



**Zula Exploration Mission Modules
Alabama Performance Standards for 4-year olds
Alignment Overview**

Module Key:

1. Simple machines
2. Force
3. Habitats
4. Life Cycles
5. Water
6. Light
7. Matter
8. Mixtures-Solutions-Chemical Reactions

GUIDING PRINCIPLES	Modules that address Standard
Children are active learners (and) construct their own knowledge.	All
Children are active learners (and) need opportunities to observe things and events in their present world, form their own hypotheses, try them out, find out what happens, and formulate their own answers.	All
Children are active learners (and) find out about their world through play.	All
Development and learning are interrelated (and learning about self, developing social skills, and achievement motivation are related to children’s intellectual development, learning content, skills, and physical health.	All
Development and learning are interrelated (and) learning to read and write depends in great part on how children feel about themselves and their ability to achieve.	All
Development and learning are interrelated (and) children who believe that they can learn, and expect to achieve, do so.	All
Young children are capable and competent.	All
There are individual differences in rates of development among children.	All
Young children learn through active exploration of their environment through child-initiated and teacher selected activities.	All
Family involvement is necessary.	All
Children’s learning can be clarified, enriched, and expanded.	All
EMERGENT LITERACY By the end of Pre-Kindergarten, children should be able to:	Modules that address Standard
Language, Vocabulary, and Oral Expression	
1. Show understanding of literal meaning of stories, songs, informational texts...read aloud.	All
2. Follow two- and three- step directions.	All
3. Develop and expand expressive language skills and vocabulary.	All
4. Demonstrate progress in abilities to retell and dictate stories from books and experiences; to act out stories in dramatic play; and to predict what will happen in a story.	All
6. Demonstrate ability to express ideas for varied purposes.	All
PRINT AWARENESS AND CONCEPTS	
13. Show increasing awareness of print in the classroom, home, and community settings.	All
14. Show a growing understanding of the different functions of forms of print.	All

15. Demonstrate increasing awareness of print concepts including learning that print is read from top to bottom and left to right on a page, that speech can be written down, and that print conveys a message.	
16. Show progress in recognizing the association between spoken and written words by following print as it is read aloud.	All
17. Demonstrate increasing awareness that a word is a unit of print, or awareness that letters are grouped to form words, and that words are separated by spaces.	All
GENERAL KNOWLEDGE	
22. Exhibit an awareness that information may be obtained from a variety of sources.	All
23. Show an awareness of others through exposure to written, spoken, and visual forms of communication.	All
EMERGENT NUMERACY By the end of Pre-Kindergarten, children should be able to:	Modules that address Standard
Number Awareness	
1. Demonstrate increasing interest and awareness of numbers and counting as a means for solving problems and determining quantity.	All
2. Associate number concepts, vocabulary, quantities, and written numerals in meaningful ways.	All
3. Show increasing ability to count in sequence to 10 and beyond.	1
4. Make use of one to one correspondence in counting objects and matching groups of objects.	1
5. Use language to compare numbers of objects with terms such as more, less, greater than, fewer, equal to.	1, 2, 8
6. Develop increased ability to combine, separate, and name "how many" concrete objects.	1, 3, 8
7. Demonstrate growth in the ability to persist in and complete a variety of numeracy tasks, activities, projects, and experiences.	All
Geometry and Spatial Sense	
8. Recognize, describe, compare, and name the common shapes, their parts, and attributes.	1
9. Show progress in the ability to put together and take apart shapes.	1
10. Determine whether or not two shapes are the same size and shape.	
11. Build an increasing understanding of the directionality, order and positions of objects, and words such as up, down, over, under, top, bottom, inside, outside, in front, and behind.	1, 2, 6, 8
Patterns and Measurement	

12. Demonstrate enhanced abilities to recognize, duplicate, and extend simple patterns using a variety of materials.	1
13. Show increasing abilities to match, sort, put in a series, and regroup objects according to one or two attributes.	1, 3, 4, 8
14. Make comparisons between objects based on a single attributes.	1, 3, 8
15. Show progress in using non-standard and standard measures for length and area of objects.	1, 2
SCIENCE AND ENVIRONMENTAL EDUCATION By the end of Pre-Kindergarten, children should be able to:	<i>Modules that address Standard</i>
Science Skills and Methods	
1. Use senses and a variety of tools and simple measuring devices to gather information, investigate materials, and observe processes and relationships.	All
2. Recognize and solve problems through active exploration, including trial and error, interactions, and discussions with peers.	All
3. Show increased abilities to observe and discuss common properties, differences, and comparisons among objects and materials	All
4. Participate hands-on in simple investigations to plan, develop, test observations, question, discuss and draw conclusions, and form generalizations.	All
5. Demonstrate growing abilities to collect and describe information through a variety of materials, tools, and means.	All
6. Describe and discuss predictions, explanations, and generalizations based on past experiences while growing in eagerness to learn and discuss findings.	All
Scientific Knowledge	
7. Expand and explore knowledge of and abilities to observe, describe, and discuss the natural world, including living and non-living things.	All
9. Show knowledge of and respect for their world/environment through exploration	3, 4, 5, 6
10. Demonstrate a growing awareness of concepts and language related to the passage of time, temperature, and property changes in matter.	3, 4, 6, 7
11. Show increased awareness and beginning understanding of changes in matter	7
12. Show increased awareness and beginning understanding of cause-effect relationships.	All

Technology	
1. Demonstrate an awareness of computers and the purpose they serve as a learning tool.	All
2. Show knowledge of computer usage through active and cooperative use of software programs.	All
3. Demonstrate grown in capacity to maintain concentration over time on a task, question, and set directions or interactions, while using the computer, despite distractions and interruptions.	All