

Level II Skills Correlated to Head Start Domains

Head Start Domain: Social Skills

Critical CK Assessment Objectives

| <u>Start</u> | <u>Mid</u> | <u>End</u> | | |
|--------------------------|--------------------------|--------------------------|------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4SD-AS-A1 | Draw a dimensional picture of a person |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4SD-AS-02 | Identify and follow classroom rules |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4SD-AS-00 | Demonstrate observable listening behaviors |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4SD-AS-01 | Ignore inappropriate peer behavior |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4SD-AS-B2A | Interrupt a conversation between 2 people politely |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4SD-AS-B2B | Ask appropriately for the help of an adult when needed |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4SD-AS-B2C | Offer assistance to another child |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4SD-AS-B2E | Take turns using toys & sharing materials |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4SD-AS-B2G | Accept consequences of actions |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4SD-AS-B2H | Attempt to solve problems or conflicts using words |

Level II Skills Correlated to Head Start Domains

Head Start Domain: Listening: Understands an increasingly complex and varied vocabulary

Critical CK Assessment Objectives

| <u>Start</u> | <u>Mid</u> | <u>End</u> | |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4LD-LA-D1A1 Point to parts of the body: ankle, arm, back, body, chest, cheek, chin, ear, elbow, eye, eyebrow, eyelash, face, finger, foot, forehead, hair, hand, heel, hip, knee, leg, lips, mouth, nail, neck, nose, shoulder, teeth, toe, tongue, waist, wrist |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4LD-LA-D1B1 Point to/understand increasingly precise nouns related to the home, family, food, clothing, school, town/city, transportation, stores/services |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4LD-LA-D1D1 Point to a circle, square, rectangle, triangle |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4LD-LA-D1E1 Point to large-small; wide-narrow; big-little; full-empty; tall-short; heavy-light; long-short; thick-thin |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4LD-LA-D1F1 Point to: any-some, all-none, more-less (fewer), most-least, many-few, equal, one-ten |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4LD-LA-D1I1 Show understanding of temporal words: today-tomorrow-yesterday; always-never-sometimes; before-after; now-immediately; first-last; beg.-middle-end; then-next; already; soon |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4LD-LA-D1J1 Show understanding of spatial words: there-here; in-on; in front of-behind; at the top of-at the bottom of; under-over; above-below; next to-in the middle of; near-far; inside-outside; around-between; up-down; high-low; left-right; front-back |

Supplemental CK Assessment Objectives

| <u>Start</u> | <u>Mid</u> | <u>End</u> | |
|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4KD-OS-A1 Situate oneself in space or situate objects in relation to one another according to the indications given by spatial terms (there-here; in-on; in front of-behind; at the top of-at the bottom of; under-over; above-below; next to-in the middle of; etc.) |

Level II Skills Correlated to Head Start Domains

Head Start Domain: Speaking: Uses an increasingly complex and varied vocabulary

Critical CK Assessment Objectives

| <u>Start</u> | <u>Mid</u> | <u>End</u> | | |
|--------------------------|--------------------------|--------------------------|--------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4KD-OS-D1 | Identify these geographic features and environments by name in real life, photos, or drawings: land, water, ocean, lake, river, farm, forest (woods), jungle, desert, city |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4LD-LA-C2A-M | Opposites: big - little; cold-hot; dry-wet; fast-slow; rough-smooth; full-empty; hard-soft; large-small; loud-quiet; on-off; open-close; tall-short; yes-no |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4LD-LA-D1A | Name parts of the body: ankle, arm, back, body, chest, cheek, chin, ear, elbow, eye, eyebrow, eyelash, face, finger, foot, forehead, hair, hand, heel, hip, knee, leg, lips, mouth, nail, neck, nose, shoulder, teeth, toe, tongue, waist, wrist |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4LD-LA-D1B | Use increasingly precise nouns related to the home, family, food, clothing, school, town/city, transportation, stores/services |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4LD-LA-D1C | Use increasingly precise verbs related to eating, movement, the five senses |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4LD-LA-D1D | Name a circle, square, rectangle, & triangle |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4LD-LA-D1E | Use size words: large-small; wide-narrow; big-little; full-empty; tall-short; heavy-light; long-short; thick-thin |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4LD-LA-D1F | Use quantity words: any-some, all-none, more-less (fewer), most-least, many-few, equal, one-ten |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4LD-LA-D1I | Use temporal words (today-tomorrow-yesterday; always-never-sometimes; before-after; now-immediate.; first-last; beg.-mid.-end; then-next; already; soon |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4LD-LA-D1J | Use spatial words: there-here; in-on; in front of-behind; at the top of-at the bottom of; under-over; above-below; next to-in the middle of; near-far; inside-outside; around-between; up-down; high-low; left-right; front-back |

Supplemental CK Assessment Objectives

| <u>Start</u> | <u>Mid</u> | <u>End</u> | | |
|--------------------------|--------------------------|--------------------------|-------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4LD-LA-D1G | Other Adjectives: Use increasingly precise vocabulary (adjectives - describing words) |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4LD-LA-D1G1 | Other Adjectives: Understand increasingly precise vocabulary (adjectives - describing words) |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4LD-LA-D1H | Use Adverbs - Describing Words |

Level II Skills Correlated to Head Start Domains

Head Start Domain: Speaking: Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes

Critical CK Assessment Objectives

| <u>Start</u> | <u>Mid</u> | <u>End</u> | | |
|--------------------------|--------------------------|--------------------------|------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4AL-WH-B1 | Carry out multi-step oral directions that have been accompanied by a preliminary demonstration |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4LD-LA-B01 | Carry on a dialogue or conversation with a child of approximately the same age, initiating comments or responding to partner's comments |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4LD-LA-B03 | Identify and express physical sensations, mental states & emotional feelings (happy, sad, angry, afraid, frustrated, confused) |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4LD-LA-B05 | Describe oneself, home & immediate family |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4LD-LA-B06 | Sequence & describe 3 - 5 images of events or phases of a single event, that have been experienced |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4LD-LA-C1 | Identify outcomes & possible causes |

Supplemental CK Assessment Objectives

| <u>Start</u> | <u>Mid</u> | <u>End</u> | | |
|--------------------------|--------------------------|--------------------------|-------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4LD-LA-B02 | Carry on a simple conversation on the telephone |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4LD-LA-B04 | After listening to an oral description of a scene, recreate the scene in pictures |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4LD-LA-B07A | Describe an event or task that has already taken place outside the immediate place & time |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4LD-LA-B08 | Give simple, multistep directions |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4LD-LA-B09 | Give a detailed, sequential explanation of how to do something so that the activity can be carried out by another person |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4LD-LA-B10 | Express a personal opinion |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4LD-LA-B11 | Assume a different role or perspective & express different possibilities, imaginary or realistic |

Level II Skills Correlated to Head Start Domains

Head Start Domain: Literacy: Book knowledge and appreciation

Critical CK Assessment Objectives

| <u>Start</u> | <u>Mid</u> | <u>End</u> | | |
|--------------------------|--------------------------|--------------------------|-----------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4LD-SR-00 | Answer who, what, where, when and why questions about a read-aloud |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4LD-SR-B1 | "Retell" a story that has been read aloud, including character(s), setting (time, place), the plot (central idea) of the story, the sequential events & an ending |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4LD-SR-B2 | Sequence illustrations of 3-5 story events |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4LD-SR-B3 | Predict events in a story, i.e., what will happen next |

Supplemental CK Assessment Objectives

| <u>Start</u> | <u>Mid</u> | <u>End</u> | | |
|--------------------------|--------------------------|--------------------------|-----------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4LD-SR-A1 | Attend & listen to picture books with story lines (30 minutes), as well as books of other genres, such as nonfiction (15 minutes) |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4LD-SR-A2 | Attend & listen to books with minimal or no illustrations (15 minutes) |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4LD-SR-B4 | Provide a story ending consistent with other given story events |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4LD-SR-B5 | "Read"/tell a story based on the illustrations of a book with text that has not been read aloud previously |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4LD-SR-B6 | Make up & tell a story |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4LD-SR-C2 | Use cover & illustration cues to locate those books that pertain to a particular topic or might answer a topical question |

Level II Skills Correlated to Head Start Domains

Head Start Domain: Literacy: Print awareness and concepts

Critical CK Assessment Objectives

| <u>Start</u> | <u>Mid</u> | <u>End</u> | | |
|--------------------------|--------------------------|--------------------------|-----------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4LD-WR-A4 | Represent "in written form" people, objects, events or activities, derived from one's experience or imagination |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4LD-SR-C1 | Point to the title of a book, the top, middle or bottom of a page, the beginning of the book, where to start reading a book, the order that words are read on a page, the end of the book, a word, a letter |

Supplemental CK Assessment Objectives

| <u>Start</u> | <u>Mid</u> | <u>End</u> | | |
|--------------------------|--------------------------|--------------------------|-----------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4LD-WR-A1 | Dictate a simple letter, invitation, or thank you note |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4LD-WR-A2 | Use a simplified, illustrated schedule of activities to indicate which activity preceded and which will follow an activity |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4LD-WR-A3 | Use a simplified, illustrated telephone listing |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4LD-WR-A5 | Dictate a description to accompany one's drawings of people, objects, events or activities, derived from one's experience or imagination |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4LD-WR-A6 | Follow a simple, illustrated recipe |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4LD-WR-A7 | Assemble a simple object or craft following illustrated directions |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4LD-WR-A8 | Represent "in written form," following an actual experience: directions for a recipe or craft or scientific observation of events or experiments |

Head Start Domain: Literacy: Print Awareness and Concepts: Recognizes a word as a unit of print

Critical CK Assessment Objectives

| <u>Start</u> | <u>Mid</u> | <u>End</u> | | |
|--------------------------|--------------------------|--------------------------|-----------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4LD-WR-B4 | Point to words as distinct units on a page of print |

Level II Skills Correlated to Head Start Domains

Head Start Domain: Literacy: Phonological Awareness

Critical CK Assessment Objectives

| <u>Start</u> | <u>Mid</u> | <u>End</u> | | |
|--------------------------|--------------------------|--------------------------|-----------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4LD-WR-00 | Given a word, provide other rhyming words |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4LD-WR-C1 | Segment a spoken sentence into separate, distinct words |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4LD-WR-C3 | Blend two spoken syllables, saying a whole word |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4LD-WR-C6 | Indicate the number of phonemes (1-3) heard in a real or nonsense word |

Supplemental CK Assessment Objectives

| <u>Start</u> | <u>Mid</u> | <u>End</u> | | |
|--------------------------|--------------------------|--------------------------|-----------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4LD-NR-C1 | Using familiar rhymes, poems or songs, finish a recitation that has been begun with the correct rhyming word |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4LD-NR-C2 | Using familiar rhymes, poems or songs, indicate several possible rhyming words, other than those included in the actual rhyme, to finish the recitation |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4LD-WR-C2 | Blend spoken parts of a compound word, saying a whole word |

Head Start Domain: Literacy: Phonological Awareness: Associates sounds with written words

Critical CK Assessment Objectives

| <u>Start</u> | <u>Mid</u> | <u>End</u> | | |
|--------------------------|--------------------------|--------------------------|-----------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4LD-WR-C5 | Give the beginning sound of a spoken word |

Supplemental CK Assessment Objectives

| <u>Start</u> | <u>Mid</u> | <u>End</u> | | |
|--------------------------|--------------------------|--------------------------|-----------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4LD-WR-C4 | Given a sound & a choice of two words, choose the word that begins with the given sound |

Head Start Domain: Literacy: Alphabet Knowledge: Knows that letters of the alphabet are a special category of visual graphics that can be individually named.

Critical CK Assessment Objectives

| <u>Start</u> | <u>Mid</u> | <u>End</u> | | |
|--------------------------|--------------------------|--------------------------|-----------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4LD-WR-B1 | Sing the "Alphabet Song" |

Level II Skills Correlated to Head Start Domains

Head Start Domain: Literacy: Alphabet Knowledge: Identifies at least 10 letters of the alphabet, especially those in their own name

Critical CK Assessment Objectives

| <u>Start</u> | <u>Mid</u> | <u>End</u> | | |
|--------------------------|--------------------------|--------------------------|-----------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4LD-WR-C7 | Identify at least 10 letters of the alphabet by name, especially those in the child's first name |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4LD-WR-01 | Give the sounds of at least 3 letters of the alphabet, especially those in the child's own name |

Head Start Domain: Literacy: Early Writing

Critical CK Assessment Objectives

| <u>Start</u> | <u>Mid</u> | <u>End</u> | | |
|--------------------------|--------------------------|--------------------------|------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4LD-WR-D3A | Draw and use as motifs: horizontal line, vertical line, diagonal line, zigzag line, circle, spiral, moon, cross, cane, hook, bowl, bridge, wave, x, star |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4LD-WR-E4 | Write one's first name, using upper and lowercase letters appropriately |

Level II Skills Correlated to Head Start Domains

Head Start Domain: Mathematics: Numbers and Operations

Critical CK Assessment Objectives

| <u>Start</u> | <u>Mid</u> | <u>End</u> | | |
|--------------------------|--------------------------|--------------------------|------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4KD-MR-A5 | Identify & verbally label the difference or criteria used for the classification of several groups of objects or pictures |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4KD-MR-B1 | Continue a complex, two-color pattern of objects, represented by a pattern card |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4KD-MR-C2 | Given a collection of assorted shapes, classify & name the circles, rectangles & triangles |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4KD-MR-E01 | Recite the number sequence, 1-10 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4KD-MR-E05 | Count groups of objects with up to 6 items per group |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4KD-MR-E07 | Name & write numerals 1-6 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4KD-MR-G1 | Illustrate the concept of "put together" & "take away" with sets of 1-6 objects, with 6 objects being the maximum in any set |

Supplemental CK Assessment Objectives

| <u>Start</u> | <u>Mid</u> | <u>End</u> | | |
|--------------------------|--------------------------|--------------------------|------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4KD-MR-E02 | Compare 2 groups of no more than 6 objects/group & use quantitative vocabulary to describe the groups (more than, less than, same as) |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4KD-MR-E03 | Demonstrate one-to-one correspondence with concrete objects, up to 6 objects |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4KD-MR-E04 | Construct a collection of objects so that it has the same number of objects as another group |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4KD-MR-E06 | Given an oral number, create a group with the correct number of objects, up to 6 objects |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4KD-MR-E08 | Arrange or write the numerals 1-6 in sequential order |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4KD-MR-E09 | Play a simple game moving one's marker the number of spaces shown on a single die |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4KD-MR-E10 | Organize & read quantitative data in simple bar graphs |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4KD-MR-G2 | Label the action of "put together" as adding & "take away" as subtraction |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4KD-MR-G3 | Add or subtract problems represented by numerals, 1-4, 4 being the largest numeral, using objects or pictures as needed |

Level II Skills Correlated to Head Start Domains

Head Start Domain: Scientific Knowledge

Critical CK Assessment Objectives

| <u>Start</u> | <u>Mid</u> | <u>End</u> | | |
|--------------------------|--------------------------|--------------------------|------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4KD-SP-A1C | Describe key physical characteristics (body parts & senses), development, needs, & life cycle of humans |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4KD-SP-A2 | Care for, observe & record observations of an animal, noting key physical characteristics, development, needs & life cycle |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4KD-SP-A3 | Classify images of animals according to the habitat or environment in which they generally live: lake/river, ocean, farm, forest (woods), jungle |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4KD-SP-A4 | Plant, care for & record observations of a plant, noting the parts of the plant, needs, development & life cycle |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4KD-SP-B1 | Observe, describe & record some basic properties of water, its presence & effects in the physical world |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4KD-SP-B2 | Observe, describe & record some basic properties of air, its presence & effects in the physical world |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4KD-SP-B3 | Observe, describe & record some basic properties of light, its presence & effects in the physical world |
