13, 49, and 50)
PK.NOS.B.6 When counting objects within 10, recognize that each successive number name refers to a quantity that is one larger.	• Concept of more (Week 3) • One more (Weeks 21, 23, 27, and 37) • Adding (Weeks 31 – 34, 36, and 39)
PK.NOS.B.7 Represent a number within 10 by producing a set of objects with concrete materials, drawing pictures, and/or writing numerals. Correctly respond when asked "How many" after counting concrete objects.	• Numerals 0, 1, 2, 3, and 4 (Week 13) • Numerals 5, 6, 7, and 8 (Week 16) • Numerals 9 and 10 (Week 17) • Written numerals (Week 22) • Numerals 1-20 (Weeks 35 and 36) Building on Activity Plans: – Provide math-related games during center times. Decks of playing cards also may help children to connect written numerals with sets of items as well as identifying which numbers mean more.
PK.NOS.B.8 Recognize the numbers of objects in a set without counting (subitizing) with both unfamiliar patterns	• Identifying, making, and extending ABAB patterns (simple patterns; Weeks 14, 15, 19, 20, 35, 47, and 48) • Other kinds of patterns (AABAAB) (Weeks 19 and 20) • Identifying patterns (Week 19) Building on Activity Plans:

within 3 and familiar patterns within 5.	– During transitions in and out of the classroom, have children line up in a pattern (e.g., boy-girl boy-girl).
PK.NOS.C.9 Compare two groups of objects within 10. Identify whether the number of objects in one group is more than, equal to, or less than the number of objects in another group by using one-to-one correspondence, matching, and counting.	• Groups of items (Weeks 2, 3, and 6) • Sorting and counting items (Weeks 11, 13, 20, 29, and 30) • Forming groups (Weeks 11, 12, and 17) • Comparing groups (Weeks 13,16, and 42) • Number comparison words (Week 45)
PK.NOS.D.10 Decompose numbers less than or equal to 5 in more than one way by using objects, fingers, drawings and/or verbal explanations.	• Counting items (Weeks 1-3, 6)
Algebraic Thinking	**Number knowledge; Pattern knowledge**
PK.AT.A.1 Represent addition and subtraction situations (presented verbally, without the use of numerals or mathematical symbols) within quantities of 5 with objects, fingers, drawings, sounds (e.g., claps), acting out situations, and/or verbal explanations.	• Concept of more (Week 3) • More and fewer (Week 6) • One more (Weeks 21, 23, 27, and 37) • Splitting a group of items into two parts (Part-whole; Weeks 27, 28, and 38) • Adding (Weeks 31 – 34, 36, and 39) • Taking away/Subtracting (Weeks 31- 34, 40)
PK.AT.A.2 Given a quantity within 5, identify the quantity that must be added to equal 5 using objects, fingers, drawings and/or verbal explanations.	• Adding (Weeks 31 – 34, 36, and 39)

PK.AT.B.3 Identify and extend a repeating pattern (ABAB, AABB, or ABCABC) using concrete objects, shapes, sounds, or movements.	• Identifying, making, and extending ABAB patterns (simple patterns; Weeks 14, 15, 19, 20, 35, 47, and 48) • Other kinds of patterns (AABAAB) (Weeks 19 and 20) • Identifying patterns (Week 19) Building on Activity Plans: – During transitions in and out of the classroom, have children line up in a pattern (e.g., boy-girl boy-girl).
Geometric Reasoning and Measurement	**Measurement knowledge; Geometric and spatial knowledge**
PK.GR.A.1 Describe a measurable attribute of an object, such as length, height, weight, and capacity using appropriate vocabulary (e.g., long, short, tall, heavy, light, wide, narrow). PK.GR.A.2 Directly compare two objects with a measurable attribute in common, using words such as “more/less,” “longer/shorter,” “lighter/heavier,” or “taller/shorter.”	• Measuring and comparing size (Week 24) • Measuring length and height (Week 25) • Ruler (Week 25) • Measuring weight (Week 26) • Scales (Week 26) • Length and Height (Week 30) Building on Activity Plans: – During transitions in and out of the classroom, have children line up by height (e.g., shortest to tallest)
PK.GR.B.3 Sort two-dimensional shapes (circles, triangles, and rectangles-including a square which is a special rectangle) by like attributes and distinguish	• Circle, square, triangle (Week 4) • Rectangles and triangles (Week 5) • Squares and triangles (Week 6) • Variations of four basic shapes (Weeks 9 and 10) • Shapes (Weeks 30, 35, 36, 43, and 44)

between examples and non-examples.	Building on Activity Plans: – The outdoors provides many opportunities for children to engage in real world math. Children can also classify items that they find outside by categories (examples: color, shape, size).
PK.GR.B.4 Match and name two-dimensional shapes (circles, triangles, and rectangles- including a square which is a special rectangle) regardless of their orientations or overall size.	
PK.GR.B.5 Match and sort three-dimensional shapes (cubes, spheres, and cylinders) by like attributes and distinguish between examples and non-examples.	
Reasoning with Data and Statistics	**Number knowledge**
PK.DS.A.1 Organize data sets by sorting objects into categories.	• Groups of items (Weeks 2, 3, and 6) • Sorting and counting items (Week 11, 13, 20, 29, and 30) • Forming groups (Week 11, 12, and 17) • Organizing information on a chart (Week 29) • Graphing (Weeks 36 and 50) • Number comparison words (Week 45)
PK.DS.A.2 Analyze data sets by comparing the categories using words such as more than, less than, and equal to/same (Limit the total in any one category to maximum of 10).	• Equal groups (Week 8) • Number list (Weeks 17, 18, 21, 22, and 23) • Number chart (Week 18)
English Language Arts	**Language/Literacy**
Speaking and Listening	**Oral Language**

PK.SL.1 Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups.	• Understand, comprehend, interpret book text and illustrations (Weeks 2–43) ELM curriculum uses a shared book reading approach to encourage active engagement of book's text and illustrations. ELM uses repeated reading of the same book to strengthen children's understanding, comprehension, and interpretation of the book's basic information (Weeks 2-43). ELM encourages discussion of information presented in the book by asking questions about characters or the sequence of events in the book, how book information connects to children's own experiences, and children's interpretations of book characters, events, or other information.
PK.SL1.a With modeling, prompting, and support: Follow agreed-upon rules for discussions (e.g., listening to others and taking turns; speaking about the topics and texts under discussion).	**Self-Regulation** • Listening and waiting for a turn (Week 3) • Stop and think (Week 5) • Wait patiently (Weeks 6-7)
PK.SL1.b During scaffolded conversations, continue a conversation through multiple exchanges.	• Understand, comprehend, interpret book text and illustrations (week 2–43) ELM curriculum uses a shared book reading approach to encourage active engagement of book's text and illustrations. ELM uses repeated reading of the same book to strengthen children's understanding, comprehension, and interpretation of the book's basic information (Weeks 2-43). ELM encourages discussion of information presented in the book by asking questions about characters or the sequence of events in the book, how book information connects to children's own experiences, and children's interpretations of book characters, events, or other information.
PK.SL2 Confirm understanding of text read aloud or information presented orally or through other media by asking and answering questions about key details with modeling and support.	
PK.SL3 Ask and answer questions in order to seek help, get information, or clarify	

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<tr><td>something that is not understood.</td><td colspan="2"></td></tr>
<tr><td>PK.SL4 Describe familiar people, places, things, and events with modeling, prompting, and support.</td><td colspan="2"></td></tr>
<tr><td>PK.SL5 Add drawings or visual displays to descriptions as desired to provide additional detail.</td><td colspan="2"></td></tr>
<tr><td>Reading Foundation Skills</td><td colspan="2">Print knowledge; Phonological awareness; Letter knowledge</td></tr>
<tr><td>PK.RF1 Demonstrate understanding of the organization of print and beginning letter knowledge.</td><td colspan="2">• Parts of a book and how books work (Week 1)
• Alphabet, letters, words (Week 6)
• Sentences (Week 7)</td></tr>
<tr><td>PK.RF1.a Demonstrate an awareness that words are read from left to right, top to bottom and page by page.</td><td colspan="2">Building on Activity Plans:
– Record children’s ideas by writing during group and individual activities (examples: writing words that start with a particular letter, writing a child’s description on a drawing)</td></tr>
<tr><td>PK.RF1.b Understand that spoken words can be written and read.</td><td colspan="2">• Parts of a book and how books work (Week 1)
• Alphabet, letters, words (Week 6)
• Words form sentences (Week 7)</td></tr>
<tr><td>PK.RF1.c Understand that words are separated by spaces in print</td><td colspan="2">Additionally, ELM encourages staff to draw children’s attention to how the spoken word can become print when modeling writing (such as taking dictation on children’s work).</td></tr>
<tr><td>PK.RF1.d Recognize and name some upper and lowercase letters.</td><td>• Alphabet, letters, and words (Week 6)
• Letter B (Week 7)
• Letter C (Week 8)
• Letter O (Week 9)
• Letter A (Week 10)</td><td>• Review letters M, T, R, F, and W (Week 26)
• Letter D (Week 27)
• Letter L (Week 28)
• Letter N (Week 29)
• Review letters D, L, and N (Week 30)</td></tr>
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<tr><td></td><td>Letter B, C, O, and A (Weeks 11 and 12)
Letter X (Week 13)
Letter S (Week 14)
Letter P (Week 15)
Review letters X, S, and P (Week 16)
Letter E (Week 17)
Letter H (Week 18)
Review letters X, S, P, E, and H (Week 19)
Letter M (Week 20)
Letter R (Week 21)
Letter F (Week 22)
Review Letters E, H, M, R, and F (Week 23)
Letter T (Week 24)
Letter W (Week 25)</td><td>Letter G (Week 31)
Review letters D, L, N, and G (Week 32)
Letter K (Week 33)
Letter J (Week 34)
Letter Y (Week 35)
Review letters K, J, and Y (Week 36)
Letter Z (Week 37)
Letter Q (Week 38)
Letter I (Week 39)
Letter U (Week 40)
Letter V (Week 41)
Review letters Z, Q, I, U, and V (Week 42)
Letter assessment (Week 43)
Review selected letters (Weeks 46-50)</td></tr>
<tr><td>PK.RF2 Demonstrate understanding of spoken words, rhyming words, syllables, and sounds (phonemes).

PK.RF2.a With prompting, modeling and support: Identify and isolate individual words in a spoken sentence.</td><td colspan="2">Single sounds (Week 1)
Several sounds (Week 2)
Sequence of sounds (Week 3)
Rhyming words (Weeks 4-6)
Compound words (Weeks 8-11)
Syllables (Weeks 13-16)
Beginning sounds (Weeks 17, 18, 20 - 23)
Blending two sounds (Weeks 24, 25, 27- 30)
Initial sound (Week 26)
Taking away a sound (Week 31)
Ending sound (Weeks 33 and 34)
Beginning and ending sounds (Week 35)</td></tr>
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PK.RF2.b Recognize rhyming words in spoken language.	• Rhyming words (Weeks 4-6)
PK.RF2.c Count, pronounce, blend, and segment syllables in spoken words.	• Syllables (Weeks 13-16)
PK.RF2.d Blend and segment onsets and rimes of single-syllable spoken words.	• Blending two sounds (Weeks 24, 25, 27- 30)
PK.RF2.e Isolate and pronounce the initial and final sound (phoneme) in spoken words.	• Initial sound (Week 26) • Ending sound (Weeks 33 and 34) • Beginning and ending sounds (Week 35)
PK.RF2.f Orally blend and segment individual phonemes in two-phoneme words.	
PK.RF3 Know and apply beginning phonics and word analysis skills.	• Beginning sounds (Weeks 17, 18, 20 - 23)
PK.RF3.a With prompting, modeling and support: Recognize that words are symbols that carry meaning and are made up of letters.	• Word knowledge (Weeks 2-50) Building on Activity Plans: – Encourage children to write their names on their work. – Provide regular opportunities (at least once or twice a week) for children to write and draw in their journals. Writing topics might include writing/drawing an idea from a book or an experience during a field trip – Provide meaningful reasons for children to write, such as writing a note to a parent or peer.
PK.RF3.b Demonstrate beginning knowledge of the alphabetic principle.	
PK.RF3.c Form/print several upper and lowercase letters using a common path of movement.	

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<tr><td>PK.RF3.d Recognize own name in print.</td><td rowspan="5"></td></tr>
<tr><td>PK.RF4 Develop an understanding of fluent reading as well as the alphabetic principle.</td></tr>
<tr><td>PK.RF4.a With prompting, modeling and support: Engage in a variety of experiences with texts in order to develop an understanding of fluent reading.</td></tr>
<tr><td>PK.RF4.b Demonstrate developing accuracy and automaticity with naming letters and producing their corresponding sounds.</td></tr>
<tr><td></td></tr>
<tr><td>Reading Informational Text</td><td>Print knowledge</td></tr>
<tr><td>RI.PK.1 With modeling. prompting, and support, answer questions about details in an informational text</td><td rowspan="3">• Understand, comprehend, interpret book text and illustrations (Weeks 2–43)

ELM curriculum uses a shared book reading approach to encourage active engagement of book’s text and illustrations. ELM uses repeated reading of the same book to strengthen children’s understanding, comprehension, and interpretation of the book’s basic information (Weeks 2-43). ELM encourages discussion of information presented in the book by asking questions about characters or the sequence of events in the book, how book information connects to children’s own experiences, and children’s interpretations of book characters, events, or other information.</td></tr>
<tr><td>RI.PK.2 With modeling and support, recall detail(s) related to the main topic from an informational text.</td></tr>
<tr><td>RI.PK.3 With modeling and support, connect individuals, events, and pieces of information in text to life experiences.</td></tr>
</table>

RI.PK.4 With modeling and support, answer questions about unknown words in a text.	
RI.PK.5 Identify the front cover and back cover of a book.	• Parts of a book and Proper care of books (Week 1)
RI.PK.6 With modeling and support define the role of the author and illustrator/photographer in presenting the ideas or information in a text.	• Author study (Carle): writing fiction books, creating illustrations (Week 44) • Author study (Cannon): writing fiction books, creating illustrations (Week 45) ELM curriculum uses a shared book reading approach to encourage active engagement of book's text and illustrations. ELM uses repeated reading of the same book to strengthen children's understanding, comprehension, and interpretation of the book's basic information (Weeks 2-43). ELM encourages discussion of information presented in the book by asking questions about characters or the sequence of events in the book, how book information connects to children's own experiences, and children's interpretations of book characters, events, or other information.
RI.PK.7 With modeling and support, tell how the illustrations/photographs support the text.	• Understand, comprehend, interpret book text and illustrations (Weeks 2–43) ELM curriculum uses a shared book reading approach to encourage active engagement of book's text and illustrations. ELM uses repeated reading of the same book to strengthen children's understanding, comprehension, and interpretation of the book's basic information (Weeks 2-43). ELM encourages discussion of information presented in the book by asking questions about characters or the sequence of events in the book, how book information connects to children's own experiences, and children's interpretations of book characters, events, or other information.
RI.PK.8 With modeling and support identify the key details an author gives to support points in a text.	
RI.PK.9 With prompting and support, discuss similarities and differences between two texts on the same topic (i.e. in illustrations or descriptions).	

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<tr><td>RI.PK.10 Actively engage in group reading activities with purpose and understanding.</td><td></td></tr>
<tr><th>Reading Literature</th><th>Print knowledge</th></tr>
<tr><td>RL.PK.1 With modeling, prompting and support, answer questions about details in a text.</td><td rowspan="8">Understand, comprehend, interpret book text and illustrations (Weeks 2–43)
ELM curriculum uses a shared book reading approach to encourage active engagement of book’s text and illustrations. ELM uses repeated reading of the same book to strengthen children’s understanding, comprehension, and interpretation of the book’s basic information (Weeks 2-43). ELM encourages discussion of information presented in the book by asking questions about characters or the sequence of events in the book, how book information connects to children’s own experiences, and children’s interpretations of book characters, events, or other information.</td></tr>
<tr><td>RL.PK.2 With modeling, prompting, and support, retell familiar stories/poems.</td></tr>
<tr><td>RL.PK.3 With modeling, prompting, and support, identify characters, settings, and major events in a story.</td></tr>
<tr><td>RL.PK.4 With modeling, prompting, and support, answer questions about unknown words in stories and poems.</td></tr>
<tr><td>RL.PK.5 Gain exposure to common types of literary texts (e.g., storybooks, poems).</td></tr>
<tr><td>RL.PK.6 With modeling, prompting, and support, identify the role of author and illustrator.</td></tr>
<tr><td>RL.PK.7 With modeling, prompting and support, tell how the illustrations support the story.</td></tr>
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<tr><td>RL.PK.9 With prompting, modeling and support, compare adventures and experiences of characters in familiar stories.</td><td colspan="2" rowspan="2"></td></tr>
<tr><td>RL.PK.10 Actively engage in group reading activities with purpose and understanding.</td></tr>
<tr><th>Language</th><th colspan="2">Oral language; Print knowledge</th></tr>
<tr><td>PK.L1 Demonstrate beginning understanding of the conventions of standard English grammar and usage when engaged in literacy activities (e.g. Interactive read-alouds, shared reading, shared writing, developmentally appropriate writing, oral language activities, etc).</td><td colspan="2">• Understand, comprehend, interpret book text and illustrations (Weeks 2–43)

ELM curriculum uses a shared book reading approach to encourage active engagement of book’s text and illustrations. ELM uses repeated reading of the same book to strengthen children’s understanding, comprehension, and interpretation of the book’s basic information (Weeks 2-43). ELM encourages discussion of information presented in the book by asking questions about characters or the sequence of events in the book, how book information connects to children’s own experiences, and children’s interpretations of book characters, events, or other information.</td></tr>
<tr><td>PK.L1.a Print most upper and some lower case letters of the alphabet.</td><td>• Alphabet, letters, and words (Week 6)
• Letter B (Week 7)
• Letter C (Week 8)
• Letter O (Week 9)
• Letter A (Week 10)
• Letter B, C, O, and A (Weeks 11 and 12)
• Letter X (Week 13)
• Letter S (Week 14)
• Letter P (Week 15)
• Review letters X, S, and P (Week 16)</td><td>• Review letters M, T, R, F, and W (Week 26)
• Letter D (Week 27)
• Letter L (Week 28)
• Letter N (Week 29)
• Review letters D, L, and N (Week 30)
• Letter G (Week 31)
• Review letters D, L, N, and G (Week 32)
• Letter K (Week 33)
• Letter J (Week 34)
• Letter Y (Week 35)
• Review letters K, J, and Y (Week 36)</td></tr>
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	• Letter E (Week 17) • Letter H (Week 18) • Review letters X, S, P, E, and H (Week 19) • Letter M (Week 20) • Letter R (Week 21) • Letter F (Week 22) • Review Letters E, H, M, R, and F (Week 23) • Letter T (Week 24) • Letter W (Week 25)	• Letter Z (Week 37) • Letter Q (Week 38) • Letter I (Week 39) • Letter U (Week 40) • Letter V (Week 41) • Review letters Z, Q, I, U, and V (Week 42) • Letter assessment (Week 43) • Review selected letters (Weeks 46-50)
PK.L1.b Use frequently occurring nouns and verbs.	• Word knowledge (Weeks 2-43)	
PK.L1.c Develop understanding of singular and plural nouns (e.g., dog means one dog; dogs means more than one dog).		
PK.L1.d Understand and begin to use question words (e.g., interrogatives such as who, what, where, when, why, how).		
PK.L1.e Gain exposure to the most frequently occurring prepositions (e.g., in front of, behind, below, above, beside, over, by, with).		
PK.L1.f Produce complete sentences in shared language activities.	• Sentences (Week 7)	

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<tr><td>PK.L2 Gain exposure to conventions of standard English capitalization, punctuation, and spelling during shared reading and writing experiences.</td><td colspan="2">• Understand, comprehend, interpret book text and illustrations (Weeks 2–43)

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<tr><td>PK.L2.a With modeling, prompting, and support: Recognize that their name begins with a capital letter.</td><td>• Alphabet, letters, and words (Week 6)
• Letter B (Week 7)
• Letter C (Week 8)
• Letter O (Week 9)
• Letter A (Week 10)
• Letter B, C, O, and A (Weeks 11 and 12)
• Letter X (Week 13)
• Letter S (Week 14)
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• Letter J (Week 34)
• Letter Y (Week 35)
• Review letters K, J, and Y (Week 36)
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• Letter Q (Week 38)
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• Letter V (Week 41)
• Review letters Z, Q, I, U, and V (Week 42)
• Letter assessment (Week 43)
• Review selected letters (Weeks 46-50)</td></tr>
</table>

	• Letter T (Week 24) • Letter W (Week 25)	
PK.L2.b Demonstrate awareness of name and function of end punctuation (e.g., period, question mark and exclamation point).	• Sentences (Week 7)	
PK.L2.c Use letter-like shapes, symbols, letters, and words to convey meaning.	• Alphabet, letters, and words (Week 6) • Letter B (Week 7) • Letter C (Week 8) • Letter O (Week 9) • Letter A (Week 10) • Letter B, C, O, and A (Weeks 11 and 12) • Letter X (Week 13) • Letter S (Week 14) • Letter P (Week 15) • Review letters X, S, and P (Week 16) • Letter E (Week 17) • Letter H (Week 18) • Review letters X, S, P, E, and H (Week 19) • Letter M (Week 20) • Letter R (Week 21) • Letter F (Week 22) • Review Letters E, H, M, R, and F (Week 23) • Letter T (Week 24) • Letter W (Week 25)	• Review letters M, T, R, F, and W (Week 26) • Letter D (Week 27) • Letter L (Week 28) • Letter N (Week 29) • Review letters D, L, and N (Week 30) • Letter G (Week 31) • Review letters D, L, N, and G (Week 32) • Letter K (Week 33) • Letter J (Week 34) • Letter Y (Week 35) • Review letters K, J, and Y (Week 36) • Letter Z (Week 37) • Letter Q (Week 38) • Letter I (Week 39) • Letter U (Week 40) • Letter V (Week 41) • Review letters Z, Q, I, U, and V (Week 42) • Letter assessment (Week 43) • Review selected letters (Weeks 46-50)

<table>
<tr><td>PK.L2.d Develop fine motor skills necessary to control and sustain handwriting.</td><td>Physical/Health - Motor Development
Fine motor skills (Week 25)</td></tr>
<tr><td>PK.L4 Determine or clarify the meaning of unknown words and phrases based on pre-kindergarten reading and content.</td><td rowspan="2">Understand, comprehend, interpret book text and illustrations (Weeks 2–43)
ELM curriculum uses a shared book reading approach to encourage active engagement of book’s text and illustrations. ELM uses repeated reading of the same book to strengthen children’s understanding, comprehension, and interpretation of the book’s basic information (Weeks 2-43). ELM encourages discussion of information presented in the book by asking questions about characters or the sequence of events in the book, how book information connects to children’s own experiences, and children’s interpretations of book characters, events, or other information.</td></tr>
<tr><td>PK.L5 With modeling, prompting, and support from adults, explore word relationships and nuances in word meanings.</td></tr>
<tr><td>PK.L5.a With modeling, prompting, and support: Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</td><td>Science
Recycling (Week 43)</td></tr>
<tr><td>PK.L5.b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposities (antonyms).</td><td rowspan="3">Understand, comprehend, interpret book text and illustrations (Weeks 2–43)
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<tr><td>PK.L5.c Identify real-life connections between words and their use (e.g., note places at school that are colorful).</td></tr>
<tr><td>PK.L6 Use words and phrases acquired through</td></tr>
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conversation, being read to, and responding to text.	
Writing	**Letter knowledge; Print knowledge**
PK.W1 With modeling and support, use a combination of drawing, dictating, and developmentally appropriate writing to share opinion about an experience or book.	• Alphabet, letters, and words (Week 6) • Letter B (Week 7) • Letter C (Week 8) • Letter O (Week 9) • Letter A (Week 10) • Letter B, C, O, and A (Weeks 11 and 12) • Letter X (Week 13) • Letter S (Week 14) • Letter P (Week 15) • Review letters X, S, and P (Week 16) • Letter E (Week 17) • Letter H (Week 18) • Review letters X, S, P, E, and H (Week 19) • Letter M (Week 20) • Letter R (Week 21) • Letter F (Week 22) • Review Letters E, H, M, R, and F (Week 23) • Letter T (Week 24) • Letter W (Week 25)
PK.W2 With modeling and support, use a combination of drawing, dictating, and developmentally appropriate writing to state information on a topic.	
PK.W3 With modeling and support, use a combination of drawing, dictating, and developmentally appropriate writing to communicate a personal story about a single event and tell about the event in a meaningful sequence.	
PK.W5 With modeling, guidance, and support from adults, review drawing, dictation or developmentally appropriate writing.	
PK.W6 With prompting and support from adults, explore	

appropriate digial tools to express ideas.	
PK.W7 Participate in shared research and shared writing projects.	**Science** - Inquiry skills • Recording (writing down) information in science journal (Week 14)
PK.W8 With modeling and support from adult, recall information from experiences or information from provided sources to answer a question.	ELM supports children's understanding and use of oral language including vocabulary in multiple ways. Examples of these supports include: opportunities for children to follow directions; naming and labeling objects, people, and events; and engaging in back-and-forth conversations. ELM encourages staff to ask children questions during ELM activities to help children to focus on the topic, recall, and to engage in high-level thinking (e.g., thinking about why or how certain things work).
Social Studies	**Social Studies**
Civics	**Respecting Individual Differences; Knowledge of social environments**
PK.1.1.a Students will examine the concept of freedom by: defining freedom as being able to choose what your life looks like without interference from others.	• Same and different (Weeks 1 and 2) • Unique (Weeks 1 and 3) • Abilities and adaptations (Week 4) • Family backgrounds (Week 5) • Special family activities (Week 6) • Special family activities and grandparents (Week 7) • Grandparents and older family members (Week 8) • Family differences (Week 9)
PK1.1.b defining equality as the same freedoms that are held by all people	• Voting (Weeks 29 and 30)
PK.1.2.a Students will examine the role of conflict and compromise by: identifying	• Voting (Weeks 29 and 30)

school or community conflicts that require working with groups to resolve.	**Social-Emotional** • Another person's view (Week 28) • Empathy (Week 29-31) • Making decisions (Week 33) • Making good choices (Week 34)
PK.1.2.b identifying how multiple perspectives and the freedom to express varied opinions in a democratic society can complicate but also enrich conflict resolution.	
PK.1.2.c explaining the role of authority in promoting compromise and how it can resolve conflict.	**Social-Emotional** • Cooperating (Week 4) • Social problem solving (Weeks 5 and 6)
PK.1.2.d exploring how compromise is used in civic life at home, school, and community	• Rules for adults and laws (Week 26) • Voting (Weeks 29 and 30)
PK.1.3.a Students will analyze how groups and people in authority use rules to promote the common good by: explaining that rules are intended to support order and protect individual rights and fairness for all members of the community	
PK.1.3.b comparing rules at home, school, and community.	• Rules for adults and laws (Week 26)
PK.1.3.c explaining why rules are different based on location	**Self-Regulation**

PK.1.3.d evaluating classroom rules for their ability to promote freedom and equality, and a sense of belonging for all.	• Routines (Week 1) • Rules (Week 2) • Listening and talking (Week 3)
Geography	**Knowledge of social and physical environments**
PK.2.1.a Students will explain what makes their school special using geographic terms by: identifying important objects in the classroom using the terms near/far, left/right, behind/in front, and up/down	• Geography (Weeks 19, 20, 21)
PK.2.1.b describing the location of the school in relationship to other locations near and far away	
PK.2.2.a Students will analyze the unique human and environmental interactions in their school community by: identifying ways that people in Maryland adapt to their environment including wearing different types of clothing throughout the year in their school.	**Science** • Geography (Weeks 19, 20, 21)
PK.2.2.b identifying ways that people in Maryland adapt their environment to meet their own individual and group, and	• City and skyscrapers (Week 17) • Town, farm, and barn and silo (Week 18) • Geography (Weeks 19, 20, 21) • Bridges (Week 19)

family needs including cutting down trees for development	• Railroad tracks (Week 20) • Geographic characteristics (Week 21) • Community helpers (Weeks 22–24)
PK2.3.a Students will describe how transportation and communication link people and places by: explaining how transportation is used to move people from place to place.	• Types of Transportation (Week 40-43)
PK.2.3.b identifying means of transportation available both in their community and beyond.	
Economics	**Knowledge of physical environments and social environments**
PK.3.1.a Students will analyze the role of scarcity in their lives by: explaining why people can't have everything they want using classroom and school examples.	• Economy (Weeks 35 and 36)
PK.3.2.a Students will analyze decision-making by: determining that people make choices because of limited resources.	
PK.3.3a Students will analyze trade by: identifying barter as a form of trade	
PK.3.3.b explaining that people benefit when they trade voluntarily.	

PK.3.3.c describing times when they have traded, the goods or services that were exchanged, and the benefit they got from the trade.	
PK.3.4.a Students will analyze choices made regarding career paths by: identifying jobs and careers in their community.	• Community helpers (Weeks 22–25)
PK.3.4.b identifying the personal characteristics and interests that are needed for certain jobs and careers.	
History	**Concepts of time**
PK.4.1.a Students will analyze change over time by: defining a historian as someone who learns about the past.	• Yesterday, today, and tomorrow, morning and afternoon (Week 31) • Amounts of time and change over time (Week 32) • Moving long ago (Week 33) • Games played long ago (Week 34) Building on Activity Plans: – Create a picture timeline for each child to strengthen understanding of the passage of time. Include 3–4 snapshots of children from infancy through preschool age (provided by families). Discuss how children have changed over time. – Promote a better understanding of the past by sharing pictures, items, and stories from the past that correspond to current activities in the classroom. Example: When discussing a child's favorite toy, share information about the toys you played with when you were a child.
PK.4.1.b and applying chronology to daily and weekly schedules.	
PK.4.2.a Students will utilize the tools of a historian by: explaining how photographs help raise questions about the past and show what happened in an event.	
PK.4.2.b analyzing photographs of familiar objects like toys and technology from the past.	

Comprehensive Health	**Social-Emotional, Physical/Health, Social Studies**
Emotions, Feelings and Relationships	**Relationship skills**
MD1a.P.1 Identify a variety of big or strong emotions MD1a.P.2 State that anger and other big or strong emotions are common.	**Social-Emotional** • Different kinds of feelings and happy and silly (Week 10) • Sad and ways to feel better (Week 11) • Angry and managing anger (Week 12) • Bored (Week 13) • Disappointed and excited (Week 14) • Shy (Week 15) • Embarrassed (Week 16) • Loved (Week 17) • Disgusted (Week 18) • Proud (Week 19) • Scared and frustrated (Week 20) • Nervous (Week 21) • Lonely (Week 22) • Guilty (Week 23) • Thankful (Week 24) • Different emotions (Week 25) • Different situations, facial expressions, and emotions (Weeks 26 and 27) Building on Activity Plans: – model strong social-emotional skills by labeling your own emotions, objectively discussing problem-solving steps you use, and showing kindness and respect to adults and children – help a child say how he/she is feeling by jointly discussing different emotions in the poster of facial expressions (Week 10, Day 2) – accept children's emotions (positive and negative) by showing awareness through verbalizations or gestures

<table>
<tr><td>MD1a.P.3 Identify the characteristics of a friend.
MD1a.P.4 Recognize the feelings, personal space, and boundaries of another child.
MD1a.P.5 Recognize the strengths of self and others.</td><td>Social-Emotional
To promote children’s relationship skills and play, the ELM curriculum activities focus on a range of important aspects of getting along with others through intentional teaching including demonstrations, visuals, and focused discussions of books read aloud.
Types of play (Week 1)
Asking to play (Weeks 1, 2, and 44)
Sharing an item (Weeks 3 and 45)
Cooperating (Weeks 4 and 45)
Social problem solving (Weeks 5, 6, and 46)
Being helpful (Weeks 7 and 50)
Being friendly (Weeks 8 and 50)
Compliments (Week 9)</td></tr>
<tr><td>MD1a.P.6 Identify trusted adults at school who can support mental and emotional health.</td><td>Social-Emotional
Different kinds of feelings and happy and silly (Week 10)
Sad and ways to feel better (Week 11)
Angry and managing anger (Week 12)
Bored (Week 13)
Disappointed and excited (Week 14)
Shy (Week 15)
Embarrassed (Week 16)
Loved (Week 17)
Disgusted (Week 18)
Proud (Week 19)
Scared and frustrated (Week 20)
Nervous (Week 21)
Lonely (Week 22) - Guilty (Week 23)
Thankful (Week 24)
Different emotions (Week 25)
Different situations, facial expressions, and emotions (Weeks 26 and 27)</td></tr>
<tr><td>Substance Use and Misuse</td><td>Good Health Practices</td></tr>
</table>

MD1b.P.1 Define Medicine MD1b.P.2 Identify family rules about medicine.	**Physical/Health** • Doctor (Week 34)
Family Life and Human Sexuality	
MD1c.P.1 Identify what is special about your family. MD1c.P.2 Recognize that a family is a group of people who can support one another. MD1c.P.3 Recognize that there are different types of families. MD1c.P.4 Recognize that people express themselves in many different ways.	**Social Studies** • Same and different (Weeks 1 and 2) • Unique (Weeks 1 and 3) • Abilities and adaptations (Week 4) • Family backgrounds (Week 5) • Special family activities (Week 6) • Special family activities and grandparents (Week 7) • Grandparents and older family members (Week 8) • Family differences (Week 9)
MD1c.P.5 Recognize the medically accurate names for parts of the body that are private.	**Physical/Health** • Body parts (Week 35)
MD1c.P.6 Identify personal boundaries.	**Social-Emotional** • Types of play (Week 1) • Asking to play (Weeks 1, 2, and 44) • Sharing an item (Weeks 3 and 45) • Cooperating (Weeks 4 and 45) • Social problem solving (Weeks 5, 6, and 46) • Being helpful (Weeks 7 and 50) • Being friendly (Weeks 8 and 50) • Compliments (Week 9)
MD1c.P.7 Identify everyone has the right to tell others not	**Physical/Health** • Safe and not safe actions (Week 26)

to touch their body when they do not want to be touched.	
Safety and Violence Prevention	
MD1d.P.1 Identify people in a school who can help when someone is injured or suddenly ill.	**Physical/Health** • Doctor (Week 34)
MD1d.P.2 Identify safety rules in the home.	**Physical/Health** • Safe and not safe actions; Emergency safety (Week 26) • Vehicle safety; Bike safety (Week 27 and 48) • First Aid kit (Week 36)
MD1d.P.3 Identify household cleaning products.	**Social-Studies** • Community helper tools (custodian) (Week 23) **Social-Emotional** • Making good choices (Week 34)
MD1d.P.4 Demonstrate verbal and nonverbal ways to ask trusted adults for help, including how to report unsafe, scary, or harmful situations in the home, school, or community.	**Physical/Health** • Safe and not safe actions; Emergency safety (Week 26)
MD1d.P.5 Identify sources of support that a student can go to if they or someone they	

know is being abused or assaulted.	
MD1d.P.6 Describe appropriate ways to communicate and/or show affection.	**Social-Emotional** • Types of play (Week 1) • Asking to play (Weeks 1, 2, and 44) • Sharing an item (Weeks 3 and 45) • Cooperating (Weeks 4 and 45) • Social problem solving (Weeks 5, 6, and 46) • Being helpful (Weeks 7 and 50) • Being friendly (Weeks 8 and 50) • Compliments (Week 9)
MD1d.P.7 Demonstrate how to respond if someone makes you uncomfortable, unsafe, or disrespected.	**Social-Emotional** • Different kinds of feelings and happy and silly (Week 10) • Sad and ways to feel better (Week 11) • Angry and managing anger (Week 12) • Bored (Week 13) • Disappointed and excited (Week 14) • Shy (Week 15) • Embarrassed (Week 16) • Loved (Week 17) • Disgusted (Week 18) • Proud (Week 19) • Scared and frustrated (Week 20) • Nervous (Week 21) • Lonely (Week 22) • Guilty (Week 23) • Thankful (Week 24) • Different emotions (Week 25) • Different situations, facial expressions, and emotions (Weeks 26 and 27) Building on Activity Plans:

	– help a child say how he/she is feeling by jointly discussing different emotions in the poster of facial expressions (Week 10, Day 2)
MD1d.P.8 Recognize the medically accurate names for parts of the body that are private.	**Physical/Health** • Body parts (Week 35)
MD1d.P.9 Identify personal boundaries.	**Social-Emotional** • Different kinds of feelings and happy and silly (Week 10) • Sad and ways to feel better (Week 11) • Angry and managing anger (Week 12) • Bored (Week 13) • Disappointed and excited (Week 14) • Shy (Week 15) • Embarrassed (Week 16) • Loved (Week 17) • Disgusted (Week 18) • Proud (Week 19) • Scared and frustrated (Week 20) • Nervous (Week 21) • Lonely (Week 22) • Guilty (Week 23) • Thankful (Week 24) • Different emotions (Week 25) • Different situations, facial expressions, and emotions (Weeks 26 and 27)
MD1d.P.10 Identify everyone has the right to tell others not to touch their body when they do not want to be touched.	**Physical/Health** • Safe and not safe actions (Week 26)

MD1d.P.11 Describe how people are unique.	**Social Studies** • Same and different (Weeks 1 and 2) • Unique (Weeks 1 and 3) • Abilities and adaptations (Week 4) • Family backgrounds (Week 5) • Special family activities (Week 6) • Special family activities and grandparents (Week 7) • Grandparents and older family members (Week 8) • Family differences (Week 9)
MD1d.P.12 Describe kind behaviors.	**Social-Emotional** • Types of play (Week 1) • Asking to play (Weeks 1, 2, and 44) • Sharing an item (Weeks 3 and 45) • Cooperating (Weeks 4 and 45) • Social problem solving (Weeks 5, 6, and 46) • Being helpful (Weeks 7 and 50) • Being friendly (Weeks 8 and 50) • Compliments (Week 9)
MD1d.P.13 Recognize when someone looks hurt or upset and respond with kind words or actions.	**Social-Emotional** • Social problem solving (Weeks 5, 6, and 46) • Being helpful (Weeks 7 and 50) • Being friendly (Weeks 8 and 50) • Ways to feel better (Week 11)
MD1d.P.14 Recognize that it is never a person's fault if someone causes them to feel unsafe.	**Social-Emotional** • Identify characteristics of safe and unsafe situations (Week 35 Day 3)
Nutrition	

MD1e.P.1 Identify that water is important for the body.	**Physical/Health** • Five different kinds of healthy foods (Weeks 20 and 42) • Healthy foods (Weeks 24 and 25)
MD1e.P.2 Identify foods and beverages that help people learn and grow.	
MD1e.P.3 Recognize how the body feels when hungry or full.	
MD1e.P.4 Describe how eating breakfast helps a person think, work, and play.	
Disease Prevention and Control	
MD1f.P.1 Recognize that toothbrushing and flossing are something people do to take care of their bodies.	**Physical/Health** • Oral health (Week 11) • Dentist (Week 34)
MD1f.P.2 Recognize ways to stay safe in the sun.	**Physical/Health** • Sun safety (Week 33)
MD1f.P.3 Identify the steps for proper hand washing.	**Physical/Health** • Handwashing (Week 1) • Germs (Weeks 1, 2)
Analyze Influences	
MD2.2.1 Identify various influences that affect health and well-being, including family, peers, community, and media.	**Social Studies** • Same and different (Weeks 1 and 2) • Unique (Weeks 1 and 3) • Abilities and adaptations (Week 4) • Family backgrounds (Week 5) • Special family activities (Week 6) • Special family activities and grandparents (Week 7) • Grandparents and older family members (Week 8)

	• Family differences (Week 9) • News (Week 27)
MD2.2.2 Determine the ways various influences affect personal health and well-being.	**Physical/Health** • Doctor and Dentist (Week 34)
MD2.2.3 Determine how various influences affect the health and well-being of others.	
MD3.2.1 Identify characteristics of trusted adults and other individuals who support health and well-being.	
MD3.2.2 Demonstrate when and how to seek help from others at home, at school, or in the community.	
MD3.2.3 Locate school and community health helpers.	**Social Studies** • Community (Week 16) • Community helpers (Weeks 22-24)
MD4.2.1 Express thoughts, feelings, wants, and needs to support the health and well-being of self and others.	**Social-Emotional** • Different kinds of feelings and happy and silly (Week 10) • Sad and ways to feel better (Week 11) • Angry and managing anger (Week 12) • Bored (Week 13) • Disappointed and excited (Week 14) • Shy (Week 15) • Embarrassed (Week 16)

	• Loved (Week 17) • Disgusted (Week 18) • Proud (Week 19) • Scared and frustrated (Week 20) • Nervous (Week 21) • Lonely (Week 22) • Guilty (Week 23) • Thankful (Week 24) • Different emotions (Week 25) • Different situations, facial expressions, and emotions (Weeks 26 and 27)
MD4.2.2 Use active listening skills in a variety of situations	**Self-Regulation** • Listening and talking (Week 3) • Stop and think (Week 5) • Waiting patiently (Weeks 6 and 7) • Listening and remembering (Weeks 12, 15, 16, 18, 19, 21, 22, 25, 27, 28, 30, 31, 34, 36, 44, 47, 48)
MD4.2.3 Demonstrate communication skills and strategies to use if uncomfortable, unsafe, or harmed. MD4.2.4 Recognize ways to communicate and respect the boundaries of self and others. MD4.2.5 Demonstrate ways to show kindness and compassion.	**Social-Emotional** • Different kinds of feelings and happy and silly (Week 10) • Sad and ways to feel better (Week 11) • Angry and managing anger (Week 12) • Bored (Week 13) • Disappointed and excited (Week 14) • Shy (Week 15) • Embarrassed (Week 16) • Loved (Week 17) • Disgusted (Week 18) • Proud (Week 19) • Scared and frustrated (Week 20) • Nervous (Week 21)

	• Lonely (Week 22) • Guilty (Week 23) • Thankful (Week 24) • Different emotions (Week 25) • Different situations, facial expressions, and emotions (Weeks 26 and 27)
MD5.2.1 Identify when a health-related decision is needed to maintain or improve health and well-being. MD5.2.2 Recognize when help is needed for a health-related decision. MD5.2..3 Describe options and potential outcomes for a health-related decision. MD5.2.4 Choose an option that supports health and well-being. MD6.2.1 Determine a health behavior to change or reinforce.	**Physical/Health** • Oral health (Week 11) • Five different kinds of healthy foods (Week 20) • Healthy Foods (Weeks 24, 25 41, 42) • Safe and not safe actions; Emergency safety (Week 26) • Vehicle safety; Bike safety (Week 27 and 48) • First Aid kit (Week 36)
MD6.2.2 Identify a goal that supports health and well-being. MD6.2.3 Determine who can help when assistance is needed to achieve a health-related goal	**Social-Emotional** • Goal (Week 32) **Physical/Health** • Doctor and Dentist (Week 34)

MD6.2.4 Describe actions that support reaching a health-related goal.	
MD6.2.5 Take action to achieve a health-related goal.	
MD6.2.6 Reflect on the results of goal-setting.	
MD7.2.1 Identify practices and behaviors that support the health and well-being of self and others.	**Physical/Health** • Doctor and Dentist (Week 34)
MD7.2.2 Demonstrate practices and behaviors that support the health and well-being of self and others.	
MD8.2.1 Make requests to support personal health and well-being.	**Physical/Health** • Oral health (Week 11) • Five different kinds of healthy foods (Week 20) • Healthy Foods (Weeks 24, 25 41, 42) • Safe and not safe actions; Emergency safety (Week 26) • Vehicle safety; Bike safety (Week 27 and 48) • First Aid kit (Week 36)
MD8.2.2 Identify a variety of ways to support others in making health-promoting choices.	
MD8.2.3 Encourage others to make health-promoting choices.	
Physical Education	**Physical/Health**
Motor Skills	**Motor Development**
MD1.2.1a Demonstrates a horizontal jump with the concepts of space, effort, and relationship awareness.	• Jumping and landing (Weeks 21 and 43)

MD1.2.1b Demonstrates a gallop with the concepts of space, effort, and relationship awareness.	• Galloping (Weeks 6, 37, 49)
MD1.2.1c Demonstrates sliding sideways with the concepts of space, effort, and relationship awareness.	**Creative Expression** • Dance movements (Weeks 11, 24, 25)
MD1.2.1d Demonstrates hopping with the concepts of space, effort, and relationship awareness.	• Hopping (Weeks 7, 37, 43)
MD1.2.1s Demonstrates skipping with the concepts of space, effort, and relationship awareness.	• Skipping (Weeks 30, 49)
MD1.2.1f Demonstrates a leap with the concepts of space, effort, and relationship awareness.	• Jumping and landing (Weeks 21 and 43)
MD1.2.2 Demonstrates jumping and landing with the concepts of space, effort, and relationship awareness.	
MD1.2.3 Demonstrates transferring weight on multiple body parts.	• Shifting weight (Weeks 23, 45)
MD1.2.4 Demonstrates non-locomotor skills with the concepts of space, effort, and relationship awareness.	• Turning and balancing (Week 9) • Bending and balancing (Week 10)

MD1.2.5 Demonstrates balancing on different body parts in a non-dynamic environment	• Balancing (Weeks 8-10, 38)
MD1.2.6 Demonstrates bouncing a ball in a variety of practice tasks.	Not covered
MD1.2.7 Demonstrates rolling a ball in a variety of non-dynamic practice tasks.	Not covered
MD1.2.8 Demonstrates catching in a variety of non-dynamic practice tasks.	• Catching (Weeks 17, 39, 40)
MD1.2.9 Demonstrates throwing in a variety of non-dynamic practice tasks.	• Throwing (Weeks 16-18, 32, 39, 40)
MD1.2.10 Demonstrates kicking a ball in a variety of non-dynamic practice tasks.	• Kicking a ball (Weeks 31, 32, 50)
MD1.2.11 Demonstrates dribbling with feet in a variety of practice tasks.	Not covered
MD1.2.12 Demonstrates striking with hands in a variety of practice tasks.	Not covered
MD1.2.13 Demonstrates striking with a short-handled implement in a variety of non-dynamic practice tasks.	Not covered
MD1.2.14 Demonstrates striking with a long-handled	Not covered

implement in a variety of non-dynamic practice tasks.	
MD1.2.15 Demonstrates locomotor, non-locomotor, and manipulative movements based on a variety of dance forms.	**Creative Expression** • Dance movements (Weeks 11, 24, 25)
MD1.2.16 Demonstrates jumping rope in a non-dynamic environment.	• Jumping and landing (Weeks 21, 43)
MD1.2.17 Demonstrates water safety skills.	**Social Studies** • Boats (Week 42)
Movement and Fitness Concepts	**Motor Development**
MD2.2.1 Recognizes personal space and where to move in general space.	• Physical activity safety (Week 4)
MD2.2.2 Identifies simple strategies in chasing and fleeing across a variety of activities.	• Running and jogging (Week 14)
MD2.2.3 Demonstrates knowledge of movement concepts.	• Physical activity safety and Walking and marching (Week 4) • Galloping (Week 6) • Hopping (Week 7) • Balancing (Week 8) • Turning and balancing (Week 9) • Bending and balancing (Week 10) • Running and jogging (Week 14) • Jogging and walking (Week 15) • Throwing (Week 16)
MD2.2.4 Demonstrates knowledge of locomotor, non-locomotor, and manipulative skills in movement settings.	

	• Catching and throwing (Week 17) • Underarm throwing and throwing at a target (Week 18) • Jumping and landing (Week 21) • Shifting weight (Week 23) • Rolling our bodies (Week 28) • Moving around obstacles (Week 29) • Skipping (Week 30) • Kicking a ball (Week 31) • Kicking and throwing a ball (Week 32
MD2.2.5 Demonstrates knowledge of non-locomotor, locomotor, and movement concepts used in dance and rhythms.	**Creative Expression** • Dance movements (Weeks 11, 24, 25)
MD2.2.6 Demonstrates knowledge of pathways, shapes, and levels in a variety of activities.	• Moving around obstacles (Week 29)
MD2.2.7 Recognizes physical activities that contribute to being strong and healthy. MD2.2.8 Recognizes the importance of a warm-up and a cool-down.	• Physical activity safety and Walking and marching (Week 4) • Galloping (Week 6) • Hopping (Week 7) • Balancing (Week 8) • Turning and balancing (Week 9) • Bending and balancing (Week 10) • Running and jogging (Week 14) • Jogging and walking (Week 15) • Throwing (Week 16) • Catching and throwing (Week 17) • Underarm throwing and throwing at a target (Week 18)

	• Jumping and landing (Week 21) • Shifting weight (Week 23) • Rolling our bodies (Week 28) • Moving around obstacles (Week 29) • Skipping (Week 30) • Kicking a ball (Week 31) • Kicking and throwing a ball (Week 32)
MD2.2.9 Identifies the heart as a muscle that gets stronger with physical activity.	• Body parts (Week 35)
MD2.2.10 Recognizes that regular physical activity is good for their health. MD2.2.11 Recognizes physiological changes in their body during physical activities.	• Physical activity safety and Walking and marching (Week 4) • Galloping (Week 6) • Hopping (Week 7) • Balancing (Week 8) • Turning and balancing (Week 9) • Bending and balancing (Week 10) • Running and jogging (Week 14) • Jogging and walking (Week 15) • Throwing (Week 16) • Catching and throwing (Week 17) • Underarm throwing and throwing at a target (Week 18) • Jumping and landing (Week 21) • Shifting weight (Week 23) • Rolling our bodies (Week 28) • Moving around obstacles (Week 29) • Skipping (Week 30) • Kicking a ball (Week 31) • Kicking and throwing a ball (Week 32)

MD2.2.12 Recognizes that food and liquid (drink) choices provide energy for physical activity.	• Five different kinds of healthy foods (Weeks 20 and 42) • Healthy foods (Weeks 24 and 25)
MD2.2.13 Demonstrates knowledge of water safety skills.	**Social Studies** • Boats (Week 42)
Social Skills Through Movement	**Motor Development**
MD3.2.1 Recognizes the feelings others may have in a variety of physical activities.	**Social-Emotional** • Different kinds of feelings and happy and silly (Week 10) • Sad and ways to feel better (Week 11) • Angry and managing anger (Week 12) • Bored (Week 13) • Disappointed and excited (Week 14) • Shy (Week 15) • Embarrassed (Week 16) • Loved (Week 17) • Disgusted (Week 18) • Proud (Week 19) • Scared and frustrated (Week 20) • Nervous (Week 21) • Lonely (Week 22) • Guilty (Week 23) • Thankful (Week 24) • Different emotions (Week 25) • Different situations, facial expressions, and emotions (Weeks 26 and 27)
MD3.2.2 Demonstrates the ability to encourage others.	**Social-Emotional**

MD3.2.3 Uses communication skills to share in a physical activity setting.	• Types of play (Week 1) • Asking to play (Weeks 1, 2, and 44) • Sharing an item (Weeks 3 and 45) • Cooperating (Weeks 4 and 45) • Social problem solving (Weeks 5, 6, and 46) • Being helpful (Weeks 7 and 50) • Being friendly (Weeks 8 and 50) • Compliments (Week 9)
MD3.2.4 Responds appropriately to feedback from the teacher.	
MD3.2.5 Demonstrates respectful choices that contribute to positive social interactions in movement.	
MD3.2.6 Describes why following the rules is important for safety and fairness.	• Safety rules and routines and Emergency procedures (Week 3)
MD3.2.7 Makes safe choices with physical education equipment.	• Safe and not safe actions; Emergency safety (Week 26) • Vehicle safety; Bike safety (Week 27 and 48)
MD3.2.8 Discusses problems and solutions with teacher support in a physical activity setting.	**Social-Emotional** • Sharing an item (Weeks 3 and 45) • Cooperating (Weeks 4 and 45) • Social problem solving (Weeks 5, 6, and 46) • Managing anger (Week 12)
MD3.2.9 Makes fair choices as directed by the teacher in a physical activity setting.	
MD3.2.10 Identifies and/or participates in physical activities representing different cultures.	**Social Studies** • Same and different (Weeks 1 and 2) • Unique (Weeks 1 and 3) • Abilities and adaptations (Week 4) • Family backgrounds (Week 5) • Special family activities (Week 6) • Special family activities and grandparents (Week 7)

	• Grandparents and older family members (Week 8) • Family differences (Week 9)
MD3.2.11 Identifies ways to create an inclusive space for all ability levels.	**Social Studies** • Abilities and adaptations (Week 4)
Develop Personal Skills and Identify Personal Benefits of Movement	
MD4.2.1 Identifies physical activities that can meet the need for self-expression.	**Creative Expression** • Dance movements (Weeks 11, 24, 25)
MD4.2.2 Identifies physical activities that can meet the need for social interaction.	**Creative Expression** • Imitating (Week 29, 31) • Pretending (Week 30)
MD4.2.3 Identifies ways that movement positively affects personal health.	**Physical/Health** • Muscles and exercising (Week 12)
MD4.2.4 Identifies preferred physical activities based on personal interests.	**Creative Expression** • Dance movements (Weeks 11, 24, 25)
MD4.2.5 Recognizes individual challenges through movement.	**Physical/Health** • Turning and balancing (Week 9) • Bending and balancing (Week 10) • Muscles and exercising (Week 12)
MD4.2.6 Sets observable short-term goals.	**Social- Emotional** • Goal (Week 32)
MD4.2.7 Recognizes movement strengths and the	**Physical/Health** • Turning and balancing (Week 9) • Bending and balancing (Week 10)

need for practice for individual improvement.	• Muscles and exercising (Week 12)
MD4.2.8 Identify techniques (e.g., breathing, counting) to assist with managing emotions and behaviors in a physical activity.	**Self-Regulation** • Deep breathing activities are interspersed across activity plans (Weeks 10, 14, 17, 20, 23, 29, 32, 35, 44, 45, 46, 47, 48, 49, 50)
MD4.2.9 Reflects on the enjoyment of movement experiences within physical education class.	Not covered