



MINDFUL FOUNDATIONS
WHAT EVERY CHILD DESERVES

**Mindful Foundations Curriculum Alignment with
Minnesota State Early Learning Standards**



Grade: Ages 4-5

CONTENT STANDARD/ DOMAIN		AL.	Approaches to Learning (4-5 Years)
Components			Curiosity and Inquisitiveness
Indicator of Strand		AL1.	Inquisitiveness: Child explores the environment and seeks interaction with people and objects; willingly tries new things
Subcomponent Alignment	Lesson/Unit	Location (Page #)	Alignment Evidence
AL1.10 Scans environment and notices new objects, materials and activities right away. Asks about them	Lesson 1A-15A	43-175	<p>Each lesson of Mindful Foundations is preparing the child to feel emotionally safe, love, and connected to the environment so they can engage with materials in the classroom with healthy risk and exploration.</p> <p>Throughout daily rhythms children are given the opportunity for exploration and autonomy during free play.</p> <p>During daily morning meeting lessons builds the foundation for children to engage and explore with all classroom materials.</p> <p>Each lesson creates the foundation for all children of all abilities and backgrounds to engage, explore, and take in the environment and new activities.</p>

Subcomponent Alignment	Lesson/Unit	Location (Page #)	Alignment Evidence
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AL1.11 Eager to investigate new things and have new experiences.	Lesson 1A-15A	43-175	Each lesson is preparing children and providing the environment and foundation for them to engage and explore with eagerness and excitement.
CONTENT STANDARD/ DOMAIN		AL.	Approaches to Learning (4-5 Years)
Components			Curiosity and Inquisitiveness
Indicator of Strand		AL2.	Wonderment: Child expresses interest in novelty
Subcomponent Alignment	Lesson/Unit	Location (Page #)	Alignment Evidence
AL2.5 Independently seeks out new experiences, objects, or materials for own enjoyment	Lessons 1A-15A; Fade-Away Approach; Erik Erikson's Psychosocial Stages of Development; Brain State Model	43-175	<p>During the daily morning routine children are encouraged to have free play which provides them an opportunity for autonomy with novel objects in the classroom.</p> <p>Each transition into free play/ centers each child is given the opportunity to verbally or non-verbally communicate which station they desire to engage with.</p> <p>Each lesson creates the foundation for all children of diverse backgrounds and abilities to engage, explore, and gain personal autonomy, independence, and self-belief through the Fade-Away Approach each teacher uses.</p>

CONTENT STANDARD/ DOMAIN	AL.	Approaches to Learning (4-5 Years)
Components		Attentiveness, Engagement and Persistence



Indicator of Strand		AL3.	Attending: Child focuses visual and auditory attention on relevant aspects of the environment
Subcomponent Alignment	Lesson/Unit	Location (Page #)	Alignment Evidence
<p>AL3.7 Attends in large group activities led by teacher for sustained periods</p> <p>AL3.8 Participates in large group activities and discussions</p> <p>AL3.9 Listens to others</p>	<p>Lessons 1A-5A preparation sequence</p> <p>Guided Meditations; Daily Breathing Strategies; Role-Playing; Daily Routine Master Template; Fade-Away Approach; Erik Erikson’s Psychosocial Stages of Development; Brain State Model</p>	43-175	<p>Each Mindful Foundation lesson prioritizes building the stamina of the whole group to engage with an activity. Through mindfulness, breath work, and daily greetings we are building a strong foundation for children built on emotional safety, love, and connection.</p> <p>The daily meditations, affirmations, breathing strategies, and expectations are the foundational building block to ensure each child has the skills and capacity of emotional regulation, resilience, and determination in the classroom.</p> <p>Those components have been monitored to show an increase in students' ability to stay engaged despite disruptions.</p> <p>Each lesson creates the foundation for all children of diverse backgrounds and abilities to engage, explore, and gain personal autonomy, independence, and self-belief through the Fade-Away Approach each teacher uses.</p>
Indicators of Progress	<p>Attends in large group activities led by teacher for sustained periods</p> <p>Participates in large group activities and discussions</p> <p>Listens to others</p> <p><u>Progress Monitoring Skills</u></p>		



	<p>Tier 1 – Foundational Monitoring</p> <ul style="list-style-type: none"> • Classroom Progress Monitoring <ul style="list-style-type: none"> ○ Routines, Rhythms, and Transitions mastered ○ Safety, Love, and Connection ○ Trust Established <ul style="list-style-type: none"> <input type="checkbox"/> Teachers – Students <input type="checkbox"/> Teachers – Families <input type="checkbox"/> Students – Students • Student Progress Monitoring Domain 1-6 <ul style="list-style-type: none"> ○ DRIVE – Developmental Readiness: Initiative, Voice, Exploration, and Engagement ○ Regulation tools mastered ○ Meditations mastered ○ Role-playing – Unhealthy Stress Responses vs. Effective Regulation Strategies ○ Positive peer interactions
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CONTENT STANDARD/ DOMAIN		AL.	Approaches to Learning (4-5 Years)
Components			Attentiveness, Engagement and Persistence
Indicator of Strand		AL4.	Self-direction: Child makes choices based upon own interests
Subcomponent Alignment	Lesson/Unit	Location (Page #)	Alignment Evidence
AL4.5 Creates a plan to achieve a goal and follows through to completion	Lesson 6A-15A; Role-Playing; Free Play/Centers	43-175	<p>Each lesson guides teachers in providing free play for children upon arrival. Allowing each child to have autonomy and independent guided activities.</p> <p>During free play/centers each child engages in self-directed play and is supported in decision making if appropriate.</p>
Indicators of Progress	<p>Creates a plan to achieve a goal and follows through to completion</p> <p><u>Progress Monitoring Skills</u></p> <p>Tier 1 – Foundational Monitoring</p> <ul style="list-style-type: none"> • Classroom Progress Monitoring <ul style="list-style-type: none"> ○ Routines, Rhythms, and Transitions mastered 		



	<ul style="list-style-type: none"> • Student Progress Monitoring Domain 1-6 <ul style="list-style-type: none"> ○ DRIVE – Developmental Readiness: Initiative, Voice, Exploration, and Engagement
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CONTENT STANDARD/ DOMAIN		AL.	Approaches to Learning (4-5 Years)
Components			Attentiveness, Engagement and Persistence
Indicator of Strand		AL5.	Diligence: Child is focused and productive
Subcomponent Alignment	Lesson/Unit	Location (Page #)	Alignment Evidence
AL5.6 Conscientiously attempts to complete assigned tasks	Lesson 1A-15A; Guided Meditations; Breathing Strategies; Brain State Model; Fade-Away Approach; Erik Erikson's Psychosocial Stages of Development	43-175	<p>Each lesson is intentionally preparing a strong foundation for each child's brain to enter the executive brain state. This state allows children to build the stamina, endurance, and diligence to engage and explore the environment in a respectful and responsible way.</p> <p>The foundation to the classroom environment intentionally teaches each child how to engage and explore the environment and classroom materials with intention and respect.</p> <p>Each lesson is preparing children and providing the environment and foundation for them to engage and explore complex learning, multi-step directions, and guided instructions.</p> <p>The Fade-Away Approach that each teacher uses supports the gradual release of</p>



			support given to students to build personal independence and initiative.
Indicators of Progress	Conscientiously attempts to complete assigned tasks <u>Progress Monitoring Skills</u> Tier 1 – Foundational Monitoring <ul style="list-style-type: none"> • Classroom Progress Monitoring <ul style="list-style-type: none"> ○ Routines, Rhythms, and Transitions mastered • Student Progress Monitoring Domain 1-6 <ul style="list-style-type: none"> ○ DRIVE – Developmental Readiness: Initiative, Voice, Exploration, and Engagement ○ Regulation tools mastered ○ Meditations mastered 		

CONTENT STANDARD/ DOMAIN		AL.	Approaches to Learning (4-5 Years)
Components			Attentiveness, Engagement and Persistence
Indicator of Strand		AL6.	Resilience: Child responds to challenges by adapting
Subcomponent Alignment	Lesson/Unit	Location (Page #)	Alignment Evidence
AL6.6 Maintains a positive outlook in spite of challenges AL6.7 Demonstrates ability to adjust to changes	Lesson 1A-3A; Mindful Beginnings – Sit and Zip; Lesson 4A-6A; Mindful Understandings – Go with the Flow; Lesson 7A-9A; Mindful Responses – Steer Your Ship; Lesson 10A-11A; Rise Above; 12A-13A; Choose Space; Lesson 14A-15A; Love & Safety; Lesson 1A-15A; Daily Affirmations; Lesson 1A-15A Daily Classroom Expectations	43-175	Each guided meditation is intentionally taught to guide children in successfully enduring stress, change, and unknown outcomes. Each lesson provides children with breath work, guided support, and an opportunity to implement the skill immediately through role-playing stressful situations. The daily affirmations that the children verbally or non-verbally communicate during whole group activities instill self-talk such as I am strong, I am brave, I am kind, I am loved. These affirmations allow them to have positive



			<p>self-talk when stress, change, or uncertainty arises.</p> <p>Daily classroom expectations provide each child during whole group activities to remind them to be calm, be a Bucket Filler, be responsible, be respectful, and choose kindness. This creates a positive foundation, climate, and classroom culture that supports children with enduring stress, uncertainty, or change with mindfulness.</p>
Indicators of Progress	<p>Maintains a positive outlook in spite of challenges Demonstrates ability to adjust to changes</p> <p><u>Progress Monitoring Skills</u> Tier 1 – Foundational Monitoring</p> <ul style="list-style-type: none"> • Classroom Progress Monitoring <ul style="list-style-type: none"> ○ Routines, Rhythms, and Transitions mastered ○ Safety, Love, and Connection ○ Trust Established <ul style="list-style-type: none"> <input type="checkbox"/> Teachers – Students <input type="checkbox"/> Teachers – Families <input type="checkbox"/> Students – Students • Student Progress Monitoring Domain 1-6 <ul style="list-style-type: none"> ○ DRIVE – Developmental Readiness: Initiative, Voice, Exploration, and Engagement ○ Regulation tools mastered ○ Meditations mastered 		

CONTENT STANDARD/ DOMAIN		AL.	Approaches to Learning (4-5 Years)
Components			Creativity
Indicator of Strand		AL7.	Immersion: Child becomes absorbed in the process of exploration
Subcomponent Alignment	Lesson/Unit	Location (Page #)	Alignment Evidence
AL7.6 When interested in a	Lesson 1A-15A; Guided Meditations;	43-175	Each lesson plan creates a framework for the teacher to



<p>topic seeks opportunities to learn more and satisfy own curiosity</p>	<p>Free Play/Centers; Fade-Away Approach</p>		<p>guide children into free play/centers where they have the autonomy to choose based on their interests in the classrooms.</p> <p>Daily guided meditations intentionally provide children with the foundation to build focus, independence, self-belief, and personal initiative. Meditations are taught to support children remaining in the executive function brain state, which is where true deep learning takes place. A calm brain is a learning brain, and when regulated, it supports focus and attention levels.</p> <p>Teachers are trained and taught to support healthy psychosocial development by implementing the Fade-Away approach that gradually releases children into independence/self-belief, and personal initiative giving them the autonomy to engage and explore as they desire.</p>
<p>Indicators of Progress</p>	<p>When interested in a topic seeks opportunities to learn more and satisfy own curiosity</p> <p><u>Progress Monitoring Skills</u></p> <p>Tier 1 – Foundational Monitoring</p> <ul style="list-style-type: none"> • Classroom Progress Monitoring <ul style="list-style-type: none"> ○ Routines, Rhythms, and Transitions mastered ○ Safety, Love, and Connection • Student Progress Monitoring Domain 1-6 <ul style="list-style-type: none"> ○ DRIVE – Developmental Readiness: Initiative, Voice, Exploration, and Engagement ○ Regulation tools mastered ○ Meditations mastered 		



CONTENT STANDARD/ DOMAIN		AL.	Approaches to Learning (4-5 Years)
Components			Creativity
Indicator of Strand		AL8	Playfulness: Child demonstrates a sense of humor and imagination in their play
Subcomponent Alignment	Lesson/Unit	Location (Page #)	Alignment Evidence
AL8.9 Approaches tasks with imagination and inventiveness	Lesson 1A-5A; Foundational Guided Meditations; Lesson 6A-15A; Role-Playing	43-175	<p>Each lesson is intentionally building a strong foundation for each child build on emotional safety, love, connection, regulation, and positive peer interactions.</p> <p>The foundation of safety allows children the confidence, independence/self-belief, and personal initiative to engage and explore their environment. This foundation allows children the safety and confidence to take risk in their play by trying new roles and activities with imagination and inventiveness.</p>
Indicators of Progress	<p>Approaches tasks with imagination and inventiveness</p> <p><u>Progress Monitoring Skills</u></p> <p>Tier 1 – Foundational Monitoring</p> <ul style="list-style-type: none"> • Classroom Progress Monitoring <ul style="list-style-type: none"> ○ Routines, Rhythms, and Transitions mastered ○ Safety, Love, and Connection • Student Progress Monitoring Domain 1-6 <ul style="list-style-type: none"> ○ DRIVE – Developmental Readiness: Initiative, Voice, Exploration, and Engagement ○ Role-Playing – Unhealthy Stress Responses vs. Effective Regulation Strategies ○ Peer Interactions 		



CONTENT STANDARD/ DOMAIN		AL.	Approaches to Learning (4-5 Years)
Components			Creativity
Indicator of Strand		AL9	Production: Child expresses ideas, thoughts, and opinions and creates products that are unexpected, original and relevant
Subcomponent Alignment	Lesson/Unit	Location (Page #)	Alignment Evidence
AL9.8 Becomes absorbed in the process of creating AL9.9 Purposefully works to create unique products of own choosing	Lesson 1A-5A; Foundational Guided Meditations; Lesson 6A-15A; Adaptative Guided Meditations; Role-Playing Activities; Daily Classroom Expectations	43-175	Each lesson builds the strong foundation for children to safely explore, imagine, and create within the classroom because they have emotional safety, love, and connection to do so responsibly. Daily lessons communicate classroom expectations for each child to understand their boundaries and duty within the classroom with the materials provided to explore with.
Indicators of Progress	<p>Becomes absorbed in the process of creating Purposefully works to create unique products of own choosing</p> <p><u>Progress Monitoring Skills</u> Tier 1 – Foundational Monitoring</p> <ul style="list-style-type: none"> • Classroom Progress Monitoring <ul style="list-style-type: none"> ○ Safety, Love, and Connection ○ Trust Established <ul style="list-style-type: none"> <input type="checkbox"/> Teachers – Students <input type="checkbox"/> Teachers – Families <input type="checkbox"/> Students – Students • Student Progress Monitoring Domain 1-6 <ul style="list-style-type: none"> ○ DRIVE – Developmental Readiness: Initiative, Voice, Exploration, and Engagement ○ Regulation tools mastered ○ Meditations mastered ○ Role-Playing – Unhealthy Stress Responses vs. Effective Regulation Strategies ○ Peer Interactions 		



CONTENT STANDARD/ DOMAIN		AL.	Approaches to Learning (4-5 Years)
Components			Processing and Utilizing Information
Indicator of Strand		AL10.	Working Memory: Child stores and retrieves information in order to use it purposefully
Subcomponent Alignment	Lesson/Unit	Location (Page #)	Alignment Evidence
<p>AL10.8 Independently carries out all of the steps in daily routines such as putting toys away, preparing for lunch, etc</p> <p>AL10.9 Participates in discussions about familiar topics and contributes relevant information</p>	Lesson 1A-15A; Daily Routines; Daily Transitions; Fade-Away Approach	43-175	<p>The Fade-Away approach used throughout each lesson guides students towards mastery of daily classroom rhythms, routines, and transitions. This type of guidance gradually releases children from guided support to independence and personal initiative with each task.</p> <p>Teachers are taught to move slowly at the beginning stages while the foundation is built and transition to moving more fluid once the classroom and children display mastery. The intentional Fade-Away approach that teachers use show students first how to use the materials respectfully and responsibility and eventually fades away their support for complete student independence and personal initiative.</p> <p>Each lesson is preparing children and providing the environment and foundation for them to engage and explore complex learning,</p>



			multi-step directions, and guided instructions.
Indicators of Progress	<p>Independently carries out all of the steps in daily routines such as putting toys away, preparing for lunch, etc. Participates in discussions about familiar topics and contributes relevant information</p> <p><u>Progress Monitoring Skills</u> Tier 1 – Foundational Monitoring</p> <ul style="list-style-type: none"> • Classroom Progress Monitoring <ul style="list-style-type: none"> ○ Routines, Rhythms, and Transitions mastered • Student Progress Monitoring <ul style="list-style-type: none"> ○ DRIVE – Developmental Readiness: Initiative, Voice, Exploration, and Engagement <p>Tier 2 – Intentional Growth Monitoring Universal</p> <ul style="list-style-type: none"> • Communication and Executive Function <ul style="list-style-type: none"> ○ Boundaries, Expectations, and Multi-step Directions 		

CONTENT STANDARD/ DOMAIN		AL.	Approaches to Learning (4-5 Years)
Components			Processing and Utilizing Information
Indicator of Strand		AL11.	Symbolic Representation Child uses sounds, actions, objects and materials (paint, clay, blocks, etc.) to express their ideas and understanding as well as to make new connections
Subcomponent Alignment	Lesson/Unit	Location (Page #)	Alignment Evidence
AL11.7 Plans and creates elaborate play plots, stories, block structures and art projects AL11.8 Begins to use print as a tool to express thoughts, ideas and to	Lesson 1A-15A; Daily Routines; Daily Transitions; Fade-Away Approach	43-175	The Mindful Foundations curriculum establishes emotional safety, love, and connection for each child in the classroom. The daily meditations, affirmations, breathing strategies, and expectations are the foundational building block to ensure each child has the skills and capacity of



<p>intentionally communicate</p>		<p>emotional regulation, resilience, and determination in the classroom.</p> <p>Each lesson focuses on building the foundation for the child and their brain to enter the executive brain state where complex learning and thinking can happen.</p> <p>Each lesson is preparing children and providing the environment and foundation for them to engage and explore complex learning, multi-step directions, and guided instructions.</p> <p>Each lesson creates the foundation for all children of diverse backgrounds and abilities to engage, explore, and express thoughts and ideas through intentional communication.</p>
<p>Indicators of Progress</p>	<p>Plans and creates elaborate play plots, stories, block structures and art projects Begins to use print as a tool to express thoughts, ideas and to intentionally communicate</p> <p><u>Progress Monitoring Skills</u></p> <p>Tier 1 – Foundational Monitoring</p> <ul style="list-style-type: none"> • Classroom Progress Monitoring <ul style="list-style-type: none"> ○ Routines, Rhythms, and Transitions mastered • Student Progress Monitoring <ul style="list-style-type: none"> ○ DRIVE – Developmental Readiness: Initiative, Voice, Exploration, and Engagement <p>Tier 2 – Intentional Growth Monitoring</p> <p>Universal</p> <ul style="list-style-type: none"> • Communication and Executive Function <ul style="list-style-type: none"> ○ Boundaries, Expectations, and Multi-step Directions 	



CONTENT STANDARD/ DOMAIN		AL.	Approaches to Learning (4-5 Years)
Components			Processing and Utilizing Information
Indicator of Strand		AL12	Cognitive Flexibility/Reasoning: Child considers more than one possible outcome to a problem or situation; begins to create theories for why things happen; can recognize how one thing relates to or affects another thing
Subcomponent Alignment	Lesson/Unit	Location (Page #)	Alignment Evidence
<p>AL12.8 Draws conclusions and can explain their thinking</p> <p>AL12.9 Considers another point of view and will change opinion or idea when faced with new information</p> <p>AL12.10 Collaborates with others to investigate a situation or problem</p>	<p>Lesson 1A-15A; Guided meditations; Role-Playing activities</p>	43-175	<p>The Mindful Foundations curriculum establishes emotional safety, love, and connection for each child in the classroom.</p> <p>The daily meditations, affirmations, breathing strategies, and expectations are the foundational building block to ensure each child has the skills and capacity of emotional regulation, resilience, and determination in the classroom.</p> <p>Each lesson focuses on building the foundation for the child and their brain to enter the executive brain state where complex learning and thinking can happen.</p> <p>Each lesson is preparing children and providing the environment and foundation for them to engage and explore complex learning, multi-step directions, and guided instructions.</p>



			Each lesson creates the foundation for all children of diverse backgrounds and abilities to engage, explore, explain thoughts, consider others point of view, and collaborate with their peers.
Indicators of Progress	<p>Draws conclusions and can explain their thinking Considers another point of view and will change opinion or idea when faced with new information Collaborates with others to investigate a situation or problem</p> <p><u>Progress Monitoring Skills</u></p> <p>Tier 1 – Foundational Monitoring</p> <ul style="list-style-type: none"> • Classroom Progress Monitoring <ul style="list-style-type: none"> ○ Safety, Love, and Connection • Student Progress Monitoring Domain 1-6 <ul style="list-style-type: none"> ○ DRIVE – Developmental Readiness: Initiative, Voice, Exploration, and Engagement ○ Regulation tools mastered ○ Meditations mastered ○ Peer Interactions ○ Role-Playing – Unhealthy Stress Responses vs. Effective Regulation Strategies <p>Tier 2 – Intentional Growth Monitoring</p> <p>Universal Monitoring</p> <ul style="list-style-type: none"> • Cognitive & Executive Functioning 		

CONTENT STANDARD/ DOMAIN		AL.	Approaches to Learning (4-5 Years)
Components			Processing and Utilizing Information
Indicator of Strand		AL13	Problem Solving: Child seeks and finds solutions to problems
Subcomponent Alignment	Lesson/Unit	Location (Page #)	Alignment Evidence
AL13.5 Independently attempts to solve problems AL13.6 Explains the possible	Lesson 1A-15A; Guided Meditations; Role-Playing Activity	43-175	During whole group Role-Playing activities each child is given the opportunity to endure the stressful situation and apply the given tools for the day.



<p>solution and the outcome</p> <p>AL13.7 Evaluates the outcome of attempted solutions and makes revisions if necessary</p>			<p>Before the activity begins as a whole group, the class decides on a scenario that will be role-played. We establish the meditation tools that have been taught and that are accessible to use during the child's turn.</p> <p>During each child's turn the teacher guides the child by using prompting questions to identify the child's guesses regarding the problem at hand and how it can be solved.</p> <p>Each lesson focuses on teaching each child the proper problem-solving skill, communication skill, regulation skill, and mindfulness skill to endure stress in a positive way.</p>
<p>Indicators of Progress</p>	<p>Makes guesses about how a problem might be solved and with support is willing to follow through to a solution</p> <p><u>Progress Monitoring Skills</u></p> <p>Tier 1 – Foundational Monitoring</p> <ul style="list-style-type: none"> • Student Progress Monitoring <ul style="list-style-type: none"> ○ DRIVE – Developmental Readiness: Initiative, Voice, Exploration, and Engagement ○ Regulation tools mastered ○ Meditations mastered <p>Tier 2 – Intentional Growth Monitoring</p> <p>Universal Monitoring</p> <ul style="list-style-type: none"> • Communication & Executive Functioning <ul style="list-style-type: none"> ○ Boundaries, Expectations, and Multi-step Directions 		

CONTENT STANDARD/ DOMAIN	A.	The Arts (4-5 Years)
Components		Exploring the Arts
Indicator of Strand	A1	Interest in Art: Child shows an interest in learning about different artistic experiences



Subcomponent Alignment	Lesson/Unit	Location (Page #)	Alignment Evidence
<p>A1.5 Integrates a variety of art experiences during play</p>	<p>Lesson 1A-15A; Brain State Model</p>	<p>43-175</p>	<p>The Mindful Foundations curriculum establishes emotional safety, love, and connection for each child in the classroom.</p> <p>The daily meditations, affirmations, breathing strategies, and expectations are the foundational building block to ensure each child has the skills and capacity of emotional regulation, resilience, and determination in the classroom.</p> <p>Each lesson focuses on building the foundation for the child and their brain to enter the executive brain state where complex learning and thinking can happen.</p> <p>Each lesson creates the foundation for all children of diverse backgrounds and abilities to engage, explore, identify multiple types of art experiences.</p>
<p>Indicators of Progress</p>	<p>Integrates a variety of art experiences during play</p> <p><u>Progress Monitoring Skills</u></p> <p>Tier 1 – Foundational Monitoring</p> <ul style="list-style-type: none"> • Classroom Progress Monitoring <ul style="list-style-type: none"> ○ Routines, Rhythms, and Transitions mastered ○ Safety, Love, and Connection • Student Progress Monitoring Domain 1-6 <ul style="list-style-type: none"> ○ DRIVE – Developmental Readiness: Initiative, Voice, Exploration, and Engagement ○ Regulation tools mastered ○ Meditations mastered 		



CONTENT STANDARD/ DOMAIN		A.	The Arts (4-5 Years)
Components			Exploring the Arts
Indicator of Strand		A2	Understanding Differences: Child can distinguish differences within each area of artistic expression
Subcomponent Alignment	Lesson/Unit	Location (Page #)	Alignment Evidence
A2.5 Discuss differences among artistic expression	Lesson 1A-15A; Brain State Model	43-175	<p>The Mindful Foundations curriculum establishes emotional safety, love, and connection for each child in the classroom.</p> <p>The daily meditations, affirmations, breathing strategies, and expectations are the foundational building block to ensure each child has the skills and capacity of emotional regulation, resilience, and determination in the classroom.</p> <p>Each lesson focuses on building the foundation for the child and their brain to enter the executive brain state where complex learning and thinking can happen.</p> <p>Each lesson creates the foundation for all children of diverse backgrounds and abilities to engage, explore, identify multiple types of art materials.</p>
Indicators of Progress	<p>Discuss differences among artistic expression</p> <p><u>Progress Monitoring Skills</u></p> <p>Tier 1 – Foundational Monitoring</p> <ul style="list-style-type: none"> • Classroom Progress Monitoring <ul style="list-style-type: none"> ○ Routines, Rhythms, and Transitions mastered 		



	<ul style="list-style-type: none"> ○ Safety, Love, and Connection ● Student Progress Monitoring Domain 1-6 <ul style="list-style-type: none"> ○ DRIVE – Developmental Readiness: Initiative, Voice, Exploration, and Engagement ○ Regulation tools mastered ○ Meditations mastered
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CONTENT STANDARD/ DOMAIN		A.	The Arts (4-5 Years)
Components			Using the Arts to Express Ideas and Emotions
Indicator of Strand		A3	Using Art: Child demonstrates interest and emotions in artistic expression
Subcomponent Alignment	Lesson/Unit	Location (Page #)	Alignment Evidence
A3.5 Elects to spend time in artistic expression with purpose and analyzes their work	Lesson 1A-15A	43-175	<p>Each lesson plan is foundationally built on instilling emotional intelligence into our children. Through emotional awareness, emotional regulation, social awareness, and self-awareness.</p> <p>Without the emotional foundation taught, this domain would not be attainable for all children. When emotional safety, love, and connection are the foundation to a child’s learning environment, it allows all children to express their emotions in a safe context.</p> <p>Children also thrive when they know their boundaries and expectations at each station, allowing them to thrive, take healthy risks, and revise and evaluate their work.</p>



Indicators of Progress	<p>Elects to spend time in artistic expression with purpose and analyzes their work</p> <p><u>Progress Monitoring Skills</u></p> <p>Tier 1 – Foundational Monitoring</p> <ul style="list-style-type: none"> • Classroom Progress Monitoring <ul style="list-style-type: none"> ○ Routines, Rhythms, and Transitions mastered ○ Safety, Love, and Connection • Student Progress Monitoring Domain 1-6 <ul style="list-style-type: none"> ○ DRIVE – Developmental Readiness: Initiative, Voice, Exploration, and Engagement ○ Regulation tools mastered ○ Meditations mastered
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CONTENT STANDARD/ DOMAIN		AL.	The Arts (4-5 Years)
Components			Self-Expression in the Arts
Indicator of Strand		A.	Patterns: Child understands patterns in artistic media
Subcomponent Alignment	Lesson/Unit	Location (Page #)	Alignment Evidence
A4.5 Creates their own artistic patterns	Lesson 1A-15A	43-175	<p>Each lesson plan is foundationally built on instilling emotional intelligence into our children. Through emotional awareness, emotional regulation, social awareness, and self-awareness.</p> <p>Without the emotional foundation taught, this domain would not be attainable for all children. When emotional safety, love, and connection are the foundation to a child’s learning environment, it allows all children to express their emotions in a safe context.</p>
Indicators of Progress	Creates their own artistic patterns		



	<p><u>Progress Monitoring Skills</u></p> <p>Tier 1 – Foundational Monitoring</p> <ul style="list-style-type: none"> • Classroom Progress Monitoring <ul style="list-style-type: none"> ○ Routines, Rhythms, and Transitions mastered ○ Safety, Love, and Connection • Student Progress Monitoring Domain 1-6 <ul style="list-style-type: none"> ○ DRIVE – Developmental Readiness: Initiative, Voice, Exploration, and Engagement ○ Regulation tools mastered ○ Meditations mastered
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CONTENT STANDARD/ DOMAIN		AL.	The Arts (4-5 Years)
Components			Self-Expression in the Arts
Indicator of Strand		A.5	Self-Expression: Child uses art for self-expression
Subcomponent Alignment	Lesson/Unit	Location (Page #)	Alignment Evidence
A5.5 Intentionally uses art for self expression	Lesson 1A-15A	43-175	<p>Each lesson plan is foundationally built on instilling emotional intelligence into our children. Through emotional awareness, emotional regulation, social awareness, and self-awareness.</p> <p>Without the emotional foundation taught, this domain would not be attainable for all children. When emotional safety, love, and connection are the foundation to a child’s learning environment, it allows all children to express their emotions in a safe context while using art materials.</p>
Indicators of Progress	<p>Intentionally uses art for self expression</p> <p><u>Progress Monitoring Skills</u></p> <p>Tier 1 – Foundational Monitoring</p>		



	<ul style="list-style-type: none"> • Classroom Progress Monitoring <ul style="list-style-type: none"> ○ Routines, Rhythms, and Transitions mastered ○ Safety, Love, and Connection • Student Progress Monitoring Domain 1-6 <ul style="list-style-type: none"> ○ DRIVE – Developmental Readiness: Initiative, Voice, Exploration, and Engagement ○ Regulation tools mastered ○ Meditations mastered
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CONTENT STANDARD/ DOMAIN		L.	Language, Literacy and Communications: Cognitive (4-5 Years)
Components			Listening and Understanding; Receptive Language
Indicator of Strand		L1	Language comprehension: Child understands the meaning of words and phrases (receptive) and uses those words and phrases to communicate effectively (expressive)
Subcomponent Alignment	Lesson/Unit	Location (Page #)	Alignment Evidence
L1.13 Follows directions that involve two or more steps L1.14 Responds to increasingly complex prepositional directions, such as beside, around and next to	Lesson 1A-Lesson 15A; Role-Playing; Daily affirmations; Classroom Expectations; Brain State Model	43-175	<p>The first tier of the L.O.V.E.E. Cycle requires that a firm foundation is set in the classroom regarding routines, rhythms, and transitions.</p> <p>Each lesson is intentionally tailored to support children with their autonomy, independence, and personal initiative. Teachers are trained to implement the Fade-Away approach to support the healthy guidance and transition of that process.</p> <p>Each lesson is preparing children and providing the environment and foundation for them to engage and</p>



		<p>explore complex learning, multi-step directions, and guided instructions.</p> <p>The progress monitoring system measures a child’s mastery or each of those areas. A strong foundation must be set prior to deep academic learning.</p> <p>Role-Playing intentionally teaches the child to have healthy and effective problem-solving skills, communication skills, and stress responses within the classroom.</p> <p>The brain state model ensures that each child is in the proper brain posture to learn effectively, communicate, and problem-solve in the classroom.</p>
<p>Indicators of Progress</p>	<p>Follows directions that involve two or more steps Responds to increasingly complex prepositional directions, such as beside, around and next to</p> <p><u>Progress Monitoring Skills</u> Tier 1 – Foundational Monitoring</p> <ul style="list-style-type: none"> • Classroom Progress Monitoring <ul style="list-style-type: none"> ○ Routines, Rhythms, and Transitions mastered ○ Safety, Love, and Connection • Student Progress Monitoring Domain 1-6 <ul style="list-style-type: none"> ○ DRIVE – Developmental Readiness: Initiative, Voice, Exploration, and Engagement <p>Tier 2 – Intentional Growth Monitoring Universal Monitoring</p> <ul style="list-style-type: none"> • Communication & Executive Functioning <ul style="list-style-type: none"> ○ Boundaries, Expectations, and Multi-step Directions 	



CONTENT STANDARD/ DOMAIN		L	Language, Literacy and Communications: Cognitive (4-5 Years)
Components			Communicating and Speaking; Expressive Language
Indicator of Strand		L2.	Social Conversations: Child meaningfully engages in talk with others to express feelings, wants, and ideas
Subcomponent Alignment	Lesson/Unit	Location (Page #)	Alignment Evidence
L2.11 Negotiates, shares, plans, and solves problems with others L2.12 Asks and answers questions to seek help or get information	Lesson 1A-15A; Role-Playing; Brain State Model; L.O.V.E.E. Behavior Guidance Plan; Restorative Justice Conversations	43-175	Each lesson focuses on instilling emotional intelligence into each child. By being more socially, emotionally, and self-aware within the classroom. Role-Playing and the Brain State Model ensures that each child has the foundation of safety, love, and connection to engage and communicate with in classroom with their teachers and their peers. The L.O.V.E.E. Behavior response plan supports children through stress responses, emotional and behavioral dysregulation, and problem solving through restorative justice conversations.
Indicators of Progress	Negotiates, shares, plans, and solves problems with others Asks and answers questions to seek help or get information <u>Progress Monitoring Skills</u> Tier 1 – Foundational Monitoring <ul style="list-style-type: none"> • Classroom Progress Monitoring <ul style="list-style-type: none"> ○ Routines, Rhythms, and Transitions mastered ○ Safety, Love, and Connection ○ Trust Established <input type="checkbox"/> Teachers – Students 		



	<ul style="list-style-type: none"> <input type="checkbox"/> Teachers – Families <input type="checkbox"/> Students – Students • Student Progress Monitoring <ul style="list-style-type: none"> ○ DRIVE – Developmental Readiness: Initiative, Voice, Exploration, and Engagement ○ Regulation tools mastered ○ Meditations mastered ○ Role-playing – Unhealthy Stress Responses vs. Effective Regulation Strategies ○ Positive Peer Interactions
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CONTENT STANDARD/ DOMAIN		L	Language, Literacy and Communications: Cognitive (4-5 Years)
Components			Communicating and Speaking; Expressive Language
Indicator of Strand		L3	Social Conversations: Child meaningfully engages in talk with others to express feelings, wants, and ideas
Subcomponent Alignment	Lesson/Unit	Location (Page #)	Alignment Evidence
L3.14 Uses sentences that express logical relationships between concepts L3.15 Uses increasingly specific words to name objects and their features and functions L3.16 Shares information about experiences, people, places, and things in sequence	Lesson 1A-15A; Guided Meditations; Breathing Strategies; Role-Playing; Daily Affirmations; Brain State Model	43-175	The Mindful Foundations curriculum establishes emotional safety, love, and connection for each child in the classroom. The daily meditations, affirmations, breathing strategies, and expectations are the foundational building block to ensure each child has the skills and capacity of emotional regulation, resilience, and determination in the classroom. Each lesson focuses on building the foundation for the child and their brain to enter the executive brain state



		<p>where complex learning and thinking can happen.</p> <p>Each lesson is preparing children and providing the environment and foundation for them to engage and explore complex learning, multi-step directions, and guided instructions.</p> <p>Each lesson is preparing children with the foundation to engage, explore, and use diverse language and words to communicate with peers and adults in the room.</p>
<p>Indicators of Progress</p>	<p>Uses sentences that express logical relationships between concepts Uses increasingly specific words to name objects and their features and functions Shares information about experiences, people, places, and things in sequence</p> <p><u>Progress Monitoring Skills</u></p> <p>Tier 1 – Foundational Monitoring</p> <ul style="list-style-type: none"> • Classroom Progress Monitoring <ul style="list-style-type: none"> ○ Routines, Rhythms, and Transitions mastered ○ Safety, Love, and Connection • Student Progress Monitoring Domain 1-6 <ul style="list-style-type: none"> ○ DRIVE – Developmental Readiness: Initiative, Voice, Exploration, and Engagement ○ Regulation tools mastered ○ Meditations mastered <p>Tier 2 – Intentional Growth Monitoring</p> <p>Universal Monitoring</p> <ul style="list-style-type: none"> • Academic Retention • Cognitive & Executive Functioning 	

CONTENT STANDARD/ DOMAIN	L.	Language, Literacy and Communications: Cognitive (4-5 Years)
Components		Emergent Reading



Indicator of Strand		L4.	Motivation, engagement: Child has an interest in and sustained attention for literacy acts
Subcomponent Alignment	Lesson/Unit	Location (Page #)	Alignment Evidence
<p>L4.12 Actively participates in reading activities with enjoyment and purpose</p> <p>L4.13 Retells familiar stories using the book as a guide</p>	<p>Lesson 1A-15A; Guided Meditations; Breathing Strategies; Role-Playing; Daily Affirmations; Brain State Model</p>	<p>43-175</p>	<p>The Mindful Foundations curriculum establishes emotional safety, love, and connection for each child in the classroom.</p> <p>The daily meditations, affirmations, breathing strategies, and expectations are the foundational building block to ensure each child has the skills and capacity of emotional regulation, resilience, and determination in the classroom.</p> <p>Each lesson focuses on building the foundation for the child and their brain to enter the executive brain state where complex learning and thinking can happen.</p> <p>Each lesson is preparing children and providing the environment and foundation for them to engage and explore complex learning, multi-step directions, and guided instructions.</p> <p>Each lesson creates the foundation for all children of diverse backgrounds and abilities to engage, explore, and retain literacy acts at grade level proficiency.</p>
Indicators of Progress	<p>Actively participates in reading activities with enjoyment and purpose</p> <p>Retells familiar stories using the book as a guide</p>		



	<p><u>Progress Monitoring Skills</u></p> <p>Tier 1 – Foundational Monitoring</p> <ul style="list-style-type: none"> • Classroom Progress Monitoring <ul style="list-style-type: none"> ○ Routines, Rhythms, and Transitions mastered ○ Safety, Love, and Connection • Student Progress Monitoring Domain 1-6 <ul style="list-style-type: none"> ○ DRIVE – Developmental Readiness: Initiative, Voice, Exploration, and Engagement ○ Regulation tools mastered ○ Meditations mastered <p>Tier 2 – Intentional Growth Monitoring</p> <p>Universal Monitoring</p> <ul style="list-style-type: none"> • Academic Retention • Cognitive & Executive Functioning
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CONTENT STANDARD/ DOMAIN		AL.	Language, Literacy and Communications: Cognitive (4-5 Years)
Components			Emergent Reading
Indicator of Strand		AL5.	Phonological awareness: Child is able to hear and understand the discrete sounds that make up language
Subcomponent Alignment	Lesson/Unit	Location (Page #)	Alignment Evidence
L5.12 Identifies and continues sound patterns in words L5.13 Plays with the sounds in spoken language, independent of meaning	Lesson 1A-15A; Guided Meditations; Breathing Strategies; Role-Playing; Daily Affirmations; Brain State Model	43-175	The Mindful Foundations curriculum establishes emotional safety, love, and connection for each child in the classroom. The daily meditations, affirmations, breathing strategies, and expectations are the foundational building block to ensure each child has the skills and capacity of emotional regulation, resilience, and determination in the classroom.



			<p>Each lesson focuses on building the foundation for the child and their brain to enter the executive brain state where complex learning and thinking can happen.</p> <p>Each lesson is preparing children and providing the environment and foundation for them to engage and explore complex learning, multi-step directions, and guided instructions.</p> <p>Each lesson creates the foundation for all children of diverse backgrounds and abilities to engage, explore, and retain phonological principles to build upon for later literacy proficiency outcomes.</p>
<p>Indicators of Progress</p>	<p>Identifies and continues sound patterns in words Plays with the sounds in spoken language, independent of meaning</p> <p><u>Progress Monitoring Skills</u></p> <p>Tier 1 – Foundational Monitoring</p> <ul style="list-style-type: none"> • Classroom Progress Monitoring <ul style="list-style-type: none"> ○ Routines, Rhythms, and Transitions mastered ○ Safety, Love, and Connection • Student Progress Monitoring Domain 1-6 <ul style="list-style-type: none"> ○ DRIVE – Developmental Readiness: Initiative, Voice, Exploration, and Engagement ○ Regulation tools mastered ○ Meditations mastered <p>Tier 2 – Intentional Growth Monitoring</p> <p>Universal Monitoring</p> <ul style="list-style-type: none"> • Academic Retention • Cognitive & Executive Functioning 		



CONTENT STANDARD/ DOMAIN		L.	Language, Literacy and Communications: Cognitive (4-5 Years)
Components			Emergent Reading
Indicator of Strand		L6	Letter recognition: Child recognizes the shapes and letters and recalls the names of letters
Subcomponent Alignment	Lesson/Unit	Location (Page #)	Alignment Evidence
L6.6 Recognizes how features of a letter combine to make a specific letter L6.7 Differentiates between letters and other symbols	Lesson 1A-15A; Guided Meditations; Breathing Strategies; Role-Playing; Daily Affirmations; Brain State Model	43-175	<p>The Mindful Foundations curriculum establishes emotional safety, love, and connection for each child in the classroom.</p> <p>The daily meditations, affirmations, breathing strategies, and expectations are the foundational building block to ensure each child has the skills and capacity of emotional regulation, resilience, and determination in the classroom.</p> <p>Each lesson focuses on building the foundation for the child and their brain to enter the executive brain state where complex learning and thinking can happen.</p> <p>Each lesson is preparing children and providing the environment and foundation for them to engage and explore complex learning, multi-step directions, and guided instructions.</p> <p>Each lesson creates the foundation for all children of diverse backgrounds and abilities to engage, explore,</p>



			and retain letter awareness and name recognition all while differentiating between letters and other symbols.
Indicators of Progress	<p>Recognizes how features of a letter combine to make a specific letter Differentiates between letters and other symbols</p> <p><u>Progress Monitoring Skills</u></p> <p>Tier 1 – Foundational Monitoring</p> <ul style="list-style-type: none"> • Classroom Progress Monitoring <ul style="list-style-type: none"> ○ Routines, Rhythms, and Transitions mastered ○ Safety, Love, and Connection • Student Progress Monitoring Domain 1-6 <ul style="list-style-type: none"> ○ DRIVE – Developmental Readiness: Initiative, Voice, Exploration, and Engagement ○ Regulation tools mastered ○ Meditations mastered <p>Tier 2 – Intentional Growth Monitoring</p> <p>Universal Monitoring</p> <ul style="list-style-type: none"> • Academic Retention • Cognitive & Executive Functioning 		

CONTENT STANDARD/ DOMAIN		L.	Language, Literacy and Communications: Cognitive (4-5 Years)
Components			Emergent Reading
Indicator of Strand		L7.	Concepts of print: Child understands the fundamentals or print, such as orientation, organization, and features of print
Subcomponent Alignment	Lesson/Unit	Location (Page #)	Alignment Evidence
L7.8 Recognizes some parts of a book and conventions of print	Lesson 1A-15A; Guided Meditations; Breathing Strategies; Role-Playing; Daily Affirmations; Brain State Model	43-175	The Mindful Foundations curriculum establishes emotional safety, love, and connection for each child in the classroom.
L7.9 Knows that English print is left to right and top to bottom			The daily meditations, affirmations, breathing strategies, and expectations are the foundational building



<p>L7.10 Points to words and attempts to read, or asks, “what does it say?”</p>			<p>block to ensure each child has the skills and capacity of emotional regulation, resilience, and determination in the classroom.</p> <p>Each lesson focuses on building the foundation for the child and their brain to enter the executive brain state where complex learning and thinking can happen.</p> <p>Each lesson is preparing children and providing the environment and foundation for them to engage and explore complex learning, multi-step directions, and guided instructions.</p> <p>Each lesson creates the foundation for all children of diverse backgrounds and abilities to engage, explore, and use literacy tools responsibly and respectfully.</p>
<p>Indicators of Progress</p>	<p>Recognizes some parts of a book and conventions of print Knows that English print is left to right and top to bottom Points to words and attempts to read, or asks, “what does it say?”</p> <p><u>Progress Monitoring Skills</u> Tier 1 – Foundational Monitoring</p> <ul style="list-style-type: none"> • Classroom Progress Monitoring <ul style="list-style-type: none"> ○ Routines, Rhythms, and Transitions mastered ○ Safety, Love, and Connection • Student Progress Monitoring Domain 1-6 <ul style="list-style-type: none"> ○ DRIVE – Developmental Readiness: Initiative, Voice, Exploration, and Engagement ○ Regulation tools mastered ○ Meditations mastered <p>Tier 2 – Intentional Growth Monitoring Universal Monitoring</p> <ul style="list-style-type: none"> • Academic Retention 		



	<ul style="list-style-type: none"> Cognitive & Executive Functioning
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CONTENT STANDARD/ DOMAIN		L.	Language, Literacy and Communications: Cognitive (4-5 Years)
Components			Emergent Reading
Indicator of Strand		L8	Comprehensive of narrative text; Child understands the events and order of events in story
Subcomponent Alignment	Lesson/Unit	Location (Page #)	Alignment Evidence
<p>L8.13 Predicts what will happen next in a story using words or drawings</p> <p>L8.14 Retells a story using a variety of media, materials, and props</p> <p>L8.15 Restates and describes the concepts from the text</p>	<p>Lesson 1A-15A; Guided Meditations; Breathing Strategies; Role-Playing; Daily Affirmations; Brain State Model</p>	<p>43-175</p>	<p>The Mindful Foundations curriculum establishes emotional safety, love, and connection for each child in the classroom.</p> <p>The daily meditations, affirmations, breathing strategies, and expectations are the foundational building block to ensure each child has the skills and capacity of emotional regulation, resilience, and determination in the classroom.</p> <p>Each lesson focuses on building the foundation for the child and their brain to enter the executive brain state where complex learning and thinking can happen.</p> <p>Each lesson is preparing children and providing the environment and foundation for them to engage and explore complex learning, multi-step directions, and guided instructions.</p>



			Each lesson creates the foundation for all children of diverse backgrounds and abilities to engage, explore, and retain comprehensive narrative texts at age level proficiency.
Indicators of Progress	<p>Predicts what will happen next in a story using words or drawings Retells a story using a variety of media, materials, and props Restates and describes the concepts from the text</p> <p><u>Progress Monitoring Skills</u> Tier 1 – Foundational Monitoring</p> <ul style="list-style-type: none"> • Classroom Progress Monitoring <ul style="list-style-type: none"> ○ Routines, Rhythms, and Transitions mastered ○ Safety, Love, and Connection • Student Progress Monitoring Domain 1-6 <ul style="list-style-type: none"> ○ DRIVE – Developmental Readiness: Initiative, Voice, Exploration, and Engagement ○ Regulation tools mastered ○ Meditations mastered <p>Tier 2 – Intentional Growth Monitoring Universal Monitoring</p> <ul style="list-style-type: none"> • Academic Retention • Cognitive & Executive Functioning 		

CONTENT STANDARD/ DOMAIN		L.	Language, Literacy and Communications: Cognitive (4-5 Years)
Components			Writing
Indicator of Strand		L9.	Writing conventions: Child understands the forms and function of written language
Subcomponent Alignment	Lesson/Unit	Location (Page #)	Alignment Evidence
L9.10 Writes own name, and words about things that interest them L9.11 Understands there are different	Lesson 1A-15A; Guided Meditations; Breathing Strategies; Role-Playing; Daily Affirmations; Brain State Model	43-175	The Mindful Foundations curriculum establishes emotional safety, love, and connection for each child in the classroom.



<p>purposes for writing, such as stories, lists, signs, etc.</p> <p>L9.12 Uses invented spelling</p> <p>L9.13 Uses words, pictures, letters, or letter-like symbols to communicate information and ideas, or compose original stories</p>		<p>The daily meditations, affirmations, breathing strategies, and expectations are the foundational building block to ensure each child has the skills and capacity of emotional regulation, resilience, and determination in the classroom.</p> <p>Each lesson focuses on building the foundation for the child and their brain to enter the executive brain state where complex learning and thinking can happen.</p> <p>Each lesson is preparing children and providing the environment and foundation for them to engage and explore complex learning, multi-step directions, and guided instructions.</p> <p>Each lesson creates the foundation for all children of diverse backgrounds and abilities to engage and explore written conventions at age level proficiency.</p>
<p>Indicators of Progress</p>	<p>Writes own name, and words about things that interest them</p> <p>Understands there are different purposes for writing, such as stories, lists, signs, etc.</p> <p>Uses invented spelling</p> <p>Uses words, pictures, letters, or letter-like symbols to communicate information and ideas, or compose original stories</p> <p><u>Progress Monitoring Skills</u></p> <p>Tier 1 – Foundational Monitoring</p> <ul style="list-style-type: none"> • Classroom Progress Monitoring <ul style="list-style-type: none"> ○ Routines, Rhythms, and Transitions mastered ○ Safety, Love, and Connection • Student Progress Monitoring Domain 1-6 	



	<ul style="list-style-type: none"> ○ DRIVE – Developmental Readiness: Initiative, Voice, Exploration, and Engagement ○ Regulation tools mastered ○ Meditations mastered <p>Tier 2 – Intentional Growth Monitoring Universal Monitoring</p> <ul style="list-style-type: none"> ● Academic Retention ● Cognitive & Executive Functioning
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CONTENT STANDARD/ DOMAIN		M.	Mathematics - Cognitive (4-5 Years)
Components			Number Knowledge
Indicator of Strand		M1	Rote counting: The child attends to sequences and use of number words, with or without items, sets, or numerals and without recognizing the link to quantity
Subcomponent Alignment	Lesson/Unit	Location (Page #)	Alignment Evidence
<p>M1.14 Recites number word aloud, forward, up to at least 29 (allow for some mistakes), without objects</p> <p>M1.15 Recites number words aloud, backward, down from at least 10 without objects</p> <p>M1.16 Is able to name the next number word for numbers up to 9</p> <p>M1.17 Reads and writes numerals from 0 to 10, with some reversals possible</p>	<p>Lesson 1A-15A; Guided Meditations; Breathing Strategies; Role-Playing; Daily Affirmations; Brain State Model</p>	43-175	<p>The Mindful Foundations curriculum establishes emotional safety, love, and connection for each child in the classroom.</p> <p>The daily meditations, affirmations, breathing strategies, and expectations are the foundational building block to ensure each child has the skills and capacity of emotional regulation, resilience, and determination in the classroom.</p> <p>Each lesson focuses on building the foundation for the child and their brain to enter the executive brain state where complex learning and thinking can happen.</p>



			<p>Each lesson is preparing children and providing the environment and foundation for them to engage and explore complex learning, multi-step directions, and guided instructions.</p> <p>Each lesson creates the foundation for all children of diverse backgrounds and abilities to engage, explore, recognize, and retain numbers, rote counting, number writing, and reciting numbers.</p>
<p>Indicators of Progress</p>	<p>Recites number word aloud, forward, up to at least 29 (allow for some mistakes), without objects Recites number words aloud, backward, down from at least 10 without objects Is able to name the next number word for numbers up to 9 Reads and writes numerals from 0 to 10, with some reversals possible</p> <p><u>Progress Monitoring Skills</u> Tier 1 – Foundational Monitoring</p> <ul style="list-style-type: none"> • Classroom Progress Monitoring <ul style="list-style-type: none"> ○ Routines, Rhythms, and Transitions mastered ○ Safety, Love, and Connection • Student Progress Monitoring Domain 1-6 <ul style="list-style-type: none"> ○ DRIVE – Developmental Readiness: Initiative, Voice, Exploration, and Engagement ○ Regulation tools mastered ○ Meditations mastered <p>Tier 2 – Intentional Growth Monitoring Universal Monitoring</p> <ul style="list-style-type: none"> • Academic Retention • Cognitive & Executive Functioning 		

CONTENT STANDARD/ DOMAIN	M.	Mathematics - Cognitive (4-5 Years)
Components		Number Knowledge



Indicator of Strand		M2.	Meaningful Counting: The child uses counting to identify how many items are in a set, using one to one correspondence; uses number words to identify “how many”
Subcomponent Alignment	Lesson/Unit	Location (Page #)	Alignment Evidence
M2.3 Demonstrates and uses 1:1 correspondence with sets larger than four	Lesson 1A-15A; Guided Meditations; Breathing Strategies; Role-Playing; Daily Affirmations; Brain State Model	43-175	<p>The Mindful Foundations curriculum establishes emotional safety, love, and connection for each child in the classroom.</p> <p>The daily meditations, affirmations, breathing strategies, and expectations are the foundational building block to ensure each child has the skills and capacity of emotional regulation, resilience, and determination in the classroom.</p> <p>Each lesson focuses on building the foundation for the child and their brain to enter the executive brain state where complex learning and thinking can happen.</p> <p>Each lesson is preparing children and providing the environment and foundation for them to engage and explore complex learning, multi-step directions, and guided instructions.</p> <p>Each lesson creates the foundation for all children of diverse backgrounds and abilities to engage, explore, and demonstrate and use one-</p>



			on-one correspondence with sets larger than four.
Indicators of Progress	<p>Demonstrates and uses 1:1 correspondence with sets larger than four</p> <p><u>Progress Monitoring Skills</u></p> <p>Tier 1 – Foundational Monitoring</p> <ul style="list-style-type: none"> • Classroom Progress Monitoring <ul style="list-style-type: none"> ○ Routines, Rhythms, and Transitions mastered ○ Safety, Love, and Connection • Student Progress Monitoring Domain 1-6 <ul style="list-style-type: none"> ○ DRIVE – Developmental Readiness: Initiative, Voice, Exploration, and Engagement ○ Regulation tools mastered ○ Meditations mastered <p>Tier 2 – Intentional Growth Monitoring</p> <p>Universal Monitoring</p> <ul style="list-style-type: none"> • Academic Retention • Cognitive & Executive Functioning 		

CONTENT STANDARD/ DOMAIN		M.	Mathematics - Cognitive (4-5 Years)
Components			Number Knowledge
Indicator of Strand		M3.	Cardinality: The child associates each of one or more number words to a unique and exact quantity, and knows that the final number word used when counting out an item set represents the exact number of items in the set
Subcomponent Alignment	Lesson/Unit	Location (Page #)	Alignment Evidence
M3.5 Gives 5 or more items correctly and consistently when asked	Lesson 1A-15A; Guided Meditations; Breathing Strategies; Role-Playing; Daily Affirmations; Brain State Model	43-175	<p>The Mindful Foundations curriculum establishes emotional safety, love, and connection for each child in the classroom.</p> <p>The daily meditations, affirmations, breathing strategies, and expectations are the foundational building block to ensure each child has</p>



		<p>the skills and capacity of emotional regulation, resilience, and determination in the classroom.</p> <p>Each lesson focuses on building the foundation for the child and their brain to enter the executive brain state where complex learning and thinking can happen.</p> <p>Each lesson is preparing children and providing the environment and foundation for them to engage and explore complex learning, multi-step directions, and guided instructions.</p> <p>Each lesson creates the foundation for all children of diverse backgrounds and abilities to engage, explore, and retain taught math skills to show success in cardinality and number knowledge when asked.</p>
Indicators of Progress	<p>Gives 5 or more items correctly and consistently when asked</p> <p><u>Progress Monitoring Skills</u></p> <p>Tier 1 – Foundational Monitoring</p> <ul style="list-style-type: none">• Classroom Progress Monitoring<ul style="list-style-type: none">○ Routines, Rhythms, and Transitions mastered○ Safety, Love, and Connection• Student Progress Monitoring Domain 1-6<ul style="list-style-type: none">○ DRIVE – Developmental Readiness: Initiative, Voice, Exploration, and Engagement○ Regulation tools mastered○ Meditations mastered <p>Tier 2 – Intentional Growth Monitoring</p> <p>Universal Monitoring</p> <ul style="list-style-type: none">• Academic Retention• Cognitive & Executive Functioning	



CONTENT STANDARD/ DOMAIN		M.	Mathematics - Cognitive (4-5 Years)
Components			Number Knowledge
Indicator of Strand		M4.	Ordinality: The child matches symbols (digits or numerals) to a position in a sequence
Subcomponent Alignment	Lesson/Unit	Location (Page #)	Alignment Evidence
M4.3 Recognizes that a number can be used to represent a position in a sequence	Lesson 1A-15A; Guided Meditations; Breathing Strategies; Role-Playing; Daily Affirmations; Brain State Model	43-175	<p>The Mindful Foundations curriculum establishes emotional safety, love, and connection for each child in the classroom.</p> <p>The daily meditations, affirmations, breathing strategies, and expectations are the foundational building block to ensure each child has the skills and capacity of emotional regulation, resilience, and determination in the classroom.</p> <p>Each lesson focuses on building the foundation for the child and their brain to enter the executive brain state where complex learning and thinking can happen.</p> <p>Each lesson is preparing children and providing the environment and foundation for them to engage and explore complex learning, multi-step directions, and guided instructions.</p> <p>Each lesson creates the foundation for all children of diverse backgrounds and</p>



			<p>abilities to engage, explore, and retain taught math skills to communicate recognize that a number is used to represent a position in a sequence.</p>
Indicators of Progress	<p>Recognizes that a number can be used to represent a position in a sequence</p> <p><u>Progress Monitoring Skills</u></p> <p>Tier 1 – Foundational Monitoring</p> <ul style="list-style-type: none">• Classroom Progress Monitoring<ul style="list-style-type: none">○ Routines, Rhythms, and Transitions mastered○ Safety, Love, and Connection• Student Progress Monitoring Domain 1-6<ul style="list-style-type: none">○ DRIVE – Developmental Readiness: Initiative, Voice, Exploration, and Engagement○ Regulation tools mastered○ Meditations mastered <p>Tier 2 – Intentional Growth Monitoring</p> <p>Universal Monitoring</p> <ul style="list-style-type: none">• Academic Retention		



	<ul style="list-style-type: none"> • Cognitive & Executive Functioning
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CONTENT STANDARD/ DOMAIN		M.	Mathematics - Cognitive (4-5 Years)
Components			Number Knowledge
Indicator of Strand		M5.	Comparing numbers and quantities: The child uses organizing strategies to know how many objects they have
Subcomponent Alignment	Lesson/Unit	Location (Page #)	Alignment Evidence
M5.7 Verbally estimates quantities without counting, although inconsistently and allowing for mistakes	Lesson 1A-15A; Guided Meditations; Breathing Strategies; Role-Playing; Daily Affirmations; Brain State Model	43-175	<p>The Mindful Foundations curriculum establishes emotional safety, love, and connection for each child in the classroom.</p> <p>The daily meditations, affirmations, breathing strategies, and expectations are the foundational building block to ensure each child has the skills and capacity of emotional regulation, resilience, and determination in the classroom.</p> <p>Each lesson focuses on building the foundation for the child and their brain to enter the executive brain state where complex learning and thinking can happen.</p> <p>Each lesson is preparing children and providing the environment and foundation for them to engage and explore complex learning, multi-step directions, and guided instructions.</p>



			<p>Each lesson creates the foundation for all children of diverse backgrounds and abilities to engage, explore, and retain taught math skills to verbally estimate quantities without counting.</p>
<p>Indicators of Progress</p>	<p>Verbally estimates quantities without counting, although inconsistently and allowing for mistakes</p> <p><u>Progress Monitoring Skills</u></p> <p>Tier 1 – Foundational Monitoring</p> <ul style="list-style-type: none"> • Classroom Progress Monitoring <ul style="list-style-type: none"> ○ Routines, Rhythms, and Transitions mastered ○ Safety, Love, and Connection • Student Progress Monitoring Domain 1-6 <ul style="list-style-type: none"> ○ DRIVE – Developmental Readiness: Initiative, Voice, Exploration, and Engagement ○ Regulation tools mastered ○ Meditations mastered <p>Tier 2 – Intentional Growth Monitoring</p> <p>Universal Monitoring</p> <ul style="list-style-type: none"> • Academic Retention • Cognitive & Executive Functioning 		

CONTENT STANDARD/ DOMAIN	M.	Mathematics - Cognitive (4-5 Years)
Components		Number Knowledge
Indicator of Strand	M6	Relation and operations: The child can create a set or subset based on a rule, can combine or separate



		sets, and recognize the amount of items in a set does not change when the set arrangement changes	
Subcomponent Alignment	Lesson/Unit	Location (Page #)	Alignment Evidence
<p>M6.2 States the number that comes next or before up to 5</p> <p>M6.3 Understands that a quantity changes (increases or decreases) when a set of objects is added to/ subtracted from (respectively)</p>	<p>Lesson 1A-15A; Guided Meditations; Breathing Strategies; Role-Playing; Daily Affirmations; Brain State Model</p>	<p>43-175</p>	<p>The Mindful Foundations curriculum establishes emotional safety, love, and connection for each child in the classroom.</p> <p>The daily meditations, affirmations, breathing strategies, and expectations are the foundational building block to ensure each child has the skills and capacity of emotional regulation, resilience, and determination in the classroom.</p> <p>Each lesson focuses on building the foundation for the child and their brain to enter the executive brain state where complex learning and thinking can happen.</p> <p>Each lesson is preparing children and providing the environment and foundation for them to engage and explore complex learning, multi-step directions, and guided instructions.</p> <p>Each lesson creates the foundation for all children of diverse backgrounds and abilities to engage, explore, and retain taught math skills to identify when the quantity of a set of up to 5 objects has increased or decreased and</p>



			states the proper sequence of a number before or after the one given.
Indicators of Progress	<p>States the number that comes next or before up to 5 Understands that a quantity changes (increases or decreases) when a set of objects is added to/ subtracted from (respectively)</p> <p><u>Progress Monitoring Skills</u></p> <p>Tier 1 – Foundational Monitoring</p> <ul style="list-style-type: none"> • Classroom Progress Monitoring <ul style="list-style-type: none"> ○ Routines, Rhythms, and Transitions mastered ○ Safety, Love, and Connection • Student Progress Monitoring Domain 1-6 <ul style="list-style-type: none"> ○ DRIVE – Developmental Readiness: Initiative, Voice, Exploration, and Engagement ○ Regulation tools mastered ○ Meditations mastered <p>Tier 2 – Intentional Growth Monitoring</p> <p>Universal Monitoring</p> <ul style="list-style-type: none"> • Academic Retention • Cognitive & Executive Functioning 		

CONTENT STANDARD/ DOMAIN		M.	Mathematics - Cognitive (4-5 Years)
Components			Number Knowledge
Indicator of Strand		M7.	Measurement: Child recognizes and makes comparisons of measurable attributes (length, height, width, area, volume, physical distance, time duration.)
Subcomponent Alignment	Lesson/Unit	Location (Page #)	Alignment Evidence
M7.9 Compares and orders more than two items in some way M7.10 Uses comparison vocabulary (longer/ shorter,	Lesson 1A-15A; Guided Meditations; Breathing Strategies; Role-Playing; Daily Affirmations; Brain State Model	43-175	The Mindful Foundations curriculum establishes emotional safety, love, and connection for each child in the classroom. The daily meditations, affirmations, breathing strategies, and expectations are the foundational building



<p>taller/ shorter, farthest/ closest)</p>			<p>block to ensure each child has the skills and capacity of emotional regulation, resilience, and determination in the classroom.</p> <p>Each lesson focuses on building the foundation for the child and their brain to enter the executive brain state where complex learning and thinking can happen.</p> <p>Each lesson is preparing children and providing the environment and foundation for them to engage and explore complex learning, multi-step directions, and guided instructions.</p> <p>Each lesson creates the foundation for all children of diverse backgrounds and abilities to engage, explore, and retain taught math skills to show understanding of measurement in terms of longer, shorter, taller, fullest, farthest, and closet.</p> <p>Each lesson creates the foundation for all children of diverse backgrounds and abilities to engage, explore, and retain taught math skills to use terms to compare.</p>
<p>Indicators of Progress</p>	<p>Compares and orders more than two items in some way Uses comparison vocabulary (longer/ shorter, taller/ shorter, farthest/ closest)</p> <p><u>Progress Monitoring Skills</u> Tier 1 – Foundational Monitoring</p> <ul style="list-style-type: none"> • Classroom Progress Monitoring 		



	<ul style="list-style-type: none"> ○ Routines, Rhythms, and Transitions mastered ○ Safety, Love, and Connection ● Student Progress Monitoring Domain 1-6 <ul style="list-style-type: none"> ○ DRIVE – Developmental Readiness: Initiative, Voice, Exploration, and Engagement ○ Regulation tools mastered ○ Meditations mastered <p>Tier 2 – Intentional Growth Monitoring Universal Monitoring</p> <ul style="list-style-type: none"> ● Academic Retention ● Cognitive & Executive Functioning
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CONTENT STANDARD/ DOMAIN		M.	Mathematics - Cognitive (4-5 Years)
Components			Patterns
Indicator of Strand		M8.	Repeating patterns: The child can identify create and describe sequences in objects, colors or numbers with sequences that increase, decrease or grow in complexity
Subcomponent Alignment	Lesson/Unit	Location (Page #)	Alignment Evidence
M8.8 Uses words or pictures to describe a simple pattern M8.9 Applies a simple pattern rule to different materials or mode (sound, body, color, size, movement) M8.10 Copies complex patterns with same materials M8.11 Applies a complex pattern	Lesson 1A-15A; Guided Meditations; Breathing Strategies; Role-Playing; Daily Affirmations; Brain State Model	43-175	<p>The Mindful Foundations curriculum establishes emotional safety, love, and connection for each child in the classroom.</p> <p>The daily meditations, affirmations, breathing strategies, and expectations are the foundational building block to ensure each child has the skills and capacity of emotional regulation, resilience, and determination in the classroom.</p> <p>Each lesson focuses on building the foundation for the child and their brain to enter the executive brain state</p>



<p>rule using different materials or mode (sound, body, color, size, movement)</p>			<p>where complex learning and thinking can happen.</p> <p>Each lesson is preparing children and providing the environment and foundation for them to engage and explore complex learning, multi-step directions, and guided instructions.</p> <p>Each lesson creates the foundation for all children of diverse backgrounds and abilities to engage, explore, and retain taught math skills to show the ability to recognize repeating patterns.</p> <p>Each lesson creates the foundation for all children of diverse backgrounds and abilities to engage, explore, and retain taught math skills to show the ability to copy existing patterns with the same materials.</p> <p>Each lesson creates the foundation for all children of diverse backgrounds and abilities to engage, explore, and retain taught math skills to show the ability to describe, manipulate, and apply ideas with patterns.</p>
<p>Indicators of Progress</p>	<p>Uses words or pictures to describe a simple pattern Applies a simple pattern rule to different materials or mode (sound, body, color, size, movement) Copies complex patterns with same materials Applies a complex pattern rule using different materials or mode (sound, body, color, size, movement)</p> <p><u>Progress Monitoring Skills</u></p>		



	<p>Tier 1 – Foundational Monitoring</p> <ul style="list-style-type: none"> • Classroom Progress Monitoring <ul style="list-style-type: none"> ○ Routines, Rhythms, and Transitions mastered ○ Safety, Love, and Connection • Student Progress Monitoring Domain 1-6 <ul style="list-style-type: none"> ○ DRIVE – Developmental Readiness: Initiative, Voice, Exploration, and Engagement ○ Regulation tools mastered ○ Meditations mastered <p>Tier 2 – Intentional Growth Monitoring</p> <p>Universal Monitoring</p> <ul style="list-style-type: none"> • Academic Retention • Cognitive & Executive Functioning
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CONTENT STANDARD/ DOMAIN		M.	Mathematics - Cognitive (4-5 Years)
Components			Geometry and Spatial Thinking
Indicator of Strand		M9.	Knowledge and visualization of shapes: The child recognizes shapes, can describe 2-dimensional (2D) and 3-dimensional (3D) shapes, and manipulate shapes with purpose.
Subcomponent Alignment	Lesson/Unit	Location (Page #)	Alignment Evidence
<p>M9.5 Begins to describe the features (attributes) that define 2D and #D shapes, including sides and corners</p> <p>M9.6 Puts together (composes) and takes apart (decomposes) shapes</p> <p>M9.7 Composes and decomposes shapes/</p>	Lesson 1A-15A; Guided Meditations; Breathing Strategies; Role-Playing; Daily Affirmations; Brain State Model	43-175	<p>The Mindful Foundations curriculum establishes emotional safety, love, and connection for each child in the classroom.</p> <p>The daily meditations, affirmations, breathing strategies, and expectations are the foundational building block to ensure each child has the skills and capacity of emotional regulation, resilience, and determination in the classroom.</p>



constructions with increasing complexity			<p>Each lesson focuses on building the foundation for the child and their brain to enter the executive brain state where complex learning and thinking can happen.</p> <p>Each lesson is preparing children and providing the environment and foundation for them to engage and explore complex learning, multi-step directions, and guided instructions.</p> <p>Each lesson creates the foundation for all children of diverse backgrounds and abilities to engage, explore, and retain taught math skills to communicate and name 2D and 3D shapes.</p> <p>Each lesson creates the foundation for all children of diverse backgrounds and abilities to engage, explore, and retain taught math skills to show the ability to describe geometric shapes, their attributes, compose and decompose them.</p>
Indicators of Progress	<p>Begins to describe the features (attributes) that define 2D and #D shapes, including sides and corners Puts together (composes) and takes apart (decomposes) shapes Composes and decomposes shapes/ constructions with increasing complexity</p> <p><u>Progress Monitoring Skills</u> Tier 1 – Foundational Monitoring</p> <ul style="list-style-type: none">• Classroom Progress Monitoring<ul style="list-style-type: none">○ Routines, Rhythms, and Transitions mastered○ Safety, Love, and Connection• Student Progress Monitoring Domain 1-6		



	<ul style="list-style-type: none"> ○ DRIVE – Developmental Readiness: Initiative, Voice, Exploration, and Engagement ○ Regulation tools mastered ○ Meditations mastered <p>Tier 2 – Intentional Growth Monitoring Universal Monitoring</p> <ul style="list-style-type: none"> ● Academic Retention ● Cognitive & Executive Functioning
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CONTENT STANDARD/ DOMAIN		M.	Mathematics - Cognitive (4-5 Years)
Components			Geometry and Spatial Thinking
Indicator of Strand		M10	Transformations and symmetry: The child can locate and manipulate shapes in space
Subcomponent Alignment	Lesson/Unit	Location (Page #)	Alignment Evidence
<p>M10.8 Puts together (composes) and takes apart (decomposes) shapes to create new shapes</p> <p>M10.9 Recognizes and creates shapes that have symmetry</p> <p>M10.10 Shows awareness that an object needs to be rotated, flipped, or turned before trying to fit the object into a hole or puzzle</p>	<p>Lesson 1A-15A; Guided Meditations; Breathing Strategies; Role-Playing; Daily Affirmations; Brain State Model</p>	43-175	<p>The Mindful Foundations curriculum establishes emotional safety, love, and connection for each child in the classroom.</p> <p>The daily meditations, affirmations, breathing strategies, and expectations are the foundational building block to ensure each child has the skills and capacity of emotional regulation, resilience, and determination in the classroom.</p> <p>Each lesson focuses on building the foundation for the child and their brain to enter the executive brain state where complex learning and thinking can happen.</p> <p>Each lesson is preparing children and providing the environment and foundation</p>



		<p>for them to engage and explore complex learning, multi-step directions, and guided instructions.</p> <p>Each lesson creates the foundation for all children of diverse backgrounds and abilities to engage, explore, and creates new shapes with materials, recognizes shapes that have symmetry, and manipulate objects to fit pieces into a puzzle.</p>
<p>Indicators of Progress</p>	<p>Puts together (composes) and takes apart (decomposes) shapes to create new shapes Recognizes and creates shapes that have symmetry Shows awareness that an object needs to be rotated, flipped, or turned before trying to fit the object into a hole or puzzle</p> <p><u>Progress Monitoring Skills</u></p> <p>Tier 1 – Foundational Monitoring</p> <ul style="list-style-type: none"> • Classroom Progress Monitoring <ul style="list-style-type: none"> ○ Routines, Rhythms, and Transitions mastered ○ Safety, Love, and Connection • Student Progress Monitoring Domain 1-6 <ul style="list-style-type: none"> ○ DRIVE – Developmental Readiness: Initiative, Voice, Exploration, and Engagement ○ Regulation tools mastered ○ Meditations mastered <p>Tier 2 – Intentional Growth Monitoring</p> <p>Universal Monitoring</p> <ul style="list-style-type: none"> • Academic Retention • Cognitive & Executive Functioning 	

CONTENT STANDARD/ DOMAIN	M.	Mathematics - Cognitive (4-5 Years)
Components		Geometry and Spatial Thinking
Indicator of Strand	M11.	Location, spatial relationships and landmark use: The child recognizes where a person or



		object is in relation to other people of objects	
Subcomponent Alignment	Lesson/Unit	Location (Page #)	Alignment Evidence
<p>M11.6 Recognizes and describes position of objects in space with greater accuracy</p> <p>M11.7 Draws a simple map</p> <p>M11.8 Matches 2 dimensional (2D) map with surrounding 3 dimensional (3D) layout Include this: (involves transformation, scale, dimension, and orientation distance)</p>	<p>Lesson 1A-15A; Guided Meditations; Breathing Strategies; Role-Playing; Daily Affirmations; Brain State Model</p>	<p>43-175</p>	<p>The Mindful Foundations curriculum establishes emotional safety, love, and connection for each child in the classroom.</p> <p>The daily meditations, affirmations, breathing strategies, and expectations are the foundational building block to ensure each child has the skills and capacity of emotional regulation, resilience, and determination in the classroom.</p> <p>Each lesson focuses on building the foundation for the child and their brain to enter the executive brain state where complex learning and thinking can happen.</p> <p>Each lesson is preparing children and providing the environment and foundation for them to engage and explore complex learning, multi-step directions, and guided instructions.</p> <p>Each lesson creates the foundation for all children of diverse backgrounds and abilities to engage, explore, and properly use terms like near/far; under/below; front; middle; end.</p>



			Each lesson creates the foundation for all children of diverse backgrounds and abilities to engage, explore, and recognize and describe spaces on a map, creates a simple map, and matches 2D map with surroundings and 3D layout.
Indicators of Progress	<p>Recognizes and describes position of objects in space with greater accuracy Draws a simple map Matches 2 dimensional (2D) map with surrounding 3 dimensional (3D) layout Include this: (involves transformation, scale, dimension, and orientation distance)</p> <p><u>Progress Monitoring Skills</u> Tier 1 – Foundational Monitoring</p> <ul style="list-style-type: none"> • Classroom Progress Monitoring <ul style="list-style-type: none"> ○ Routines, Rhythms, and Transitions mastered ○ Safety, Love, and Connection • Student Progress Monitoring Domain 1-6 <ul style="list-style-type: none"> ○ DRIVE – Developmental Readiness: Initiative, Voice, Exploration, and Engagement ○ Regulation tools mastered ○ Meditations mastered <p>Tier 2 – Intentional Growth Monitoring Universal Monitoring</p> <ul style="list-style-type: none"> • Academic Retention • Cognitive & Executive Functioning 		

CONTENT STANDARD/ DOMAIN		M.	Mathematics - Cognitive (4-5 Years)
Components			Data Analysis
Indicator of Strand		M12.	Sorting: The child recognizes that objects can be sorted by attributes
Subcomponent Alignment	Lesson/Unit	Location (Page #)	Alignment Evidence
M12.7 Describes the attribute used for sorting or comparing	Lesson 1A-15A; Guided Meditations; Breathing Strategies; Role-Playing; Daily	43-175	The Mindful Foundations curriculum establishes emotional safety, love, and



<p>M12.8 While sorting, can make a shift to change the attribute being used to sort and describe the new sorting attribute</p>	<p>Affirmations; Brain State Model</p>		<p>connection for each child in the classroom.</p> <p>The daily meditations, affirmations, breathing strategies, and expectations are the foundational building block to ensure each child has the skills and capacity of emotional regulation, resilience, and determination in the classroom.</p> <p>Each lesson focuses on building the foundation for the child and their brain to enter the executive brain state where complex learning and thinking can happen.</p> <p>Each lesson is preparing children and providing the environment and foundation for them to engage and explore complex learning, multi-step directions, and guided instructions.</p> <p>Each lesson creates the foundation for all children of diverse backgrounds and abilities to engage, explore, and displays ability to sort objects based on observable attributes.</p> <p>Each lesson creates the foundation for all children of diverse backgrounds and abilities to engage, explore, and describe attributes for sorting and comparing with descriptive language.</p>
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Indicators of Progress	<p>Describes the attribute used for sorting or comparing While sorting, can make a shift to change the attribute being used to sort and describe the new sorting attribute</p> <p><u>Progress Monitoring Skills</u></p> <p>Tier 1 – Foundational Monitoring</p> <ul style="list-style-type: none"> • Classroom Progress Monitoring <ul style="list-style-type: none"> ○ Routines, Rhythms, and Transitions mastered ○ Safety, Love, and Connection • Student Progress Monitoring Domain 1-6 <ul style="list-style-type: none"> ○ DRIVE – Developmental Readiness: Initiative, Voice, Exploration, and Engagement ○ Regulation tools mastered ○ Meditations mastered <p>Tier 2 – Intentional Growth Monitoring</p> <p>Universal Monitoring</p> <ul style="list-style-type: none"> • Academic Retention • Cognitive & Executive Functioning
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CONTENT STANDARD/ DOMAIN		M.	Mathematics - Cognitive (4-5 Years)
Components			Data Analysis
Indicator of Strand		M13	Collects, classifies, and organizes information: The child collects, classifies and organizes data based on distinguishing characteristics.
Subcomponent Alignment	Lesson/Unit	Location (Page #)	Alignment Evidence
M13.3 Participates as group member in the collection of data that is put on a chart or graph	Lesson 1A-15A; Guided Meditations; Breathing Strategies; Role-Playing; Daily Affirmations; Brain State Model	43-175	The Mindful Foundations curriculum establishes emotional safety, love, and connection for each child in the classroom.
M13.4 Sorts information by one or more attribute			The daily meditations, affirmations, breathing strategies, and expectations are the foundational building block to ensure each child has the skills and capacity of emotional regulation,
M13.5 Independently collects data to put on a chart or graph			



			<p>resilience, and determination in the classroom.</p> <p>Each lesson focuses on building the foundation for the child and their brain to enter the executive brain state where complex learning and thinking can happen.</p> <p>Each lesson is preparing children and providing the environment and foundation for them to engage and explore complex learning, multi-step directions, and guided instructions.</p> <p>Each lesson creates the foundation for all children of diverse backgrounds and abilities to engage, explore, and participate in simple data collection with an adult or peer.</p> <p>Each lesson creates the foundation for all children of diverse backgrounds and abilities to engage, explore, and participate as a member of data collection, sort out information by one or more attributes, and independently collect data.</p>
Indicators of Progress	<p>Participates as group member in the collection of data that is put on a chart or graph Sorts information by one or more attribute Independently collects data to put on a chart or graph</p> <p><u>Progress Monitoring Skills</u> Tier 1 – Foundational Monitoring</p> <ul style="list-style-type: none">• Classroom Progress Monitoring<ul style="list-style-type: none">○ Routines, Rhythms, and Transitions mastered		



	<ul style="list-style-type: none"> ○ Safety, Love, and Connection ● Student Progress Monitoring Domain 1-6 <ul style="list-style-type: none"> ○ DRIVE – Developmental Readiness: Initiative, Voice, Exploration, and Engagement ○ Regulation tools mastered ○ Meditations mastered <p>Tier 2 – Intentional Growth Monitoring Universal Monitoring</p> <ul style="list-style-type: none"> ● Academic Retention ● Cognitive & Executive Functioning
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CONTENT STANDARD/ DOMAIN		M.	Mathematics - Cognitive (4-5 Years)
Components			Data Analysis
Indicator of Strand		M14.	Describes data: The child can describe data by using data sets to solve problems or asking questions
Subcomponent Alignment	Lesson/Unit	Location (Page #)	Alignment Evidence
M14.3 Uses language to compare data M14.4 Uses data to answer questions and solve problems M14.5 Discusses, compares and makes sense of collected data	Lesson 1A-15A; Guided Meditations; Breathing Strategies; Role-Playing; Daily Affirmations; Brain State Model	43-175	<p>The Mindful Foundations curriculum establishes emotional safety, love, and connection for each child in the classroom.</p> <p>The daily meditations, affirmations, breathing strategies, and expectations are the foundational building block to ensure each child has the skills and capacity of emotional regulation, resilience, and determination in the classroom.</p> <p>Each lesson focuses on building the foundation for the child and their brain to enter the executive brain state where complex learning and thinking can happen.</p>



		<p>Each lesson is preparing children and providing the environment and foundation for them to engage and explore complex learning, multi-step directions, and guided instructions.</p> <p>Each lesson creates the foundation for all children of diverse backgrounds and abilities to engage, explore, and use language to compare data, use data to answer and solve problems, and discuss and compare collected data.</p>
<p>Indicators of Progress</p>	<p>Uses language to compare data Uses data to answer questions and solve problems Discusses, compares and makes sense of collected data</p> <p><u>Progress Monitoring Skills</u> Tier 1 – Foundational Monitoring</p> <ul style="list-style-type: none"> • Classroom Progress Monitoring <ul style="list-style-type: none"> ○ Routines, Rhythms, and Transitions mastered ○ Safety, Love, and Connection • Student Progress Monitoring Domain 1-6 <ul style="list-style-type: none"> ○ DRIVE – Developmental Readiness: Initiative, Voice, Exploration, and Engagement ○ Regulation tools mastered ○ Meditations mastered <p>Tier 2 – Intentional Growth Monitoring Universal Monitoring</p> <ul style="list-style-type: none"> • Academic Retention • Cognitive & Executive Functioning 	

CONTENT STANDARD/ DOMAIN	ST.	Scientific Thinking - Cognitive (4-5 Years)
Components		Discover
Indicator of Strand	ST1	Observe and question: Child demonstrates awareness and engagement with phenomena, materials, and environment



Subcomponent Alignment	Lesson/Unit	Location (Page #)	Alignment Evidence
<p>ST1.7 Verbally identifies obvious differences and similarities</p> <p>ST1.8 Expresses curiosity and/or formulates questions of complex concepts</p>	<p>Lesson 1A-15A; Guided Meditations; Breathing Strategies; Role-Playing; Daily Affirmations; Brain State Model</p>	<p>43-175</p>	<p>The Mindful Foundations curriculum establishes emotional safety, love, and connection for each child in the classroom.</p> <p>The daily meditations, affirmations, breathing strategies, and expectations are the foundational building block to ensure each child has the skills and capacity of emotional regulation, resilience, and determination in the classroom.</p> <p>Each lesson focuses on building the foundation for the child and their brain to enter the executive brain state where complex learning and thinking can happen.</p> <p>Each lesson is preparing children and providing the environment and foundation for them to engage and explore complex learning, multi-step directions, and guided instructions.</p> <p>Each lesson creates the foundation for all children of diverse backgrounds and abilities to engage, explore, and verbally identify differences or similarities among materials, objects, and expresses curiosity of complex concepts.</p>
<p>Indicators of Progress</p>	<p>Verbally identifies obvious differences and similarities Expresses curiosity and/or formulates questions of complex concepts</p>		



	<p><u>Progress Monitoring Skills</u></p> <p>Tier 1 – Foundational Monitoring</p> <ul style="list-style-type: none"> • Classroom Progress Monitoring <ul style="list-style-type: none"> ○ Routines, Rhythms, and Transitions mastered ○ Safety, Love, and Connection • Student Progress Monitoring Domain <ul style="list-style-type: none"> ○ DRIVE – Developmental Readiness: Initiative, Voice, Exploration, and Engagement ○ Regulation tools mastered ○ Meditations mastered <p>Tier 2 – Intentional Growth Monitoring</p> <p>Universal Monitoring</p> <ul style="list-style-type: none"> • Academic Retention • Cognitive & Executive Functioning
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CONTENT STANDARD/ DOMAIN		ST.	Scientific Thinking - Cognitive (4-5 Years)
Components			Discover
Indicator of Strand		ST2.	Investigate: Child actively shows wonder by demonstrating curiosity of self, others and surroundings
Subcomponent Alignment	Lesson/Unit	Location (Page #)	Alignment Evidence
ST2.10 Starts with a useful, general approach to investigation even if details may be lacking ST2.11 Uses discernment to inform exploration ST2.12 Uses tools in new and novel ways	Lesson 1A-15A; Guided Meditations; Breathing Strategies; Role-Playing; Daily Affirmations; Brain State Model	43-175	The Mindful Foundations curriculum establishes emotional safety, love, and connection for each child in the classroom. The daily meditations, affirmations, breathing strategies, and expectations are the foundational building block to ensure each child has the skills and capacity of emotional regulation, resilience, and determination in the classroom.



		<p>Each lesson focuses on building the foundation for the child and their brain to enter the executive brain state where complex learning and thinking can happen.</p> <p>Each lesson is preparing children and providing the environment and foundation for them to engage and explore complex learning, multi-step directions, and guided instructions.</p> <p>Each lesson creates the foundation for all children of diverse backgrounds and abilities to engage, explore, and seeks to gain additional knowledge in areas of interest, explores with the intent of finding out something specific, and uses tools in new and novel ways.</p>
<p>Indicators of Progress</p>	<p>Starts with a useful, general approach to investigation even if details may be lacking Uses discernment to inform exploration Uses tools in new and novel ways</p> <p><u>Progress Monitoring Skills</u></p> <p>Tier 1 – Foundational Monitoring</p> <ul style="list-style-type: none"> • Classroom Progress Monitoring <ul style="list-style-type: none"> ○ Routines, Rhythms, and Transitions mastered ○ Safety, Love, and Connection • Student Progress Monitoring Domain 1-6 <ul style="list-style-type: none"> ○ DRIVE – Developmental Readiness: Initiative, Voice, Exploration, and Engagement ○ Regulation tools mastered ○ Meditations mastered <p>Tier 2 – Intentional Growth Monitoring</p> <p>Universal Monitoring</p> <ul style="list-style-type: none"> • Academic Retention • Cognitive & Executive Functioning 	



CONTENT STANDARD/ DOMAIN		ST.	Scientific Thinking - Cognitive (4-5 Years)
Components			Act
Indicator of Strand		ST3.	Experiment: Child develops and completes a process based on a question, interest or anticipated outcome, adjusting as needed.
Subcomponent Alignment	Lesson/Unit	Location (Page #)	Alignment Evidence
<p>ST3.14 Makes a plan in advance with an intended outcome</p> <p>ST3.15 Demonstrates awareness that different circumstances, materials and variables impact strategies and outcomes</p> <p>ST3.16 Makes a prediction when prompted</p> <p>ST3.17 Changes a plan or refines actions when outcome is not as expected</p>	<p>Lesson 1A-15A; Guided Meditations; Breathing Strategies; Role-Playing; Daily Affirmations; Brain State Model</p>	43-175	<p>The Mindful Foundations curriculum establishes emotional safety, love, and connection for each child in the classroom.</p> <p>The daily meditations, affirmations, breathing strategies, and expectations are the foundational building block to ensure each child has the skills and capacity of emotional regulation, resilience, and determination in the classroom.</p> <p>Each lesson focuses on building the foundation for the child and their brain to enter the executive brain state where complex learning and thinking can happen.</p> <p>Each lesson is preparing children and providing the environment and foundation for them to engage and explore complex learning, multi-step directions, and guided instructions.</p> <p>Each lesson creates the foundation for all children of</p>



			diverse backgrounds and abilities to engage, explore, and experiment with scientific thinking to plan, carry out ideas, and attempt to make predictions with an understanding that variables impact outcomes.
Indicators of Progress	<p>Makes a plan in advance with an intended outcome Demonstrates awareness that different circumstances, materials and variables impact strategies and outcomes Makes a prediction when prompted Changes a plan or refines actions when outcome is not as expected</p> <p><u>Progress Monitoring Skills</u></p> <p>Tier 1 – Foundational Monitoring</p> <ul style="list-style-type: none"> • Classroom Progress Monitoring <ul style="list-style-type: none"> ○ Routines, Rhythms, and Transitions mastered ○ Safety, Love, and Connection • Student Progress Monitoring Domain 1-6 <ul style="list-style-type: none"> ○ DRIVE – Developmental Readiness: Initiative, Voice, Exploration, and Engagement ○ Regulation tools mastered ○ Meditations mastered <p>Tier 2 – Intentional Growth Monitoring</p> <p>Universal Monitoring</p> <ul style="list-style-type: none"> • Academic Retention • Cognitive & Executive Functioning 		

CONTENT STANDARD/ DOMAIN		ST.	Scientific Thinking - Cognitive (4-5 Years)
Components			Act
Indicator of Strand		ST4	Evaluate: Child analyzes, examines, critiques, and synthesizes outcomes in order to draw conclusions
Subcomponent Alignment	Lesson/Unit	Location (Page #)	Alignment Evidence
ST4.10 Offers critique of an experience based	Lesson 1A-15A; Guided Meditations; Breathing Strategies; Role-Playing; Daily	43-175	The Mindful Foundations curriculum establishes emotional safety, love, and



<p>on examination of outcomes</p> <p>ST4.11 Sees outcomes as the result of one's behavior or actions</p> <p>ST4.12 Reflects upon evidence and draws reasonable conclusions using data gathered</p>	<p>Affirmations; Brain State Model</p>		<p>connection for each child in the classroom.</p> <p>The daily meditations, affirmations, breathing strategies, and expectations are the foundational building block to ensure each child has the skills and capacity of emotional regulation, resilience, and determination in the classroom.</p> <p>Each lesson focuses on building the foundation for the child and their brain to enter the executive brain state where complex learning and thinking can happen.</p> <p>Each lesson is preparing children and providing the environment and foundation for them to engage and explore complex learning, multi-step directions, and guided instructions.</p> <p>Each lesson creates the foundation for all children of diverse backgrounds and abilities to engage, explore, and describe parts of an outcome, be open to more than one solution to a problem, and develop the ability to critique, examine, and reflect on outcomes/conclusions.</p>
<p>Indicators of Progress</p>	<p>Offers critique of an experience based on examination of outcomes Sees outcomes as the result of one's behavior or actions Reflects upon evidence and draws reasonable conclusions using data gathered</p>		



	<p><u>Progress Monitoring Skills</u></p> <p>Tier 1 – Foundational Monitoring</p> <ul style="list-style-type: none"> • Classroom Progress Monitoring <ul style="list-style-type: none"> ○ Routines, Rhythms, and Transitions mastered ○ Safety, Love, and Connection • Student Progress Monitoring Domain 1-6 <ul style="list-style-type: none"> ○ DRIVE – Developmental Readiness: Initiative, Voice, Exploration, and Engagement ○ Regulation tools mastered ○ Meditations mastered <p>Tier 2 – Intentional Growth Monitoring</p> <p>Universal Monitoring</p> <ul style="list-style-type: none"> • Academic Retention • Cognitive & Executive Functioning
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CONTENT STANDARD/ DOMAIN		ST.	Scientific Thinking - Cognitive (4-5 Years)
Components			Integrate
Indicator of Strand		ST5	Communicate: Child effectively verbalizes thinking and share thoughts, ideas, conclusions with self and others
Subcomponent Alignment	Lesson/Unit	Location (Page #)	Alignment Evidence
ST5.13 Retells/describes own actions in process of experimenting ST5.14 Talks with others about questions, actions, ideas, observations or results ST5.15 Articulates and shares aloud explanations based on reasoning and evidence	Lesson 1A-15A; Guided Meditations; Breathing Strategies; Role-Playing; Daily Affirmations; Brain State Model	43-175	<p>The Mindful Foundations curriculum establishes emotional safety, love, and connection for each child in the classroom.</p> <p>The daily meditations, affirmations, breathing strategies, and expectations are the foundational building block to ensure each child has the skills and capacity of emotional regulation, resilience, and determination in the classroom.</p> <p>Each lesson focuses on building the foundation for</p>



<p>ST5.16 Uses more detailed drawing, writing, models, or creative expressions to present ideas</p>			<p>the child and their brain to enter the executive brain state where complex learning and thinking can happen.</p> <p>Each lesson is preparing children and providing the environment and foundation for them to engage and explore complex learning, multi-step directions, and guided instructions.</p> <p>Each lesson creates the foundation for all children of diverse backgrounds and abilities to engage, explore, and communicate scientific thinking by retelling actions of the process, verbally expressing ideas with others, seeks input and collaboration, verbalizes possible outcomes, and uses other modes detailed communication such as drawing, writing, or models.</p>
<p>Indicators of Progress</p>	<p>Retells/describes own actions in process of experimenting Talks with others about questions, actions, ideas, observations or results Articulates and shares aloud explanations based on reasoning and evidence Uses more detailed drawing, writing, models, or creative expressions to present ideas</p> <p><u>Progress Monitoring Skills</u></p> <p>Tier 1 – Foundational Monitoring</p> <ul style="list-style-type: none"> • Classroom Progress Monitoring <ul style="list-style-type: none"> ○ Routines, Rhythms, and Transitions mastered ○ Safety, Love, and Connection • Student Progress Monitoring Domain 1-6 <ul style="list-style-type: none"> ○ DRIVE – Developmental Readiness: Initiative, Voice, Exploration, and Engagement ○ Regulation tools mastered ○ Meditations mastered <p>Tier 2 – Intentional Growth Monitoring</p>		



	Universal Monitoring <ul style="list-style-type: none"> • Academic Retention • Cognitive & Executive Functioning
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CONTENT STANDARD/ DOMAIN		ST.	Mathematics - Cognitive (4-5 Years)
Components			Integrate
Indicator of Strand		ST6.	Apply: Child leverages and uses knowledge unprompted or in a new situation.
Subcomponent Alignment	Lesson/Unit	Location (Page #)	Alignment Evidence
ST6.8 Compares findings to predictions or expected results ST6.9 Identify what to look for, measure, or test to answer questions ST6.10 Develops and applies rules ST6.11 Determines approach to situation, problem or challenge based on previous experience	Lesson 1A-15A; Guided Meditations; Breathing Strategies; Role-Playing; Daily Affirmations; Brain State Model	43-175	<p>The Mindful Foundations curriculum establishes emotional safety, love, and connection for each child in the classroom.</p> <p>The daily meditations, affirmations, breathing strategies, and expectations are the foundational building block to ensure each child has the skills and capacity of emotional regulation, resilience, and determination in the classroom.</p> <p>Each lesson focuses on building the foundation for the child and their brain to enter the executive brain state where complex learning and thinking can happen.</p> <p>Each lesson is preparing children and providing the environment and foundation for them to engage and explore complex learning, multi-step directions, and guided instructions.</p>



		<p>Each lesson creates the foundation for all children of diverse backgrounds and abilities to engage, explore, and apply scientific thinking by comparing findings, identify what to look for, develops and applies rules, and determines approach to learning experience.</p>
<p>Indicators of Progress</p>	<p>Compares findings to predictions or expected results Identify what to look for, measure, or test to answer questions Develops and applies rules Determines approach to situation, problem or challenge based on previous experience</p> <p><u>Progress Monitoring Skills</u> Tier 1 – Foundational Monitoring</p> <ul style="list-style-type: none"> • Classroom Progress Monitoring <ul style="list-style-type: none"> ○ Routines, Rhythms, and Transitions mastered ○ Safety, Love, and Connection • Student Progress Monitoring Domain 1-6 <ul style="list-style-type: none"> ○ DRIVE – Developmental Readiness: Initiative, Voice, Exploration, and Engagement ○ Regulation tools mastered ○ Meditations mastered ○ Role-playing – Unhealthy Stress Responses vs. Effective Regulation Strategies ○ Positive peer interactions <p>Tier 2 – Intentional Growth Monitoring Universal Monitoring</p> <ul style="list-style-type: none"> • Academic Retention • Cognitive & Executive Functioning 	

CONTENT STANDARD/ DOMAIN	S.	Social and Emotional Development (4-5 Years)
Components		Self and Emotional Awareness
Indicator of Strand	S1	Confidence: Child demonstrates confidence “I am capable, I can experiment, I can make mistakes, and I can move on”



Subcomponent Alignment	Lesson/Unit	Location (Page #)	Alignment Evidence
<p>S1.10 Demonstrates increasing confidence and inclination to express opinions and ideas</p> <p>S1.11 Engages in increasingly independent and self directed activities</p> <p>S1.12 Tolerates constructive criticism and manages setbacks, seeking adult support when needed</p>	<p>Lesson 1A-15A; Guided Meditations; Breathing Strategies; Role-Playing; Daily Affirmations; Brain State Model; Fade-Away Approach; Erik Erikson’s Psychosocial Stages of Development</p>	<p>43-175</p>	<p>The Mindful Foundations curriculum establishes emotional safety, love, and connection for each child in the classroom.</p> <p>The daily meditations, affirmations, breathing strategies, and expectations are the foundational building block to ensure each child has the skills and capacity of emotional regulation, resilience, and determination in the classroom.</p> <p>Each guided meditation provides students with the social/emotional resources needed to gain personal independence and initiative around emotional regulation tools and their stress responses. Each teacher, peer, and classroom is equipped with tools to support any child of all abilities in their social/emotional development.</p> <p>Each lesson focuses on building the foundation for the child and their brain to enter the executive brain state where complex learning and thinking can happen.</p> <p>Each lesson is preparing children and providing the environment and foundation for them to engage and explore complex learning,</p>



		<p>multi-step directions, and guided instructions.</p> <p>Each lesson creates the foundation for all children of diverse backgrounds and abilities to engage, explore, and gain personal autonomy, independence, and self-belief through the Fade-Away Approach each teacher uses and can personally manage constructive criticism and setbacks.</p>
<p>Indicators of Progress</p>	<p>Demonstrates increasing confidence and inclination to express opinions and ideas Engages in increasingly independent and self-directed activities Tolerates constructive criticism and manages setbacks, seeking adult support when needed</p> <p><u>Progress Monitoring Skills</u> Tier 1 – Foundational Monitoring</p> <ul style="list-style-type: none"> • Classroom Progress Monitoring <ul style="list-style-type: none"> ○ Routines, Rhythms, and Transitions mastered ○ Safety, Love, and Connection • Student Progress Monitoring Domain 1-6 <ul style="list-style-type: none"> ○ DRIVE – Developmental Readiness: Initiative, Voice, Exploration, and Engagement ○ Regulation tools mastered ○ Meditations mastered ○ Role-playing – Unhealthy Stress Responses vs. Effective Regulation Strategies ○ Positive peer interactions 	

CONTENT STANDARD/ DOMAIN	S.	Social and Emotional Development (4-5 Years)
Components		Self and Emotional Awareness
Indicator of Strand	S2	Self-Awareness: Child demonstrates understanding and appreciation of uniqueness in own family, community, culture, and the world



Subcomponent Alignment	Lesson/Unit	Location (Page #)	Alignment Evidence
S2.6 Shows increasingly accurate understanding of own strengths, preferences, limitations, and personal qualities	Lesson 1A-15A; Lesson 1B: Our Class is a Family; Guided Meditations; Breathing Strategies; Role-Playing; Daily Affirmations; Brain State Model	43-175	<p>The Mindful Foundations curriculum establishes emotional safety, love, and connection for each child in the classroom.</p> <p>The daily meditations, affirmations, breathing strategies, and expectations are the foundational building block to ensure each child has the skills and capacity of emotional regulation, resilience, and determination in the classroom.</p> <p>Each lesson focuses on building the foundation for the child and their brain to enter the executive brain state where complex learning and thinking can happen.</p> <p>Each lesson is preparing children and providing the environment and foundation for them to engage and explore complex learning, multi-step directions, and guided instructions.</p> <p>Each lesson creates the foundation for all children of diverse backgrounds and abilities to engage, explore, and share knowledge of family celebrations, traditions, and expectations.</p> <p>Each lesson prioritizes expanding the capacity of each child to fully engage and</p>



			obtains an accurate understanding of their own strengths, preferences, limitations, and personal qualities.
Indicators of Progress	<p>Shows increasingly accurate understanding of own strengths, preferences, limitations, and personal qualities</p> <p><u>Progress Monitoring Skills</u> Tier 1 – Foundational Monitoring</p> <ul style="list-style-type: none"> • Classroom Progress Monitoring <ul style="list-style-type: none"> ○ Routines, Rhythms, and Transitions mastered ○ Safety, Love, and Connection • Student Progress Monitoring Domain 1-6 <ul style="list-style-type: none"> ○ DRIVE – Developmental Readiness: Initiative, Voice, Exploration, and Engagement ○ Regulation tools mastered ○ Meditations mastered 		

CONTENT STANDARD/ DOMAIN		S.	Social and Emotional Development (4-5 Years)
Components			Self and Emotional Awareness
Indicator of Strand		S3.	Emotions: Child demonstrates understanding of own emotions, others' emotions, and awareness of emotions becoming reactions and behaviors
Subcomponent Alignment	Lesson/Unit	Location (Page #)	Alignment Evidence
S3.9 Demonstrates or describes	Lesson 1A-15A; Guided Meditations;	43-175	The Mindful Foundations curriculum establishes



<p>increasing understanding of cause and effect around own emotional reactions</p> <p>S3.10 Exhibits growing ability to understand and anticipate others' emotional reactions to situations or behaviors</p>	<p>Breathing Strategies; Role-Playing; Daily Affirmations; Brain State Model</p>		<p>emotional safety, love, and connection for each child in the classroom.</p> <p>The daily meditations, affirmations, breathing strategies, and expectations are the foundational building block to ensure each child has the skills and capacity of emotional regulation, resilience, and determination in the classroom.</p> <p>Each lesson focuses on building the foundation for the child and their brain to enter the executive brain state where collaboration and problem-solving take place.</p> <p>Each lesson is preparing children and providing the environment and foundation for them to feel safe to feel and share their emotions. Each lesson builds a child's emotional vocabulary and provides each child with the opportunity to practice through group Role-Playing.</p> <p>Each lesson creates the foundation for all children of diverse backgrounds and abilities to be socially aware, socially intuitive, and emotionally supportive of their peers displaying emotional or behavioral dysregulation during situations within the classroom.</p>
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Indicators of Progress	<p>Demonstrates or describes increasing understanding of cause and effect around own emotional reactions</p> <p>Exhibits growing ability to understand and anticipate others’ emotional reactions to situations or behaviors</p> <p><u>Progress Monitoring Skills</u></p> <p>Tier 1 – Foundational Monitoring</p> <ul style="list-style-type: none"> • Classroom Progress Monitoring <ul style="list-style-type: none"> ○ Routines, Rhythms, and Transitions mastered ○ Safety, Love, and Connection • Student Progress Monitoring Domain 1-6 <ul style="list-style-type: none"> ○ DRIVE – Developmental Readiness: Initiative, Voice, Exploration, and Engagement ○ Regulation tools mastered ○ Meditations mastered ○ Role-playing – Unhealthy Stress Responses vs. Effective Regulation Strategies ○ Positive peer interactions <p>Tier 2 – Intentional Growth Monitoring</p> <p>Universal Monitoring</p> <ul style="list-style-type: none"> • Academic Retention • Cognitive & Executive Functioning
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CONTENT STANDARD/ DOMAIN		S.	Social and Emotional Development (4-5 Years)
Components			Self-Management
Indicator of Strand		S4	Managing thinking: Child manages attention and thoughts
Subcomponent Alignment	Lesson/Unit	Location (Page #)	Alignment Evidence
S4.12 Sustains attention and persistence with a task of interest for at least 5 minutes	Lesson 1A-15A; Guided Meditations; Breathing Strategies; Role-Playing; Daily Affirmations; Brain State Model; Fade-Away Approach; Erik Erikson’s Psychosocial Stages of Development	43-175	The Mindful Foundations curriculum establishes emotional safety, love, and connection for each child in the classroom.
S4.13 Talks through simple tasks and conflicts, seeking adult support as needed			The daily meditations, affirmations, breathing strategies, and expectations are the foundational building block to ensure each child has the skills and capacity of



			<p>emotional regulation, resilience, and determination in the classroom.</p> <p>Each lesson focuses on building the foundation for the child and their brain to enter the executive brain state where complex learning and thinking can happen.</p> <p>Each lesson is preparing children and providing the environment and foundation for them to engage and explore complex learning, multi-step directions, and guided instructions.</p> <p>Each lesson creates the foundation for all children of diverse backgrounds and abilities to engage, explore, and retain taught concepts during whole group instruction. Each lesson builds on the other by teaching the whole group mindfulness, breathing strategies, and focus tactics to support age-appropriate capacity for learning.</p> <p>Each lesson creates the foundation for all children of diverse backgrounds and abilities to engage, explore, and communicate for at least 5 minutes on a task. Will also seek adult support as needed based on personal abilities.</p>
Indicators of Progress	Sustains attention and persistence with a task of interest for at least 5 minutes Talks through simple tasks and conflicts, seeking adult support as needed		



	<p><u>Progress Monitoring Skills</u></p> <p>Tier 1 – Foundational Monitoring</p> <ul style="list-style-type: none"> • Classroom Progress Monitoring <ul style="list-style-type: none"> ○ Routines, Rhythms, and Transitions mastered ○ Safety, Love, and Connection • Student Progress Monitoring Domain 1-6 <ul style="list-style-type: none"> ○ DRIVE – Developmental Readiness: Initiative, Voice, Exploration, and Engagement ○ Regulation tools mastered ○ Meditations mastered ○ Role-playing – Unhealthy Stress Responses vs. Effective Regulation Strategies ○ Positive peer interactions <p>Tier 2 – Intentional Growth Monitoring</p> <p>Universal Monitoring</p> <ul style="list-style-type: none"> • Academic Retention • Cognitive & Executive Functioning
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CONTENT STANDARD/ DOMAIN		S.	Social and Emotional Development (4-5 Years)
Components			Self-Management
Indicator of Strand		S5.	Managing emotions and behaviors: Child manages emotions, impulses, and behaviors with assistance from others and independently
Subcomponent Alignment	Lesson/Unit	Location (Page #)	Alignment Evidence
5.21 Increasingly expresses feelings, needs, opinions and desires verbally	Lesson 1A-15A; Guided Meditations; Choose Space; Rise Above; Steer Your Ship; Breathing Strategies; Role-Playing Activity;	43-175	The Mindful Foundations curriculum establishes emotional safety, love, and connection for each child in the classroom.
5.22 Shows increasing understanding of changing expectations for behavior and emotional	Daily Affirmations; Daily Classroom Expectations; Brain State Model; Fade-Away Approach; Erik Erikson's		The daily meditations, affirmations, breathing strategies, and expectations are the foundational building block to ensure each child has the skills and capacity of emotional regulation,



<p>expression in different settings (e.g., home, school, grocery store)</p> <p>5.23 Shows increasing ability to manage challenging feelings and behaviors, with necessary reminders or assistance</p> <p>5.24 Shows increasing ability to stop and think before acting</p>	<p>Psychosocial Stages of Development; L.O.V.E.E. Behavior Guidance Plan</p>		<p>resilience, and determination in the classroom.</p> <p>Each lesson focuses on building the foundation for the child and their brain to enter the executive brain state where complex learning and thinking can happen.</p> <p>Each lesson is preparing children and providing the environment and foundation for them to engage and explore complex learning, multi-step directions, and guided instructions.</p> <p>Each lesson creates the foundation for all children of diverse backgrounds and abilities to engage, explore, and retain taught emotional regulation tools and strategies, implement taught positive stress responses, and consistently implements taught meditations using the classroom spaces given.</p> <p>Each lesson creates the foundation for all children of diverse backgrounds and abilities to engage, explore, and express feelings, needs, opinions, and shows an increased ability to manage challenging emotions.</p> <p>The L.O.V.E.E. behavior guidance plan supports each child with emotional or behavioral dysregulation with the intent to model, teach, and</p>
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			guide students towards personal independence with behavioral regulation.
Indicators of Progress	<p>Increasingly expresses feelings, needs, opinions and desires verbally Shows increasing understanding of changing expectations for behavior and emotional expression in different settings (e.g., home, school, grocery store) Shows increasing ability to manage challenging feelings and behaviors, with necessary reminders or assistance Shows increasing ability to stop and think before acting</p> <p><u>Progress Monitoring Skills</u></p> <p>Tier 1 – Foundational Monitoring</p> <ul style="list-style-type: none"> • Classroom Progress Monitoring <ul style="list-style-type: none"> ○ Routines, Rhythms, and Transitions mastered ○ Safety, Love, and Connection • Student Progress Monitoring Domain 1-6 <ul style="list-style-type: none"> ○ DRIVE – Developmental Readiness: Initiative, Voice, Exploration, and Engagement ○ Regulation tools mastered ○ Meditations mastered ○ Role-playing – Unhealthy Stress Responses vs. Effective Regulation Strategies ○ Positive peer interactions <p>Tier 2 – Intentional Growth Monitoring</p> <p>Universal Monitoring</p> <ul style="list-style-type: none"> • Academic Retention • Cognitive & Executive Functioning 		

CONTENT STANDARD/ DOMAIN		S.	Social and Emotional Development (4-5 Years)
Components			Social Understanding and Relationships
Indicator of Strand		S6.	Social responsiveness: Child notices and responds to others and their emotions
Subcomponent Alignment	Lesson/Unit	Location (Page #)	Alignment Evidence
Appropriately labels increasingly complex emotions in others (e.g., pride,	Lesson 1A-15A; Guided Meditations; Choose Space; Rise Above; Steer Your Ship; Breathing	43-175	The Mindful Foundations curriculum establishes emotional safety, love, and connection for each child in the classroom.



<p>embarrassment, jealousy)</p> <p>Responds appropriately to others' emotions</p> <p>Shows increasing understanding and appreciation of the perspectives of peers</p>	<p>Strategies; Role-Playing Activity; Daily Affirmations; Daily Classroom Expectations; Brain State Model; Fade-Away Approach; Erik Erikson's Psychosocial Stages of Development; L.O.V.E.E. Behavior Guidance Plan</p>		<p>The daily meditations, affirmations, breathing strategies, and expectations are the foundational building block to ensure each child has the skills and capacity of emotional regulation, resilience, and determination in the classroom.</p> <p>Each lesson focuses on building the foundation for the child and their brain to enter the executive brain state where complex learning, social awareness, and thinking can happen.</p> <p>Each lesson creates the foundation for all children of diverse backgrounds and abilities to appropriately label complex emotions, respond to others' emotions, and display empathy, compassion, and label others' emotions.</p> <p>Both literacy lessons "Our Class is a Family" and "Have You Filled a Bucket Today" teach foundational and core principles to the classroom that ignites empathy, compassion, and kindness as the pillars of the classroom management.</p> <p>The use of the "Bucket Filler jar" rewards acts of empathy, compassion, and kindness in the classroom. Celebrating the awareness of each others emotions and the ability to</p>
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			show up when our peers need us the most.
Indicators of Progress	<p>Appropriately labels increasingly complex emotions in others (e.g., pride, embarrassment, jealousy) Responds appropriately to others' emotions Shows increasing understanding and appreciation of the perspectives of peers</p> <p><u>Progress Monitoring Skills</u> Tier 1 – Foundational Monitoring</p> <ul style="list-style-type: none"> • Classroom Progress Monitoring <ul style="list-style-type: none"> ○ Routines, Rhythms, and Transitions mastered ○ Safety, Love, and Connection • Student Progress Monitoring Domain 1-6 <ul style="list-style-type: none"> ○ DRIVE – Developmental Readiness: Initiative, Voice, Exploration, and Engagement ○ Regulation tools mastered ○ Meditations mastered ○ Role-playing – Unhealthy Stress Responses vs. Effective Regulation Strategies ○ Positive peer interactions 		

CONTENT STANDARD/ DOMAIN		S.	Social and Emotional Development (4-5 Years)
Components			Social Understanding and Relationships
Indicator of Strand		S7	Building relationships: Child establishes and sustains relationships with others
Subcomponent Alignment	Lesson/Unit	Location (Page #)	Alignment Evidence
S7.9 Builds friendships through play, learning activities and conversation with peers S7.10 Uses trusted adults for support in diverse settings (e.g., classroom,	Lesson 1A-15A; Guided Meditations; Rise Above; Choose Space; Steer Your Ship; Love & Safety; Breathing Strategies; Role-Playing; Daily Affirmations; Brain State Model; Fade-Away Approach; Erik Erikson's Psychosocial Stages	43-175	The Mindful Foundations curriculum establishes emotional safety, love, and connection for each child in the classroom. The daily meditations, affirmations, breathing strategies, and expectations are the foundational building block to ensure each child has the skills and capacity of



<p>outside) when in need of assistance</p>	<p>of Development; L.O.V.E.E. Behavior Response plan</p>	<p>emotional regulation, resilience, and determination in the classroom.</p> <p>Each lesson focuses on building the foundation for the child and their brain to enter the executive brain state where complex learning and thinking can happen.</p> <p>Each lesson creates the foundation for all children of diverse backgrounds and abilities to engage, explore, and build relationships with peers and use trusted adults for support when needed.</p>
<p>Indicators of Progress</p>	<p>Builds friendships through play, learning activities and conversation with peers Uses trusted adults for support in diverse settings (e.g., classroom, outside) when in need of assistance</p> <p><u>Progress Monitoring Skills</u></p> <p>Tier 1 – Foundational Monitoring</p> <ul style="list-style-type: none"> • Classroom Progress Monitoring <ul style="list-style-type: none"> ○ Routines, Rhythms, and Transitions mastered ○ Safety, Love, and Connection • Student Progress Monitoring Domain <ul style="list-style-type: none"> ○ DRIVE – Developmental Readiness: Initiative, Voice, Exploration, and Engagement ○ Regulation tools mastered ○ Meditations mastered ○ Role-playing – Unhealthy Stress Responses vs. Effective Regulation Strategies ○ Positive peer interactions <p>Tier 2 – Intentional Growth Monitoring</p> <p>Universal Monitoring</p> <ul style="list-style-type: none"> • Academic Retention • Cognitive & Executive Functioning 	

<p>CONTENT STANDARD/ DOMAIN</p>	<p>S.</p>	<p>Social and Emotional Development (4-5 Years)</p>
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Components			Social Understanding and Relationships
Indicator of Strand		S8	Social skills: Child responds to and interact with others in a meaningful way
Subcomponent Alignment	Lesson/Unit	Location (Page #)	Alignment Evidence
<p>S8.11 Shows increasing ability to initiate and engage in positive interactions with peers and adults</p> <p>S8.12 Solves problems with others most of the time, appropriately using support of adults and peers as needed</p>	<p>Lesson 1A-15A; Guided Meditations; Breathing Strategies; Role-Playing; Daily Affirmations; Brain State Model; Daily Community Meet and Greet; Restorative Justice Conversations; L.O.V.E.E. Behavior guidance plan</p>	43-175	<p>The Mindful Foundations curriculum establishes emotional safety, love, and connection for each child in the classroom.</p> <p>The daily meditations, affirmations, breathing strategies, and expectations are the foundational building block to ensure each child has the skills and capacity of emotional regulation, resilience, and determination in the classroom.</p> <p>Daily Role-Playing provides each child with a hands-on opportunity to practice classroom wide stress situations, problem solving, personal advocacy, communication skills, taking turns, and sharing.</p> <p>Each lesson focuses on building the foundation for the child and their brain to enter the executive brain state where complex learning and thinking can happen.</p> <p>Each lesson is preparing children and providing the environment and foundation for them to engage and explore peer relationships,</p>



		<p>stress responses, sharing, problem-solving, and working together.</p> <p>Each lesson and classroom expectation creates the foundation for all children of diverse backgrounds and abilities to initiate and engage in positive interactions with peers and adults all while solving complex problems.</p> <p>The L.O.V.E.E. Behavior response plan supports children through stress responses, emotional and behavioral dysregulation, and problem solving through restorative justice conversations.</p>
<p>Indicators of Progress</p>	<p>Shows increasing ability to initiate and engage in positive interactions with peers and adults</p> <p>Solves problems with others most of the time, appropriately using support of adults and peers as needed</p> <p><u>Progress Monitoring Skills</u></p> <p>Tier 1 – Foundational Monitoring</p> <ul style="list-style-type: none"> • Classroom Progress Monitoring <ul style="list-style-type: none"> ○ Routines, Rhythms, and Transitions mastered ○ Safety, Love, and Connection • Student Progress Monitoring Domain 1-6 <ul style="list-style-type: none"> ○ DRIVE – Developmental Readiness: Initiative, Voice, Exploration, and Engagement ○ Regulation tools mastered ○ Meditations mastered ○ Role-playing – Unhealthy Stress Responses vs. Effective Regulation Strategies ○ Positive peer interactions <p>Tier 2 – Intentional Growth Monitoring</p> <p>Universal Monitoring</p> <ul style="list-style-type: none"> • Academic Retention • Cognitive & Executive Functioning 	



CONTENT STANDARD/ DOMAIN		SS.	Social Systems: Cognitive (4-5 Years)
Components			Community, People, and Relationships
Indicator of Strand		SS1	Self-identity in the community: Understands the different ways people form their identity
Subcomponent Alignment	Lesson/Unit	Location (Page #)	Alignment Evidence
<p>SS1.8 Identifies self as a part of the family, spiritual group, culture, community, and/ or other group to which the family belongs.</p> <p>SS1.9 Demonstrates an understanding that families vary</p> <p>SS1.10 Identifies some family traditions and customs</p>	<p>Lesson 1A-15A; Our Class is a Family; Have You Filled a Bucket Today; Guided Meditations; Breathing Strategies; Role-Playing; Daily Affirmations; Brain State Model</p>	43-175	<p>The Mindful Foundations curriculum establishes emotional safety, love, and connection for each child in the classroom.</p> <p>The daily meditations, affirmations, breathing strategies, and expectations are the foundational building block to ensure each child has the skills and capacity of emotional regulation, resilience, and determination in the classroom.</p> <p>Each lesson focuses on building the foundation for the child and their brain to enter the executive brain state where complex learning and thinking can happen.</p> <p>Each lesson is preparing children and providing the environment and foundation for them to engage and explore complex learning, multi-step directions, and guided instructions.</p> <p>Each lesson creates the foundation for all children of diverse backgrounds and abilities to understand and</p>



			identify individual self, relationship dynamics, differences, and similarities in people.
Indicators of Progress	<p>Identifies self as a part of the family, spiritual group, culture, community, and/or other group to which the family belongs. Demonstrates an understanding that families vary Identifies some family traditions and customs</p> <p><u>Progress Monitoring Skills</u></p> <p>Tier 1 – Foundational Monitoring</p> <ul style="list-style-type: none"> • Classroom Progress Monitoring <ul style="list-style-type: none"> ○ Routines, Rhythms, and Transitions mastered ○ Safety, Love, and Connection • Student Progress Monitoring Domain 1-6 <ul style="list-style-type: none"> ○ DRIVE – Developmental Readiness: Initiative, Voice, Exploration, and Engagement ○ Regulation tools mastered ○ Meditations mastered ○ Positive peer interactions <p>Tier 2 – Intentional Growth Monitoring</p> <p>Universal Monitoring</p> <ul style="list-style-type: none"> • Academic Retention • Cognitive & Executive Functioning 		

CONTENT STANDARD/ DOMAIN		SS.	Social Systems: Cognitive (4-5 Years)
Components			Community, People, and Relationships
Indicator of Strand		SS2	Civics: Child understands what it means to be a member of a community
Subcomponent Alignment	Lesson/Unit	Location (Page #)	Alignment Evidence
SS2.8 Practices the ways groups make choices and decisions with support	Lesson 1A-15A; Guided Meditations; Breathing Strategies; Role-Playing; Daily Affirmations; Brain State Model	43-175	The Mindful Foundations curriculum establishes emotional safety, love, and connection for each child in the classroom.
SS2.9 Demonstrates an understanding of			The daily meditations, affirmations, breathing strategies, and expectations



<p>rules and why they are important</p> <p>SS2.10 Participates in a variety of roles in the early childhood environment</p> <p>SS2.11 Demonstrates awareness of familiar jobs and what’s needed to perform them</p>			<p>are the foundational building block to ensure each child has the skills and capacity of emotional regulation, resilience, and determination in the classroom.</p> <p>Each lesson focuses on building the foundation for the child and their brain to enter the executive brain state where complex learning and thinking can happen.</p> <p>Each lesson is preparing children and providing the environment and foundation for them to engage and explore complex learning, multi-step directions, guided instructions, and all classroom expectations.</p> <p>Each lesson creates the foundation for all children of diverse backgrounds and abilities to engage, explore, and understand the meaning to be a member of a community and how to add value to that community.</p>
<p>Indicators of Progress</p>	<p>Practices the ways groups make choices and decisions with support Demonstrates an understanding of rules and why they are important Participates in a variety of roles in the early childhood environment Demonstrates awareness of familiar jobs and what’s needed to perform them</p> <p><u>Progress Monitoring Skills</u> Tier 1 – Foundational Monitoring</p> <ul style="list-style-type: none"> • Classroom Progress Monitoring <ul style="list-style-type: none"> ○ Routines, Rhythms, and Transitions mastered ○ Safety, Love, and Connection • Student Progress Monitoring Domain 1-6 		



	<ul style="list-style-type: none"> ○ DRIVE – Developmental Readiness: Initiative, Voice, Exploration, and Engagement ○ Regulation tools mastered ○ Meditations mastered <p>Tier 2 – Intentional Growth Monitoring Universal Monitoring</p> <ul style="list-style-type: none"> ● Academic Retention ● Cognitive & Executive Functioning
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CONTENT STANDARD/ DOMAIN		SS.	Social Systems: Cognitive (4-5 Years)
Components			Change over Time
Indicator of Strand		SS3	Personal history: Child explores the concepts of past, present and future in relation to personally significant events
Subcomponent Alignment	Lesson/Unit	Location (Page #)	Alignment Evidence
<p>S3.10 Uses language to recall and anticipate events in time with increasing understanding and accuracy</p> <p>S3.11 Compares self to older and younger family members and friends with specific examples</p> <p>S3.12 Describes a chronological order in a series of familiar events</p> <p>S3.13 Reflects on the impact of past, present and some future events on self and family</p>	<p>Lesson 1A-15A; Guided Meditations; Breathing Strategies; Role-Playing; Daily Affirmations; Brain State Model</p>	43-175	<p>The Mindful Foundations curriculum establishes emotional safety, love, and connection for each child in the classroom.</p> <p>The daily meditations, affirmations, breathing strategies, and expectations are the foundational building block to ensure each child has the skills and capacity of emotional regulation, resilience, and determination in the classroom.</p> <p>Each lesson focuses on building the foundation for the child and their brain to enter the executive brain state where complex learning and thinking can happen.</p> <p>Each lesson is preparing children and providing the</p>



		<p>environment and foundation for them to engage and explore complex learning, multi-step directions, and guided instructions.</p> <p>Each lesson creates the foundation for all children of diverse backgrounds and abilities to communicate, identify, and properly use terms to recall events in time, understand placements based on age, understands orders of concepts, and talks about recent events in depth.</p>
<p>Indicators of Progress</p>	<p>Uses language to recall and anticipate events in time with increasing understanding and accuracy Compares self to older and younger family members and friends with specific examples Describes a chronological order in a series of familiar events Reflects on the impact of past, present and some future events on self and family</p> <p><u>Progress Monitoring Skills</u> Tier 1 – Foundational Monitoring</p> <ul style="list-style-type: none"> • Classroom Progress Monitoring <ul style="list-style-type: none"> ○ Routines, Rhythms, and Transitions mastered ○ Safety, Love, and Connection • Student Progress Monitoring Domain 1-6 <ul style="list-style-type: none"> ○ DRIVE – Developmental Readiness: Initiative, Voice, Exploration, and Engagement ○ Regulation tools mastered ○ Meditations mastered ○ Role-playing – Unhealthy Stress Responses vs. Effective Regulation Strategies ○ Positive peer interactions <p>Tier 2 – Intentional Growth Monitoring Universal Monitoring</p> <ul style="list-style-type: none"> • Academic Retention • Cognitive & Executive Functioning 	



CONTENT STANDARD/ DOMAIN		SS.	Social Systems: Cognitive (4-5 Years)
Components			Change over Time
Indicator of Strand		SS4	Family narratives and traditions: Child has an awareness and appreciation of family and cultural stories and traditions
Subcomponent Alignment	Lesson/Unit	Location (Page #)	Alignment Evidence
<p>SS4.4 Asks more questions about families and culture to build deeper understanding</p> <p>SS4.5 Compares own cultural traditions with others to understand similarities and differences</p>	<p>Lesson 1A-15A; Guided Meditations; Our Classroom is a Family Literacy Activity; Breathing Strategies; Role-Playing; Daily Affirmations; Brain State Model</p>	43-175	<p>The Mindful Foundations curriculum establishes emotional safety, love, and connection for each child in the classroom.</p> <p>The daily meditations, affirmations, breathing strategies, and expectations are the foundational building block to ensure each child has the skills and capacity of emotional regulation, resilience, and determination in the classroom.</p> <p>Each lesson focuses on building the foundation for the child and their brain to enter the executive brain state where complex learning and thinking can happen.</p> <p>Each lesson is preparing children and providing the environment and foundation for them to engage and explore complex learning, multi-step directions, and guided instructions.</p> <p>Each lesson creates the foundation for all children of diverse backgrounds and abilities to engage, recall, ask,</p>



			and recall stories about family, culture, and traditions.
Indicators of Progress	<p>Asks more questions about families and culture to build deeper understanding Compares own cultural traditions with others to understand similarities and differences</p> <p><u>Progress Monitoring Skills</u> Tier 1 – Foundational Monitoring</p> <ul style="list-style-type: none"> • Classroom Progress Monitoring <ul style="list-style-type: none"> ○ Routines, Rhythms, and Transitions mastered ○ Safety, Love, and Connection • Student Progress Monitoring Domain 1-6 <ul style="list-style-type: none"> ○ DRIVE – Developmental Readiness: Initiative, Voice, Exploration, and Engagement ○ Regulation tools mastered ○ Meditations mastered <p>Tier 2 – Intentional Growth Monitoring Universal Monitoring</p> <ul style="list-style-type: none"> • Academic Retention • Cognitive & Executive Functioning 		

CONTENT STANDARD/ DOMAIN		SS.	Social Systems: Cognitive (4-5 Years)
Components			Environment
Indicator of Strand		SS5	Conservation: Understands that some environmental resources are limited
Subcomponent Alignment	Lesson/Unit	Location (Page #)	Alignment Evidence
SS5.5 With support, participates in community conservation activities (playground clean up, etc.)	Lesson 1A-15A; Guided Meditations; Breathing Strategies; Role-Playing; Daily Affirmations; Brain State Model; Classroom Expectations	43-175	<p>The Mindful Foundations curriculum establishes emotional safety, love, and connection for each child in the classroom.</p> <p>The daily meditations, affirmations, breathing strategies, and expectations are the foundational building block to ensure each child has the skills and capacity of</p>



		<p>emotional regulation, resilience, and determination in the classroom.</p> <p>Each lesson focuses on building the foundation for the child and their brain to enter the executive brain state where complex learning and thinking can happen.</p> <p>Each lesson is preparing children and providing the environment and foundation for them to engage and explore complex learning, multi-step directions, and guided instructions.</p> <p>Each lesson creates the foundation for all children of diverse backgrounds and abilities to engage and act on responsible consumption within the community environment.</p>
<p>Indicators of Progress</p>	<p>With support, participates in community conservation activities (playground clean up, etc.)</p> <p><u>Progress Monitoring Skills</u></p> <p>Tier 1 – Foundational Monitoring</p> <ul style="list-style-type: none"> • Classroom Progress Monitoring <ul style="list-style-type: none"> ○ Routines, Rhythms, and Transitions mastered ○ Safety, Love, and Connection • Student Progress Monitoring Domain 1-6 <ul style="list-style-type: none"> ○ DRIVE – Developmental Readiness: Initiative, Voice, Exploration, and Engagement ○ Regulation tools mastered ○ Meditations mastered <p>Tier 2 – Intentional Growth Monitoring</p> <p>Universal Monitoring</p> <ul style="list-style-type: none"> • Academic Retention • Cognitive & Executive Functioning 	



CONTENT STANDARD/ DOMAIN		SS.	Social Systems: Cognitive (4-5 Years)
Components			Environment
Indicator of Strand		SS6	Physical characteristics of community: Child can identify important physical features in their environment
Subcomponent Alignment	Lesson/Unit	Location (Page #)	Alignment Evidence
<p>SS6.4 Begins to use geographical language to identify features of familiar environments (hills, rivers, etc.)</p> <p>SS6.5 Uses tools to represent immediate environment</p>	<p>Lesson 1A-15A; Guided Meditations; Breathing Strategies; Role-Playing; Daily Affirmations; Brain State Model</p>	<p>43-175</p>	<p>The Mindful Foundations curriculum establishes emotional safety, love, and connection for each child in the classroom.</p> <p>The daily meditations, affirmations, breathing strategies, and expectations are the foundational building block to ensure each child has the skills and capacity of emotional regulation, resilience, and determination in the classroom.</p> <p>Each lesson focuses on building the foundation for the child and their brain to enter the executive brain state where complex learning and thinking can happen.</p> <p>Each lesson is preparing children and providing the environment and foundation for them to engage and explore complex learning, multi-step directions, and guided instructions.</p> <p>Each lesson creates the foundation for all children of diverse backgrounds and abilities to identify and</p>



			describe significant objects and places in familiar environments and uses tools to represent that environment.
Indicators of Progress	<p>Begins to use geographical language to identify features of familiar environments (hills, rivers, etc.) Uses tools to represent immediate environment</p> <p><u>Progress Monitoring Skills</u></p> <p>Tier 1 – Foundational Monitoring</p> <ul style="list-style-type: none"> • Classroom Progress Monitoring <ul style="list-style-type: none"> ○ Routines, Rhythms, and Transitions mastered ○ Safety, Love, and Connection • Student Progress Monitoring Domain 1-6 <ul style="list-style-type: none"> ○ DRIVE – Developmental Readiness: Initiative, Voice, Exploration, and Engagement ○ Regulation tools mastered ○ Meditations mastered <p>Tier 2 – Intentional Growth Monitoring</p> <p>Universal Monitoring</p> <ul style="list-style-type: none"> • Academic Retention • Cognitive & Executive Functioning 		

CONTENT STANDARD/ DOMAIN		SS.	Social Systems: Cognitive (4-5 Years)
Components			Economics
Indicator of Strand		SS7	Economic reasoning: Child begins to understand basic economic principles
Subcomponent Alignment	Lesson/Unit	Location (Page #)	Alignment Evidence
SS7.7 Negotiates and shares with other children during play SS7.8 Begins to label individual needs and wants with support	Lesson 1A-15A; Guided Meditations; Breathing Strategies; Role-Playing; Daily Affirmations; Brain State Model; Fade-Away Approach; Erik Erikson’s Psychosocial Stages of Development; Classroom	43-175	The Mindful Foundations curriculum establishes emotional safety, love, and connection for each child in the classroom. The daily meditations, affirmations, breathing strategies, and expectations are the foundational building block to ensure each child has



<p>SS7.9 Identifies goods and services that could meet a specific need or want</p>	<p>Expectations; Daily Community Meet and Greets</p>		<p>the skills and capacity of emotional regulation, resilience, and determination in the classroom.</p> <p>Each lesson focuses on building the foundation for the child and their brain to enter the executive brain state where complex learning and thinking can happen.</p> <p>Each lesson is preparing children and providing the environment and foundation for them to engage and explore complex learning, multi-step directions, and guided instructions.</p> <p>Each lesson creates the foundation for all children of diverse backgrounds and abilities to engage, explore, and identify personal and relational needs and wants.</p>
<p>Indicators of Progress</p>	<p>Negotiates and shares with other children during play Begins to label individual needs and wants with support Identifies goods and services that could meet a specific need or want</p> <p><u>Progress Monitoring Skills</u></p> <p>Tier 1 – Foundational Monitoring</p> <ul style="list-style-type: none"> • Classroom Progress Monitoring <ul style="list-style-type: none"> ○ Routines, Rhythms, and Transitions mastered ○ Safety, Love, and Connection • Student Progress Monitoring Domain 1-6 <ul style="list-style-type: none"> ○ DRIVE – Developmental Readiness: Initiative, Voice, Exploration, and Engagement ○ Regulation tools mastered ○ Meditations mastered ○ Role Playing – Unhealthy Stress Responses vs. Effective Emotional Regulation Strategies ○ Positive Peer Interactions <p>Tier 2 – Intentional Growth Monitoring</p>		



	Universal Monitoring <ul style="list-style-type: none"> • Academic Retention • Cognitive & Executive Functioning
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CONTENT STANDARD/ DOMAIN		SS.	Social Systems: Cognitive (4-5 Years)
Components			Environment
Indicator of Strand		SS8	Digital citizenship: The ability to choose and use some digital technology appropriately* *Follow all best practices and safety protocol for children using digital technology
Subcomponent Alignment	Lesson/Unit	Location (Page #)	Alignment Evidence
SS8.2 Knows when, how and why to use a variety of tools to for learning, including digital technology SS8.3 With support, engages in responsible use of all tools including digital technology	Lesson 1A-15A; Guided Meditations; Breathing Strategies; Role-Playing; Daily Affirmations; Brain State Model; Daily Classroom Expectations;	43-175	<p>The Mindful Foundations curriculum establishes emotional safety, love, and connection for each child in the classroom.</p> <p>The daily meditations, affirmations, breathing strategies, and expectations are the foundational building block to ensure each child has the skills and capacity of emotional regulation, resilience, and determination in the classroom.</p> <p>Each lesson focuses on building the foundation for the child and their brain to enter the executive brain state where complex learning and thinking can happen.</p> <p>Each lesson is preparing children and providing the environment and foundation for them to engage and explore complex learning,</p>



		<p>multi-step directions, and guided instructions.</p> <p>Each lesson creates the foundation for all children of diverse backgrounds and abilities to engage, explore, and use technology respectfully and responsibly. Through the Fade-Away Approach, each child would be intentionally taught first how to use the tools with hands-on support and would gradually fade-away to personal independence and initiative if displaying to be trustworthy with the technology tool.</p>
<p>Indicators of Progress</p>	<p>Knows when, how and why to use a variety of tools to for learning, including digital technology With support, engages in responsible use of all tools including digital technology</p> <p><u>Progress Monitoring Skills</u></p> <p>Tier 1 – Foundational Monitoring</p> <ul style="list-style-type: none"> • Classroom Progress Monitoring <ul style="list-style-type: none"> ○ Routines, Rhythms, and Transitions mastered ○ Safety, Love, and Connection • Student Progress Monitoring Domain 1-6 <ul style="list-style-type: none"> ○ DRIVE – Developmental Readiness: Initiative, Voice, Exploration, and Engagement ○ Regulation tools mastered ○ Meditations mastered <p>Tier 2 – Intentional Growth Monitoring</p> <p>Universal Monitoring</p> <ul style="list-style-type: none"> • Academic Retention • Cognitive & Executive Functioning 	