



MINDFUL FOUNDATIONS  
WHAT EVERY CHILD DESERVES

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



**Grade: Ages 3-5**

CONTENT STANDARD/ DOMAIN		AL.	Approaches to Learning (3-4 Years)
<b>Components</b>			<b>Curiosity and Inquisitiveness</b>
<b>Indicator of Strand</b>		<b>AL1.</b>	<b>Inquisitiveness: Child explores the environment and seeks interaction with people and objects; willingly tries new things</b>
Subcomponent Alignment	Lesson/Unit	Location (Page #)	Alignment Evidence
AL1.7. Investigates and experiments with materials with enthusiasm	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, each child is encouraged to participate in daily greetings with adults and peers.</p>

Subcomponent Alignment	Lesson/Unit	Location (Page #)	Alignment Evidence
AL1.9. Ask questions.	Lesson 1B, 3B, 4B; Role-Play activities Weeks 3-4	48, 63, 74, 87-175	Open-ended questions during read-alouds (what do families do to show care? How can you make someone happy?) and role-play brainstorming encourages curiosity and inquiry.



CONTENT STANDARD/ DOMAIN		AL.	Approaches to Learning (3-4 Years)
Components			Curiosity and Inquisitiveness
Indicator of Strand		AL2.	Wonderment: Child expresses interest in novelty
Subcomponent Alignment	Lesson/Unit	Location (Page #)	Alignment Evidence
AL2.4. Expresses verbal and nonverbal interest when encountering novel objects	Lessons 1A-15A	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>

CONTENT STANDARD/ DOMAIN		AL.	Approaches to Learning (3-4 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
AL3.4 Returns to an activity after an interruption	<p>Lessons 1A-5A preparation sequence</p> <p>Sit and Zip Meditation; Daily Routine Master Template</p>	<p>43-86</p> <p>43</p>	<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>



			Those components have been monitored to show an increase in students' ability to stay engaged despite disruptions.
<b>Indicators of Progress</b>	<p>Returns to an activity after an interruption</p> <p><u>Progress Monitoring Skills</u></p> <p>Tier 1 – Foundational Monitoring</p> <ul style="list-style-type: none"> <li>• Classroom Progress Monitoring <ul style="list-style-type: none"> <li>○ Routines, Rhythms, and Transitions mastered</li> <li>○ Safety, Love, and Connection</li> <li>○ Trust Established <ul style="list-style-type: none"> <li>▪ Teachers – Students</li> <li>▪ Teachers – Families</li> <li>▪ Students – Students</li> </ul> </li> </ul> </li> <li>• Student Progress Monitoring Domain 1-6 <ul style="list-style-type: none"> <li>○ DRIVE – Developmental Readiness: Initiative, Voice, Exploration, and Engagement</li> <li>○ Regulation tools mastered</li> <li>○ Meditations mastered</li> </ul> </li> </ul>		

<b>Subcomponent Alignment</b>	<b>Lesson/Unit</b>	<b>Location (Page #)</b>	<b>Alignment Evidence</b>
AL3.5. Engages in play with peers for extended period of time	Lesson 6A-15A; Role-Playing	93-175	<p>During the whole group Role-Playing activity children are learning how to play respectfully, responsibly, and mindfully with their peers. Each Role-Playing scenario teaches the child and whole group how to use their words, problem solve, collaborate, share, and cohesively play.</p> <p>This intentional learning through play allows children to engage with peers for extended periods of time by not being disrupted by emotional or behavioral dysregulation.</p>
<b>Indicators of Progress</b>	Engages in play with peers for extended period of time		



	<p><u>Progress Monitoring Skills</u> Tier 1 – Foundational Monitoring Classroom Progress Monitoring</p> <ul style="list-style-type: none"> <li>• Routines, Rhythms, and Transitions Mastered</li> </ul> <p>Student Progress Monitoring</p> <ul style="list-style-type: none"> <li>• Role-Playing – Unhealthy Stress Responses vs. Effective Regulation Strategies</li> <li>• Positive Peer Interactions</li> <li>• Emotional and Behavioral Dysregulation</li> </ul>
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Subcomponent Alignment	Lesson/Unit	Location (Page #)	Alignment Evidence
AL3.6. Attends in a large group for short periods	Lesson 6A-15A; Whole Group Learning/Morning Meeting; Role-Playing	43-175	<p>Each lesson begins with whole group instruction establishing a strong foundation to each day. Each lesson builds upon one another by building the stamina of the whole group.</p> <p>At the beginning we strive for 3-5-minutes building up to 15 minutes, or age-appropriate length (3-minutes per year of child’s age).</p>
<b>Indicators of Progress</b>	<p>Engages in play with peers for extended period of time</p> <p><u>Progress Monitoring Skills</u> Tier 1 – Foundational Monitoring Classroom Progress Monitoring</p> <ul style="list-style-type: none"> <li>• Routines, Rhythms, and Transitions Mastered</li> </ul> <p>Student Progress Monitoring</p> <ul style="list-style-type: none"> <li>• Role-Playing – Unhealthy Stress Responses vs. Effective Regulation Strategies</li> <li>• Positive Peer Interactions</li> <li>• Emotional and Behavioral Dysregulation</li> </ul>		

CONTENT STANDARD/ DOMAIN	AL.	Approaches to Learning (3-4 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
AL4.4 Engages in self-initiated activities for sustained periods of time	Lesson 6A-15A; Role-Playing; Free Play/Centers	43-175	Each lesson guides teachers in providing free play for children upon arrival. Allowing each child to have autonomy and independent guided activities.  During free play/centers each child engages in self-directed play and is supported in decision making if appropriate.
<b>Indicators of Progress</b>	Engages in self-initiated activities for sustained periods of time  <u>Progress Monitoring Skills</u> Tier 1 – Foundational Monitoring <ul style="list-style-type: none"> <li>• Classroom Progress Monitoring               <ul style="list-style-type: none"> <li>○ Routines, Rhythms, and Transitions mastered</li> </ul> </li> <li>• Student Progress Monitoring Domain 1-6               <ul style="list-style-type: none"> <li>○ DRIVE – Developmental Readiness: Initiative, Voice, Exploration, and Engagement</li> </ul> </li> </ul>		

CONTENT STANDARD/ DOMAIN		AL.	Approaches to Learning (3-4 Years)
<b>Components</b>			<b>Attentiveness, Engagement and Persistence</b>
<b>Indicator of Strand</b>		AL5.	<b>Diligence: Child is focused and productive</b>
Subcomponent Alignment	Lesson/Unit	Location (Page #)	Alignment Evidence
AK5.4. Works at a task despite distractions	Lesson 1A-15A; Guided Meditations; Breathing Strategies; Brain State Model	43-175	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



			<p>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>The guided meditations and breathing strategies provide tangible tools for the child to master to be calmer, regulation, and have positive impulse control.</p>
<b>Indicators of Progress</b>	<p>Works at a task despite distractions</p> <p><u>Progress Monitoring Skills</u></p> <p>Tier 1 – Foundational Monitoring</p> <ul style="list-style-type: none"> <li>• Classroom Progress Monitoring <ul style="list-style-type: none"> <li>○ Routines, Rhythms, and Transitions mastered</li> </ul> </li> <li>• Student Progress Monitoring Domain 1-6 <ul style="list-style-type: none"> <li>○ DRIVE – Developmental Readiness: Initiative, Voice, Exploration, and Engagement</li> <li>○ Regulation tools mastered</li> <li>○ Meditations mastered</li> </ul> </li> </ul>		

CONTENT STANDARD/ DOMAIN		AL.	Approaches to Learning (3-4 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
AL6.4. Copes with change, persists, and moves ahead	Lesson 1A-3A; Mindful Beginnings – Sit and Zip; Lesson 4A-6A; Mindful Understandings – Go with the Flow; Lesson	43-175	Each guided meditation is intentionally taught to guide children in successfully enduring stress, change, and unknown outcomes. Each lesson provides children with



	<p>7A-9A; Mindful Responses – Steer Your Ship; Lesson 10A-11A; Rise Above; 12A-13A; Choose Space; Lesson 14A-15A; Love &amp; Safety; Lesson 1A-15A; Daily Affirmations; Lesson 1A-15A Daily Classroom Expectations</p>	<p>breath work, guided support, and an opportunity to implement the skill immediately through role-playing stressful situations.</p> <p>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 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>
<p><b>Indicators of Progress</b></p>	<p>Copes with change, persists, and moves ahead</p> <p><u>Progress Monitoring Skills</u></p> <p>Tier 1 – Foundational Monitoring</p> <ul style="list-style-type: none"> <li>• Classroom Progress Monitoring <ul style="list-style-type: none"> <li>○ Routines, Rhythms, and Transitions mastered</li> <li>○ Safety, Love, and Connection</li> <li>○ Trust Established <ul style="list-style-type: none"> <li>▪ Teachers – Students</li> <li>▪ Teachers – Families</li> <li>▪ Students – Students</li> </ul> </li> </ul> </li> <li>• Student Progress Monitoring Domain 1-6 <ul style="list-style-type: none"> <li>○ DRIVE – Developmental Readiness: Initiative, Voice, Exploration, and Engagement</li> <li>○ Regulation tools mastered</li> </ul> </li> </ul>	



	○ Meditations mastered
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Subcomponent Alignment	Lesson/Unit	Location (Page #)	Alignment Evidence
AL6.5. Approaches new tasks with confidence	Lesson 6A-15A; Brain State Model; Daily Affirmations		<p>Each lesson intentionally prepares a child with a strong foundation through neuroscience. Ensuring each child is in the executive function state. This state allows each child to engage, explore, and retain information they are being exposed to.</p> <p>Daily affirmations provide the foundation for children to build confidence by reciting daily positive self-talk.</p>
<b>Indicators of Progress</b>	<p>Approaches new tasks with confidence</p> <p><u>Progress Monitoring Skills</u> Tier 1 – Foundational Monitoring Classroom Progress Monitoring</p> <ul style="list-style-type: none"> <li>• Routines, Rhythms, and Transitions Mastered</li> </ul> <p>Student Progress Monitoring</p> <ul style="list-style-type: none"> <li>• Role-Playing – Unhealthy Stress Responses vs. Effective Regulation Strategies</li> <li>• Positive Peer Interactions</li> <li>• Emotional and Behavioral Dysregulation</li> </ul>		

CONTENT STANDARD/ DOMAIN		AL.	Approaches to Learning (3-4 Years)
Components			Creativity
Indicator of Strand		AL7.	Immersion: Child becomes absorbed in the process of exploration
Subcomponent Alignment	Lesson/Unit	Location (Page #)	Alignment Evidence
AL7.4 Repeatedly becomes engrossed in	Lesson 1A-15A; Guided Meditations;	43-175	Each lesson plan creates a framework for the teacher to guide children into free



activities of own choosing	Free Play/Centers; Fade-Away Approach		<p>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>
<b>Indicators of Progress</b>	<p>Repeatedly becomes engrossed in activities of own choosing</p> <p><u>Progress Monitoring Skills</u></p> <p>Tier 1 – Foundational Monitoring</p> <ul style="list-style-type: none"><li>• Classroom Progress Monitoring<ul style="list-style-type: none"><li>○ Routines, Rhythms, and Transitions mastered</li><li>○ Safety, Love, and Connection</li></ul></li><li>• Student Progress Monitoring Domain 1-6<ul style="list-style-type: none"><li>○ DRIVE – Developmental Readiness: Initiative, Voice, Exploration, and Engagement</li><li>○ Regulation tools mastered</li><li>○ Meditations mastered</li></ul></li></ul>		



Subcomponent Alignment	Lesson/Unit	Location (Page #)	Alignment Evidence
AL7.5 Rarely shows boredom when engaged in preferred activities	Lesson 1A-15A; Guided Meditations; Daily Breath Work; Role-Playing Activities; Free Play/Centers	43-175	Every lesson is intentionally taught to build up a child's ability to mindfully stay engaged in preferred activities.  Through daily meditation and breathing activities children are practicing mindfulness that supports with regulation, resilience, and focus.
<b>Indicators of Progress</b>	<p>Rarely shows boredom when engaged in preferred activities</p> <p><u>Progress Monitoring Skills</u></p> <p>Tier 1 – Foundational Monitoring Classroom Progress Monitoring</p> <ul style="list-style-type: none"> <li>• Routines, Rhythms, and Transitions Mastered</li> </ul> <p>Student Progress Monitoring</p> <ul style="list-style-type: none"> <li>• Role-Playing – Unhealthy Stress Responses vs. Effective Regulation Strategies</li> <li>• Positive Peer Interactions</li> <li>• Emotional and Behavioral Dysregulation</li> </ul> <p>Tier 2 – Intentional Growth Monitoring Universal Monitoring</p> <ul style="list-style-type: none"> <li>• Academic Retention</li> <li>• Cognitive &amp; Executive Functioning               <ul style="list-style-type: none"> <li>○ Boundaries, Expectations, and Multi-step Directions</li> </ul> </li> </ul>		

CONTENT STANDARD/ DOMAIN		AL.	Approaches to Learning (3-4 Years)
<b>Components</b>			<b>Creativity</b>
<b>Indicator of Strand</b>		<b>AL8</b>	<b>Playfulness: Child demonstrates a sense of humor and imagination in their play</b>
Subcomponent Alignment	Lesson/Unit	Location (Page #)	Alignment Evidence
AL8.7 Tries out various pretend roles	Lesson 1A-5A; Foundational Guided Meditations; Lesson	43-175	Each lesson is intentionally building a strong foundation for each child build on



	6A-15A; Role-Playing		<p>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.</p>
<b>Indicators of Progress</b>	<p>Tries out various pretend roles</p> <p><u>Progress Monitoring Skills</u></p> <p>Tier 1 – Foundational Monitoring</p> <ul style="list-style-type: none"> <li>• Classroom Progress Monitoring <ul style="list-style-type: none"> <li>○ Routines, Rhythms, and Transitions mastered</li> <li>○ Safety, Love, and Connection</li> </ul> </li> <li>• Student Progress Monitoring Domain 1-6 <ul style="list-style-type: none"> <li>○ DRIVE – Developmental Readiness: Initiative, Voice, Exploration, and Engagement</li> <li>○ Role-Playing – Unhealthy Stress Responses vs. Effective Regulation Strategies</li> <li>○ Peer Interactions</li> </ul> </li> </ul>		

<b>Subcomponent Alignment</b>	<b>Lesson/Unit</b>	<b>Location (Page #)</b>	<b>Alignment Evidence</b>
AL8.8. Experiments with new ways to combine materials when playing	Lesson 1A-5A; Foundational Guided Meditations; Lesson 6A-15A; Role-Playing	43-175	The foundation of safety allows children the confidence, independence/self-belief, and personal initiative to experiment, engage, and explore their environment. This foundation allows children the safety and confidence to take risks in their play by combining materials when playing.



<b>Indicators of Progress</b>	<p>Experiments with new ways to combine materials when playing</p> <p><u>Progress Monitoring Skills</u>            Tier 1 – Foundational Monitoring            Classroom Progress Monitoring</p> <ul style="list-style-type: none"> <li>• Routines, Rhythms, and Transitions Mastered</li> </ul> <p>Student Progress Monitoring</p> <ul style="list-style-type: none"> <li>• Role-Playing – Unhealthy Stress Responses vs. Effective Regulation Strategies</li> <li>• Positive Peer Interactions</li> <li>• Emotional and Behavioral Dysregulation</li> </ul>
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CONTENT STANDARD/ DOMAIN		AL.	Approaches to Learning (3-4 Years)
<b>Components</b>			<b>Creativity</b>
<b>Indicator of Strand</b>		AL9	<b>Production: Child expresses ideas, thoughts, and opinions and creates products that are unexpected, original and relevant</b>
Subcomponent Alignment	Lesson/Unit	Location (Page #)	Alignment Evidence
AL9.5 Engages in inventive social play	Lesson 1A-5A; Foundational Guided Meditations; Lesson 6A-15A; Adaptative Guided Meditations; Role-Playing Activities	43-175	<p>Each lesson builds the strong foundation for healthy peer interactions, positive stress responses, and social-emotional skills that support inventive social play.</p> <p>Role-Playing activities provide hands on opportunities for each child to practice stress responses seen in the classroom. This supports students engaging in inventive social play by teaching them healthy and positive peer interactions, communication skills, problem-solving skills, and regulation tools.</p>
<b>Indicators of Progress</b>	Engages in inventive social play		



	<p><u>Progress Monitoring Skills</u></p> <p>Tier 1 – Foundational Monitoring</p> <ul style="list-style-type: none"> <li>• Classroom Progress Monitoring             <ul style="list-style-type: none"> <li>○ Safety, Love, and Connection</li> <li>○ Trust Established                 <ul style="list-style-type: none"> <li>▪ Teachers – Students</li> <li>▪ Teachers – Families</li> <li>▪ Students – Students</li> </ul> </li> </ul> </li> <li>• Student Progress Monitoring Domain 1-6             <ul style="list-style-type: none"> <li>○ DRIVE – Developmental Readiness: Initiative, Voice, Exploration, and Engagement</li> <li>○ Regulation tools mastered</li> <li>○ Meditations mastered</li> <li>○ Role-Playing – Unhealthy Stress Responses vs. Effective Regulation Strategies</li> <li>○ Peer Interactions</li> </ul> </li> </ul>
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Subcomponent Alignment	Lesson/Unit	Location (Page #)	Alignment Evidence
AL9.7. Tries out different ways to accomplish a task	Lesson 1A-5A; Foundational Guided Meditations; Lesson 6A-15A; Adaptative Guided Meditations; Role-Playing Activities	43-175	<p>Each guided meditation and role-playing activity provides each child with the opportunity to practice and master problem solving skills, collaboration, sharing, communication skills, and regulation skills.</p> <p>These skills support children in gaining independence, self-belief, and personal initiative that produces perseverance, resilience, and determination when attempting to complete and accomplish a task.</p>
<b>Indicators of Progress</b>	<p>Tries out different ways to accomplish a task</p> <p><u>Progress Monitoring Skills</u></p> <p>Tier 1 – Foundational Monitoring</p> <p>Classroom Progress Monitoring</p> <ul style="list-style-type: none"> <li>• Routines, Rhythms, and Transitions Mastered</li> </ul> <p>Student Progress Monitoring</p>		



	<ul style="list-style-type: none"> <li>• Role-Playing – Unhealthy Stress Responses vs. Effective Regulation Strategies</li> <li>• Positive Peer Interactions</li> <li>• Emotional and Behavioral Dysregulation</li> </ul>
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CONTENT STANDARD/ DOMAIN		AL.	Approaches to Learning (3-4 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
AL10.6. Recalls and follows multi step directions of increasing complexity	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.</p>
Indicators of Progress	<p>Recalls and follows multi step directions of increasing complexity</p> <p><u>Progress Monitoring Skills</u></p> <p>Tier 1 – Foundational Monitoring</p> <ul style="list-style-type: none"> <li>• Classroom Progress Monitoring               <ul style="list-style-type: none"> <li>○ Routines, Rhythms, and Transitions mastered</li> </ul> </li> <li>• Student Progress Monitoring               <ul style="list-style-type: none"> <li>○ DRIVE – Developmental Readiness: Initiative, Voice, Exploration, and Engagement</li> </ul> </li> </ul> <p>Tier 2 – Intentional Growth Monitoring</p> <p>Universal</p>		



	<ul style="list-style-type: none"> <li>• Communication and Executive Function               <ul style="list-style-type: none"> <li>○ Boundaries, Expectations, and Multi-step Directions</li> </ul> </li> </ul>
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CONTENT STANDARD/ DOMAIN		AL.	Approaches to Learning (3-4 Years)
Components			Processing and Utilizing Information
Indicator of Strand		AL12	<b>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</b>
Subcomponent Alignment	Lesson/Unit	Location (Page #)	Alignment Evidence
AL12.6 Predicts and hypothesizes what will happen next	Lesson 1A-15A; Guided meditations; Role-Playing activities	43-175	<p>Mindful Foundations intentionally target the social and emotional development of a child. Each guided meditation and role-play activity provides students the opportunity to navigate stressful peer interactions and situations they may endure inside the classroom or in life.</p> <p>Each lesson models the child to become socially aware of the peers around them. The lesson teaches children to identify stress, emotions, or sudden change to ensure emotional and physical safety throughout the day. Which supports their processing and utilizing information to predict what might happen next during an interaction or stressful situation.</p>
Indicators of Progress	Predicts and hypothesizes what will happen next  <u>Progress Monitoring Skills</u>		



	<p>Tier 1 – Foundational Monitoring</p> <ul style="list-style-type: none"> <li>• Classroom Progress Monitoring             <ul style="list-style-type: none"> <li>○ Safety, Love, and Connection</li> </ul> </li> <li>• Student Progress Monitoring Domain 1-6             <ul style="list-style-type: none"> <li>○ DRIVE – Developmental Readiness: Initiative, Voice, Exploration, and Engagement</li> <li>○ Regulation tools mastered</li> <li>○ Meditations mastered</li> <li>○ Peer Interactions</li> <li>○ Role-Playing – Unhealthy Stress Responses vs. Effective Regulation Strategies</li> </ul> </li> </ul>
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Subcomponent Alignment	Lesson/Unit	Location (Page #)	Alignment Evidence
AL12.7. Forms theories about why things happen	Lesson 1A-15A; Guided Meditations; Role-Playing activities	43-175	<p>Each Role-Playing activity is equipping each child with the proper tools to problem solve, collaborate, and communicate during moments of stress and conflict with their peers.</p> <p>During the Role-Playing, teachers guide students through restorative practice conversations. Each student is asked questions to drive conversations regarding theories about why things happened but also given the framework to do better next time.</p>
<b>Indicators of Progress</b>	<p>Forms theories about why things happen</p> <p><u>Progress Monitoring Skills</u></p> <p>Tier 1 – Foundational Monitoring</p> <p>Student Progress Monitoring</p> <ul style="list-style-type: none"> <li>• DRIVE – Developmental Readiness: Initiative, Voice, Exploration and Engagment</li> <li>• Role-Playing – Unhealthy Stress Responses vs. Effective Regulation Strategies</li> <li>• Positive Peer Interactions</li> </ul>		



CONTENT STANDARD/ DOMAIN		AL.	Approaches to Learning (3-4 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
AL13.4. Makes guesses about how a problem might be solved and with support is willing to follow through to a solution	Lesson 1A-15A; Guided Meditations; Role-Playing Activity	43-175	<p>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> <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>
<b>Indicators of Progress</b>	<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"> <li>• Student Progress Monitoring <ul style="list-style-type: none"> <li>○ DRIVE – Developmental Readiness: Initiative, Voice, Exploration, and Engagement</li> <li>○ Regulation tools mastered</li> <li>○ Meditations mastered</li> </ul> </li> </ul> <p>Tier 2 – Intentional Growth Monitoring</p> <p>Universal Monitoring</p> <ul style="list-style-type: none"> <li>• Communication &amp; Executive Functioning <ul style="list-style-type: none"> <li>○ Boundaries, Expectations, and Multi-step Directions</li> </ul> </li> </ul>
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CONTENT STANDARD/ DOMAIN		A.	The Arts (3-4 Years)
Components			Exploring the Arts
Indicator of Strand		A1	Interest in Art: Child shows an interest in learning about different art experiences
Subcomponent Alignment	Lesson/Unit	Location (Page #)	Alignment Evidence
A1.4. Select their own art experiences during play	Lesson 1A-15A	43-175	<p>After each whole group learning activities children are given the opportunity to have autonomy regarding their play. Every child has the independence to engage and explore in the room as they please.</p> <p>The intentional Fade-Away approach that teachers use shows 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>The foundation built on emotional safety, love, and connection opens the child's brain to explore and engage with the classroom without hesitation. It also provides the</p>



			foundation for children to take risk and try new things.
<b>Indicators of Progress</b>	<p>Select their own art experiences during play</p> <p><u>Progress Monitoring Skills</u></p> <p>Tier 1 – Foundational Monitoring</p> <ul style="list-style-type: none"> <li>• Classroom Progress Monitoring <ul style="list-style-type: none"> <li>○ Routines, Rhythms, and Transitions mastered</li> <li>○ Safety, Love, and Connection</li> </ul> </li> <li>• Student Progress Monitoring Domain 1-6 <ul style="list-style-type: none"> <li>○ DRIVE – Developmental Readiness: Initiative, Voice, Exploration, and Engagement</li> <li>○ Regulation tools mastered</li> <li>○ Meditations mastered</li> </ul> </li> </ul>		

CONTENT STANDARD/ DOMAIN		A.	The Arts (3-4 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
A3.4. Demonstrates their preference by combining artistic elements (color, sound, media, etc.)	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>



			Children also thrive when they know their boundaries and expectations at each station, allowing them to thrive and take healthy risks.
<b>Indicators of Progress</b>	<p>Demonstrates their preference by combining artistic elements (color, sound, media, etc.)</p> <p><u>Progress Monitoring Skills</u> Tier 1 – Foundational Monitoring</p> <ul style="list-style-type: none"> <li>• Classroom Progress Monitoring <ul style="list-style-type: none"> <li>○ Routines, Rhythms, and Transitions mastered</li> <li>○ Safety, Love, and Connection</li> </ul> </li> <li>• Student Progress Monitoring Domain 1-6 <ul style="list-style-type: none"> <li>○ DRIVE – Developmental Readiness: Initiative, Voice, Exploration, and Engagement</li> <li>○ Regulation tools mastered</li> <li>○ Meditations mastered</li> </ul> </li> </ul>		

CONTENT STANDARD/ DOMAIN		AL.	The Arts (3-4 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
A5.4. Describes own feelings through artistic 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</p>



			learning environment, it allows all children to express their emotions in a safe context.
<b>Indicators of Progress</b>	Describes own feelings through artistic expression  <u>Progress Monitoring Skills</u> Tier 1 – Foundational Monitoring <ul style="list-style-type: none"> <li>• Classroom Progress Monitoring             <ul style="list-style-type: none"> <li>○ Routines, Rhythms, and Transitions mastered</li> <li>○ Safety, Love, and Connection</li> </ul> </li> <li>• Student Progress Monitoring Domain 1-6             <ul style="list-style-type: none"> <li>○ DRIVE – Developmental Readiness: Initiative, Voice, Exploration, and Engagement</li> <li>○ Regulation tools mastered</li> <li>○ Meditations mastered</li> </ul> </li> </ul>		

CONTENT STANDARD/ DOMAIN		L.	Language, Literacy and Communications: Cognitive (3-4 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
L1.11. Responds to direct questions and follows simple direction	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</p>



		<p>approach to support the healthy guidance and transition of that process.</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 is intentionally teaching 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><b>Indicators of Progress</b></p>	<p>Responds to direct questions and follows simple direction</p> <p><u>Progress Monitoring Skills</u></p> <p>Tier 1 – Foundational Monitoring</p> <ul style="list-style-type: none"> <li>• Classroom Progress Monitoring <ul style="list-style-type: none"> <li>○ Routines, Rhythms, and Transitions mastered</li> <li>○ Safety, Love, and Connection</li> </ul> </li> <li>• Student Progress Monitoring Domain 1-6 <ul style="list-style-type: none"> <li>○ DRIVE – Developmental Readiness: Initiative, Voice, Exploration, and Engagement</li> </ul> </li> </ul> <p>Tier 2 – Intentional Growth Monitoring</p> <p>Universal Monitoring</p> <ul style="list-style-type: none"> <li>• Communication &amp; Executive Functioning <ul style="list-style-type: none"> <li>○ Boundaries, Expectations, and Multi-step Directions</li> </ul> </li> </ul>	

Subcomponent Alignment	Lesson/Unit	Location (Page #)	Alignment Evidence
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<p>L1.12. Points to or places objects before, after, above, and below based on verbal cues</p>	<p>Lesson 1A-15A; Guided Meditations; Brain State Model</p>	<p>43-175</p>	<p>Each lesson is foundationally built on the understanding that a child cannot learn unless they feel safe, loved, and connected within the classroom environment.</p> <p>Teachers are training on the brain state model to help each child move out of the survival or emotional brain state 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><b>Indicators of Progress</b></p>	<p>Points to or places objects before, after, above, and below based on verbal cues</p> <p><u>Progress Monitoring Skills</u></p> <p>Tier 1 – Foundational Monitoring Student Progress Monitoring</p> <ul style="list-style-type: none"> <li>• DRIVE – Developmental Readiness: Initiative, Voice, Exploration and Engagement</li> </ul> <p>Tier 2 – Intentional Growth Monitoring Universal Monitoring</p> <ul style="list-style-type: none"> <li>• Communication &amp; Executive Functioning             <ul style="list-style-type: none"> <li>○ Boundaries, Expectations, and Multi-step Directions</li> </ul> </li> </ul>		

<p><b>CONTENT STANDARD/ DOMAIN</b></p>	<p><b>L</b></p>	<p><b>Language, Literacy and Communications: Cognitive (3-4 Years)</b></p>
<p><b>Components</b></p>		<p><b>Communicating and Speaking; Expressive Language</b></p>



<b>Indicator of Strand</b>		<b>L2.</b>	<b>Social Conversations: Child meaningfully engages in talk with others to express feelings, wants, and ideas</b>
<b>Subcomponent Alignment</b>	<b>Lesson/Unit</b>	<b>Location (Page #)</b>	<b>Alignment Evidence</b>
L2.10. Continues conversations with comments or questions	Lesson 1A-15A; Role-Playing; Brain State Model	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.
<b>Indicators of Progress</b>	Continues conversations with comments or questions  <u>Progress Monitoring Skills</u> Tier 1 – Foundational Monitoring <ul style="list-style-type: none"> <li>• Classroom Progress Monitoring             <ul style="list-style-type: none"> <li>○ Routines, Rhythms, and Transitions mastered</li> <li>○ Safety, Love, and Connection</li> </ul> </li> <li>• Student Progress Monitoring             <ul style="list-style-type: none"> <li>○ DRIVE – Developmental Readiness: Initiative, Voice, Exploration, and Engagement</li> </ul> </li> </ul>		

<b>CONTENT STANDARD/ DOMAIN</b>		<b>L</b>	<b>Language, Literacy and Communications: Cognitive (3-4 Years)</b>
<b>Components</b>			<b>Communicating and Speaking; Expressive Language</b>
<b>Indicator of Strand</b>		<b>L3</b>	<b>Social Conversations: Child meaningfully engages in talk with others to express feelings, wants, and ideas</b>
<b>Subcomponent Alignment</b>	<b>Lesson/Unit</b>	<b>Location (Page #)</b>	<b>Alignment Evidence</b>



<p>L3.10 Uses short sentences to share information about experiences, people, places, and things</p> <p>L3.11 Uses increasingly precise adverbs such as quietly, loudly, quickly</p> <p>L3.12 Uses more new and precise words</p> <p>L3.13 Correctly uses some past tense and irregular verbs (go, went, gone)</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><b>Indicators of Progress</b></p>	<p>Uses short sentences to share information about experiences, people, places, and things</p> <p>Uses increasingly precise adverbs such as quietly, loudly, quickly</p> <p>Uses more new and precise words</p> <p>Correctly uses some past tense and irregular verbs (go, went, gone)</p> <p><u>Progress Monitoring Skills</u></p> <p>Tier 1 – Foundational Monitoring</p> <ul style="list-style-type: none"> <li>• Classroom Progress Monitoring <ul style="list-style-type: none"> <li>○ Routines, Rhythms, and Transitions mastered</li> <li>○ Safety, Love, and Connection</li> </ul> </li> <li>• Student Progress Monitoring Domain 1-6 <ul style="list-style-type: none"> <li>○ DRIVE – Developmental Readiness: Initiative, Voice, Exploration, and Engagement</li> </ul> </li> </ul>		



	<ul style="list-style-type: none"> <li>○ Regulation tools mastered</li> <li>○ Meditations mastered</li> </ul> <p>Tier 2 – Intentional Growth Monitoring Universal Monitoring</p> <ul style="list-style-type: none"> <li>● Academic Retention</li> <li>● Cognitive &amp; Executive Functioning</li> </ul>
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CONTENT STANDARD/ DOMAIN		L.	Language, Literacy and Communications: Cognitive (3-4 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>L4.10. Shows persistence with longer and more complex narratives and informational text</p> <p>L4.11. Offers a personal response to stories read aloud</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</p>



			<p>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>
<b>Indicators of Progress</b>	<p>Shows persistence with longer and more complex narratives and informational text Offers a personal response to stories read aloud</p> <p><u>Progress Monitoring Skills</u></p> <p>Tier 1 – Foundational Monitoring</p> <ul style="list-style-type: none"> <li>• Classroom Progress Monitoring <ul style="list-style-type: none"> <li>○ Routines, Rhythms, and Transitions mastered</li> <li>○ Safety, Love, and Connection</li> </ul> </li> <li>• Student Progress Monitoring Domain 1-6 <ul style="list-style-type: none"> <li>○ DRIVE – Developmental Readiness: Initiative, Voice, Exploration, and Engagement</li> <li>○ Regulation tools mastered</li> <li>○ Meditations mastered</li> </ul> </li> </ul> <p>Tier 2 – Intentional Growth Monitoring</p> <p>Universal Monitoring</p> <ul style="list-style-type: none"> <li>• Academic Retention</li> <li>• Cognitive &amp; Executive Functioning</li> </ul>		

CONTENT STANDARD/ DOMAIN		AL.	Language, Literacy and Communications: Cognitive (3-4 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
L5.10. Shows interest in and	Lesson 1A-15A; Guided Meditations; Breathing Strategies;	43-175	The Mindful Foundations curriculum establishes emotional safety, love, and



<p>associates sounds with words</p> <p>L5.11. Playfully explores sounds, words, and language, including rhyme and alliteration</p>	<p>Role-Playing; Daily 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 retain phonological principles to build upon for later literacy proficiency outcomes.</p>
<p><b>Indicators of Progress</b></p>	<p>Shows interest in and associates sounds with words Playfully explores sounds, words, and language, including rhyme and alliteration</p> <p><u>Progress Monitoring Skills</u> Tier 1 – Foundational Monitoring</p> <ul style="list-style-type: none"><li>• Classroom Progress Monitoring<ul style="list-style-type: none"><li>○ Routines, Rhythms, and Transitions mastered</li></ul></li></ul>		



	<ul style="list-style-type: none"> <li>○ Safety, Love, and Connection</li> <li>● Student Progress Monitoring Domain 1-6             <ul style="list-style-type: none"> <li>○ DRIVE – Developmental Readiness: Initiative, Voice, Exploration, and Engagement</li> <li>○ Regulation tools mastered</li> <li>○ Meditations mastered</li> </ul> </li> </ul> <p>Tier 2 – Intentional Growth Monitoring Universal Monitoring</p> <ul style="list-style-type: none"> <li>● Academic Retention</li> <li>● Cognitive &amp; Executive Functioning</li> </ul>
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CONTENT STANDARD/ DOMAIN		L.	Language, Literacy and Communications: Cognitive (3-4 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
L6.5. Points to and names some letters (especially in their own name)	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 letter awareness and name recognition.</p>
<b>Indicators of Progress</b>	<p>Points to and names some letters (especially in their own name)</p> <p><u>Progress Monitoring Skills</u></p> <p>Tier 1 – Foundational Monitoring</p> <ul style="list-style-type: none"> <li>• Classroom Progress Monitoring <ul style="list-style-type: none"> <li>○ Routines, Rhythms, and Transitions mastered</li> <li>○ Safety, Love, and Connection</li> </ul> </li> <li>• Student Progress Monitoring Domain 1-6 <ul style="list-style-type: none"> <li>○ DRIVE – Developmental Readiness: Initiative, Voice, Exploration, and Engagement</li> <li>○ Regulation tools mastered</li> <li>○ Meditations mastered</li> </ul> </li> </ul> <p>Tier 2 – Intentional Growth Monitoring</p> <p>Universal Monitoring</p> <ul style="list-style-type: none"> <li>• Academic Retention</li> <li>• Cognitive &amp; Executive Functioning</li> </ul>		

<b>CONTENT STANDARD/ DOMAIN</b>		<b>L.</b>	<b>Language, Literacy and Communications: Cognitive (3-4 Years)</b>
<b>Components</b>			<b>Emergent Reading</b>
<b>Indicator of Strand</b>		<b>L7.</b>	<b>Concepts of print: Child understands the fundamentals or print, such as orientation, organization, and features of print</b>
<b>Subcomponent Alignment</b>	<b>Lesson/Unit</b>	<b>Location (Page #)</b>	<b>Alignment Evidence</b>



<p>L7.7. Looks at books or shares them from front to back</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 use literacy tools responsibly and respectfully.</p>
<p><b>Indicators of Progress</b></p>	<p>Looks at books or shares them from front to back</p> <p><u>Progress Monitoring Skills</u></p> <p>Tier 1 – Foundational Monitoring</p> <ul style="list-style-type: none"> <li>• Classroom Progress Monitoring             <ul style="list-style-type: none"> <li>○ Routines, Rhythms, and Transitions mastered</li> <li>○ Safety, Love, and Connection</li> </ul> </li> </ul>		



	<ul style="list-style-type: none"> <li>• Student Progress Monitoring Domain 1-6               <ul style="list-style-type: none"> <li>○ DRIVE – Developmental Readiness: Initiative, Voice, Exploration, and Engagement</li> <li>○ Regulation tools mastered</li> <li>○ Meditations mastered</li> </ul> </li> </ul> <p>Tier 2 – Intentional Growth Monitoring Universal Monitoring</p> <ul style="list-style-type: none"> <li>• Academic Retention</li> <li>• Cognitive &amp; Executive Functioning</li> </ul>
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CONTENT STANDARD/ DOMAIN		L.	Language, Literacy and Communications: Cognitive (3-4 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
L8.10. Retells important information from a story  L8.11. Tells simple stories and experiences about own life  L8.12. Responds to and uses vocabulary related to key concepts in the text	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 comprehensive narrative texts at age level proficiency.</p>
<p><b>Indicators of Progress</b></p>	<p>Retells important information from a story Tells simple stories and experiences about own life Responds to and uses vocabulary related to key concepts in the text</p> <p><u>Progress Monitoring Skills</u> Tier 1 – Foundational Monitoring</p> <ul style="list-style-type: none"> <li>• Classroom Progress Monitoring             <ul style="list-style-type: none"> <li>○ Routines, Rhythms, and Transitions mastered</li> <li>○ Safety, Love, and Connection</li> </ul> </li> <li>• Student Progress Monitoring Domain 1-6             <ul style="list-style-type: none"> <li>○ DRIVE – Developmental Readiness: Initiative, Voice, Exploration, and Engagement</li> <li>○ Regulation tools mastered</li> <li>○ Meditations mastered</li> </ul> </li> </ul> <p>Tier 2 – Intentional Growth Monitoring Universal Monitoring</p> <ul style="list-style-type: none"> <li>• Academic Retention</li> <li>• Cognitive &amp; Executive Functioning</li> </ul>	

<b>CONTENT STANDARD/ DOMAIN</b>	<b>L.</b>	<b>Language, Literacy and Communications: Cognitive (3-4 Years)</b>
<b>Components</b>		<b>Writing</b>
<b>Indicator of Strand</b>	<b>L9.</b>	<b>Writing conventions: Child understands the forms and function of written language</b>



Subcomponent Alignment	Lesson/Unit	Location (Page #)	Alignment Evidence
<p>L9.8. Uses letter-like symbols to make letters or words</p> <p>L9.9. Uses drawing to represent writing</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 and explore written conventions at age level proficiency.</p>
<p><b>Indicators of Progress</b></p>	<p>Uses letter-like symbols to make letters or words</p> <p>Uses drawing to represent writing</p> <p><u>Progress Monitoring Skills</u></p> <p>Tier 1 – Foundational Monitoring</p> <ul style="list-style-type: none"> <li>• Classroom Progress Monitoring</li> </ul>		



	<ul style="list-style-type: none"> <li>○ Routines, Rhythms, and Transitions mastered</li> <li>○ Safety, Love, and Connection</li> <li>● Student Progress Monitoring Domain 1-6             <ul style="list-style-type: none"> <li>○ DRIVE – Developmental Readiness: Initiative, Voice, Exploration, and Engagement</li> <li>○ Regulation tools mastered</li> <li>○ Meditations mastered</li> </ul> </li> </ul> <p>Tier 2 – Intentional Growth Monitoring Universal Monitoring</p> <ul style="list-style-type: none"> <li>● Academic Retention</li> <li>● Cognitive &amp; Executive Functioning</li> </ul>
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CONTENT STANDARD/ DOMAIN		M.	Mathematics - Cognitive (3-4 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
M1.8 Shows interest in counting or number oriented play, and notices numbers in the environment during free play  M1.9 Orders a few objects by size with assistance  M1.10 Recites number words in the correct sequence up to 10  M1.11 Recognizes when others make errors in the	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>number word sequence</p> <p>M1.12 Points to objects while reciting number word sequence</p> <p>M1.13 Begins to write number-like forms</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, recognize, and retain numbers, rote counting, number writing, and reciting numbers.</p>
<p><b>Indicators of Progress</b></p>	<p>Shows interest in counting or number oriented play, and notices numbers in the environment during free play</p> <p>Orders a few objects by size with assistance</p> <p>Recites number words in the correct sequence up to 10</p> <p>Recognizes when others make errors in the number word sequence</p> <p>Points to objects while reciting number word sequence</p> <p>Begins to write number-like forms</p> <p><u>Progress Monitoring Skills</u></p> <p>Tier 1 – Foundational Monitoring</p> <ul style="list-style-type: none"> <li>• Classroom Progress Monitoring             <ul style="list-style-type: none"> <li>○ Routines, Rhythms, and Transitions mastered</li> <li>○ Safety, Love, and Connection</li> </ul> </li> <li>• Student Progress Monitoring Domain 1-6             <ul style="list-style-type: none"> <li>○ DRIVE – Developmental Readiness: Initiative, Voice, Exploration, and Engagement</li> <li>○ Regulation tools mastered</li> <li>○ Meditations mastered</li> </ul> </li> </ul> <p>Tier 2 – Intentional Growth Monitoring</p> <p>Universal Monitoring</p> <ul style="list-style-type: none"> <li>• Academic Retention</li> <li>• Cognitive &amp; Executive Functioning</li> </ul>		



CONTENT STANDARD/ DOMAIN		M.	Mathematics - Cognitive (3-4 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
M2.2. Correctly uses 1:1 correspondence up to 4 items	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</p>



			diverse backgrounds and abilities to engage, explore, and retain taught math skills to implement meaningful counting.
<b>Indicators of Progress</b>	<p>Correctly uses 1:1 correspondence up to 4 items</p> <p><u>Progress Monitoring Skills</u></p> <p>Tier 1 – Foundational Monitoring</p> <ul style="list-style-type: none"> <li>• Classroom Progress Monitoring <ul style="list-style-type: none"> <li>○ Routines, Rhythms, and Transitions mastered</li> <li>○ Safety, Love, and Connection</li> </ul> </li> <li>• Student Progress Monitoring Domain 1-6 <ul style="list-style-type: none"> <li>○ DRIVE – Developmental Readiness: Initiative, Voice, Exploration, and Engagement</li> <li>○ Regulation tools mastered</li> <li>○ Meditations mastered</li> </ul> </li> </ul> <p>Tier 2 – Intentional Growth Monitoring</p> <p>Universal Monitoring</p> <ul style="list-style-type: none"> <li>• Academic Retention</li> <li>• Cognitive &amp; Executive Functioning</li> </ul>		

CONTENT STANDARD/ DOMAIN		M.	Mathematics - Cognitive (3-4 Years)
Components			Number Knowledge
Indicator of Strand		M3.	<b>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</b>
Subcomponent Alignment	Lesson/Unit	Location (Page #)	Alignment Evidence
M3.4. Gives exactly 4 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</p>



		<p>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 show success in cardinality and number knowledge.</p>
<b>Indicators of Progress</b>	<p>Gives exactly 4 consistently when asked</p> <p><u>Progress Monitoring Skills</u></p> <p>Tier 1 – Foundational Monitoring</p> <ul style="list-style-type: none"><li>• Classroom Progress Monitoring<ul style="list-style-type: none"><li>○ Routines, Rhythms, and Transitions mastered</li><li>○ Safety, Love, and Connection</li></ul></li><li>• Student Progress Monitoring Domain 1-6<ul style="list-style-type: none"><li>○ DRIVE – Developmental Readiness: Initiative, Voice, Exploration, and Engagement</li><li>○ Regulation tools mastered</li><li>○ Meditations mastered</li></ul></li></ul> <p>Tier 2 – Intentional Growth Monitoring</p> <p>Universal Monitoring</p>	



	<ul style="list-style-type: none"> <li>• Academic Retention</li> <li>• Cognitive &amp; Executive Functioning</li> </ul>
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CONTENT STANDARD/ DOMAIN		M.	Mathematics - Cognitive (3-4 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
M4.2 Uses terms like first; most; last; before, to refer to ordinal position	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 communicate math terms such as first; most; last; before, to refer to ordinal position.</p>
<b>Indicators of Progress</b>	<p>Uses terms like first; most; last; before, to refer to ordinal position</p> <p><u>Progress Monitoring Skills</u></p> <p>Tier 1 – Foundational Monitoring</p> <ul style="list-style-type: none"><li>• Classroom Progress Monitoring<ul style="list-style-type: none"><li>○ Routines, Rhythms, and Transitions mastered</li><li>○ Safety, Love, and Connection</li></ul></li><li>• Student Progress Monitoring Domain 1-6<ul style="list-style-type: none"><li>○ DRIVE – Developmental Readiness: Initiative, Voice, Exploration, and Engagement</li><li>○ Regulation tools mastered</li><li>○ Meditations mastered</li></ul></li></ul> <p>Tier 2 – Intentional Growth Monitoring</p> <p>Universal Monitoring</p> <ul style="list-style-type: none"><li>• Academic Retention</li><li>• Cognitive &amp; Executive Functioning</li></ul>		



CONTENT STANDARD/ DOMAIN		M.	Mathematics - Cognitive (3-4 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
M5.6 Uses terms like more/less; bigger/ smaller; a little bit/a lot; to refer to approximate quantities	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</p>



			<p>diverse backgrounds and abilities to engage, explore, and retain taught math skills to communicate math terms such as more/less; bigger/smaller; a little bit/a lot; to refer to approximate quantities.</p>
<p><b>Indicators of Progress</b></p>	<p>Uses terms like more/less; bigger/ smaller; a little bit/a lot; to refer to approximate quantities</p> <p><u>Progress Monitoring Skills</u></p> <p>Tier 1 – Foundational Monitoring</p> <ul style="list-style-type: none"> <li>• Classroom Progress Monitoring             <ul style="list-style-type: none"> <li>○ Routines, Rhythms, and Transitions mastered</li> <li>○ Safety, Love, and Connection</li> </ul> </li> <li>• Student Progress Monitoring Domain 1-6             <ul style="list-style-type: none"> <li>○ DRIVE – Developmental Readiness: Initiative, Voice, Exploration, and Engagement</li> <li>○ Regulation tools mastered</li> <li>○ Meditations mastered</li> </ul> </li> </ul> <p>Tier 2 – Intentional Growth Monitoring</p> <p>Universal Monitoring</p> <ul style="list-style-type: none"> <li>• Academic Retention</li> <li>• Cognitive &amp; Executive Functioning</li> </ul>		

<b>CONTENT STANDARD/ DOMAIN</b>	<b>M.</b>	<b>Mathematics - Cognitive (3-4 Years)</b>
<b>Components</b>		<b>Number Knowledge</b>
<b>Indicator of Strand</b>	<b>M6</b>	<b>Relation and operations: The child can create a set or subset based on a rule, can combine or separate</b>



		<b>sets, and recognize the amount of items in a set does not change when the set arrangement changes</b>	
<b>Subcomponent Alignment</b>	<b>Lesson/Unit</b>	<b>Location (Page #)</b>	<b>Alignment Evidence</b>
M6.1 Notices when the quantity of a set of up to 4 objects has increased or decreased	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 identify when the quantity of a set of up to 4 objects has increased or decreased.</p>



<b>Indicators of Progress</b>	<p>Notices when the quantity of a set of up to 4 objects has increased or decreased</p> <p><u>Progress Monitoring Skills</u></p> <p>Tier 1 – Foundational Monitoring</p> <ul style="list-style-type: none"> <li>• Classroom Progress Monitoring             <ul style="list-style-type: none"> <li>○ Routines, Rhythms, and Transitions mastered</li> <li>○ Safety, Love, and Connection</li> </ul> </li> <li>• Student Progress Monitoring Domain 1-6             <ul style="list-style-type: none"> <li>○ DRIVE – Developmental Readiness: Initiative, Voice, Exploration, and Engagement</li> <li>○ Regulation tools mastered</li> <li>○ Meditations mastered</li> </ul> </li> </ul> <p>Tier 2 – Intentional Growth Monitoring</p> <p>Universal Monitoring</p> <ul style="list-style-type: none"> <li>• Academic Retention</li> <li>• Cognitive &amp; Executive Functioning</li> </ul>
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<b>CONTENT STANDARD/ DOMAIN</b>		<b>M.</b>	<b>Mathematics - Cognitive (3-4 Years)</b>
<b>Components</b>			<b>Number Knowledge</b>
<b>Indicator of Strand</b>		<b>M7.</b>	<b>Measurement: Child recognizes and makes comparisons of measurable attributes (length, height, width, area, volume, physical distance, time duration.)</b>
<b>Subcomponent Alignment</b>	<b>Lesson/Unit</b>	<b>Location (Page #)</b>	<b>Alignment Evidence</b>
<p>M7.7 Shows understanding of measurement terms (longer/shorter, taller/shorter, fullest, farthest, closest)</p> <p>M7.8 Uses terms like more/less; a little bit; a lot; to refer to continuous properties like water, sand, height</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,</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 math skills to show understanding of measurement in terms of longer, shorter, taller, fullest, farthest, and closest.</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 like more/less; a little bit; a lot; to refer to continuous properties like water, sand, and height.</p>
<b>Indicators of Progress</b>	<p>Shows understanding of measurement terms (longer/ shorter, taller/ shorter, fullest, farthest, closest) Uses terms like more/less; a little bit; a lot; to refer to continuous properties like water, sand, height</p> <p><u>Progress Monitoring Skills</u> Tier 1 – Foundational Monitoring</p>	



	<ul style="list-style-type: none"> <li>• Classroom Progress Monitoring               <ul style="list-style-type: none"> <li>○ Routines, Rhythms, and Transitions mastered</li> <li>○ Safety, Love, and Connection</li> </ul> </li> <li>• Student Progress Monitoring Domain 1-6               <ul style="list-style-type: none"> <li>○ DRIVE – Developmental Readiness: Initiative, Voice, Exploration, and Engagement</li> <li>○ Regulation tools mastered</li> <li>○ Meditations mastered</li> </ul> </li> </ul> <p>Tier 2 – Intentional Growth Monitoring Universal Monitoring</p> <ul style="list-style-type: none"> <li>• Academic Retention</li> <li>• Cognitive &amp; Executive Functioning</li> </ul>
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CONTENT STANDARD/ DOMAIN		M.	Mathematics - Cognitive (3-4 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
M8.5 Recognizes repeating patterns  M8.6 Copies existing pattern with same materials  M8.7 Extends a simple pattern with the same materials	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>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 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 extend a simple pattern with the same materials.</p>
<b>Indicators of Progress</b>	<p>Recognizes repeating patterns Copies existing patterns with same materials Extends a simple pattern with the same materials</p> <p><u>Progress Monitoring Skills</u> Tier 1 – Foundational Monitoring</p>		



	<ul style="list-style-type: none"> <li>• Classroom Progress Monitoring               <ul style="list-style-type: none"> <li>○ Routines, Rhythms, and Transitions mastered</li> <li>○ Safety, Love, and Connection</li> </ul> </li> <li>• Student Progress Monitoring Domain 1-6               <ul style="list-style-type: none"> <li>○ DRIVE – Developmental Readiness: Initiative, Voice, Exploration, and Engagement</li> <li>○ Regulation tools mastered</li> <li>○ Meditations mastered</li> </ul> </li> </ul> <p>Tier 2 – Intentional Growth Monitoring Universal Monitoring</p> <ul style="list-style-type: none"> <li>• Academic Retention</li> <li>• Cognitive &amp; Executive Functioning</li> </ul>
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CONTENT STANDARD/ DOMAIN		M.	Mathematics - Cognitive (3-4 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>M9.3 Points to familiar 2D and 3D shapes (circle, spheres, squares, cubes, triangles) when asked, thereby showing recognition of shape names</p> <p>M9.4 Recognizes geometric shapes in the environment</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> <p>Each lesson focuses on building the foundation for</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 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 recognize geometric shapes in their environment.</p>
<b>Indicators of Progress</b>	<p>Points to familiar 2D and 3D shapes (circle, spheres, squares, cubes, triangles) when asked, thereby showing recognition of shape names Recognizes geometric shapes in the environment</p> <p><u>Progress Monitoring Skills</u></p> <p>Tier 1 – Foundational Monitoring</p> <ul style="list-style-type: none"><li>• Classroom Progress Monitoring<ul style="list-style-type: none"><li>○ Routines, Rhythms, and Transitions mastered</li><li>○ Safety, Love, and Connection</li></ul></li><li>• Student Progress Monitoring Domain 1-6<ul style="list-style-type: none"><li>○ DRIVE – Developmental Readiness: Initiative, Voice, Exploration, and Engagement</li><li>○ Regulation tools mastered</li><li>○ Meditations mastered</li></ul></li></ul> <p>Tier 2 – Intentional Growth Monitoring</p>		



	Universal Monitoring <ul style="list-style-type: none"> <li>• Academic Retention</li> <li>• Cognitive &amp; Executive Functioning</li> </ul>
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CONTENT STANDARD/ DOMAIN		M.	Mathematics - Cognitive (3-4 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
M10.7 Rotates, flips, or turns an object to fit once they realize object doesn't fit a defined space	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>



			Each lesson creates the foundation for all children of diverse backgrounds and abilities to engage, explore, and locate and manipulate shapes in space with confidence.
<b>Indicators of Progress</b>	<p>Rotates, flips, or turns an object to fit once they realize object doesn't fit a defined space</p> <p><u>Progress Monitoring Skills</u></p> <p>Tier 1 – Foundational Monitoring</p> <ul style="list-style-type: none"> <li>• Classroom Progress Monitoring <ul style="list-style-type: none"> <li>○ Routines, Rhythms, and Transitions mastered</li> <li>○ Safety, Love, and Connection</li> </ul> </li> <li>• Student Progress Monitoring Domain 1-6 <ul style="list-style-type: none"> <li>○ DRIVE – Developmental Readiness: Initiative, Voice, Exploration, and Engagement</li> <li>○ Regulation tools mastered</li> <li>○ Meditations mastered</li> </ul> </li> </ul> <p>Tier 2 – Intentional Growth Monitoring</p> <p>Universal Monitoring</p> <ul style="list-style-type: none"> <li>• Academic Retention</li> <li>• Cognitive &amp; Executive Functioning</li> </ul>		

CONTENT STANDARD/ DOMAIN		M.	Mathematics - Cognitive (3-4 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
M11.4 Uses terms like near/far; under; below; front; middle; end	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>M11.5 Uses a simple map of a visible area to locate placement</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> <p>Each lesson creates the foundation for all children of diverse backgrounds and abilities to engage, explore, and properly use a map to locate placement.</p>
<p><b>Indicators of Progress</b></p>	<p>Uses terms like near/far; under/below; front; middle; end Uses a simple map of a visible area to locate placement</p> <p><u>Progress Monitoring Skills</u> Tier 1 – Foundational Monitoring</p>		



	<ul style="list-style-type: none"> <li>• Classroom Progress Monitoring               <ul style="list-style-type: none"> <li>○ Routines, Rhythms, and Transitions mastered</li> <li>○ Safety, Love, and Connection</li> </ul> </li> <li>• Student Progress Monitoring Domain 1-6               <ul style="list-style-type: none"> <li>○ DRIVE – Developmental Readiness: Initiative, Voice, Exploration, and Engagement</li> <li>○ Regulation tools mastered</li> <li>○ Meditations mastered</li> </ul> </li> </ul> <p>Tier 2 – Intentional Growth Monitoring Universal Monitoring</p> <ul style="list-style-type: none"> <li>• Academic Retention</li> <li>• Cognitive &amp; Executive Functioning</li> </ul>
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CONTENT STANDARD/ DOMAIN		M.	Mathematics - Cognitive (3-4 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
M12.5 Sorts objects based on an observable attribute  M12.6 Demonstrates understanding that attributes are measurable	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 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 demonstrates an understanding that attributes are measurable.</p>
<p><b>Indicators of Progress</b></p>	<p>Sorts objects based on an observable attribute Demonstrates understanding that attributes are measurable</p> <p><u>Progress Monitoring Skills</u> Tier 1 – Foundational Monitoring</p> <ul style="list-style-type: none"> <li>• Classroom Progress Monitoring             <ul style="list-style-type: none"> <li>○ Routines, Rhythms, and Transitions mastered</li> <li>○ Safety, Love, and Connection</li> </ul> </li> <li>• Student Progress Monitoring Domain 1-6             <ul style="list-style-type: none"> <li>○ DRIVE – Developmental Readiness: Initiative, Voice, Exploration, and Engagement</li> <li>○ Regulation tools mastered</li> <li>○ Meditations mastered</li> </ul> </li> </ul> <p>Tier 2 – Intentional Growth Monitoring Universal Monitoring</p> <ul style="list-style-type: none"> <li>• Academic Retention</li> <li>• Cognitive &amp; Executive Functioning</li> </ul>		



CONTENT STANDARD/ DOMAIN		M.	Mathematics - Cognitive (3-4 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
<p>M13.1 Participates in simple data collection discussed by an adult or other child</p> <p>M13.2 Collects information by one or more attribute</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,</p>



			<p>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 collect information by one or more attributes.</p>
<b>Indicators of Progress</b>	<p>Participates in simple data collection discussed by an adult or other child Collects information by one or more attribute</p> <p><u>Progress Monitoring Skills</u></p> <p>Tier 1 – Foundational Monitoring</p> <ul style="list-style-type: none"> <li>• Classroom Progress Monitoring <ul style="list-style-type: none"> <li>○ Routines, Rhythms, and Transitions mastered</li> <li>○ Safety, Love, and Connection</li> </ul> </li> <li>• Student Progress Monitoring Domain 1-6 <ul style="list-style-type: none"> <li>○ DRIVE – Developmental Readiness: Initiative, Voice, Exploration, and Engagement</li> <li>○ Regulation tools mastered</li> <li>○ Meditations mastered</li> </ul> </li> </ul> <p>Tier 2 – Intentional Growth Monitoring Universal Monitoring</p> <ul style="list-style-type: none"> <li>• Academic Retention</li> <li>• Cognitive &amp; Executive Functioning</li> </ul>		

CONTENT STANDARD/ DOMAIN		M.	Mathematics - Cognitive (3-4 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
M14.1 Identifies patterns, differences, or similarities of	Lesson 1A-15A; Guided Meditations; Breathing Strategies; Role-Playing; Daily	43-175	The Mindful Foundations curriculum establishes emotional safety, love, and connection for each child in the classroom.



<p>information collected</p> <p>M14.2 Uses language to describe those patterns, differences or similarities of data</p>	<p>Affirmations; Brain State Model</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 identify patterns, differences, or similarities of information collected and use the taught language to describe that data.</p>
<p><b>Indicators of Progress</b></p>	<p>Identifies patterns, differences, or similarities of information collected Uses language to describe those patterns, differences, or similarities of data</p> <p><u>Progress Monitoring Skills</u> Tier 1 – Foundational Monitoring</p> <ul style="list-style-type: none"> <li>• Classroom Progress Monitoring             <ul style="list-style-type: none"> <li>○ Routines, Rhythms, and Transitions mastered</li> <li>○ Safety, Love, and Connection</li> </ul> </li> </ul>		



	<ul style="list-style-type: none"> <li>• Student Progress Monitoring Domain 1-6               <ul style="list-style-type: none"> <li>○ DRIVE – Developmental Readiness: Initiative, Voice, Exploration, and Engagement</li> <li>○ Regulation tools mastered</li> <li>○ Meditations mastered</li> </ul> </li> </ul> <p>Tier 2 – Intentional Growth Monitoring Universal Monitoring</p> <ul style="list-style-type: none"> <li>• Academic Retention</li> <li>• Cognitive &amp; Executive Functioning</li> </ul>
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CONTENT STANDARD/ DOMAIN		ST.	Scientific Thinking - Cognitive (3-4 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
ST1.5 Notices differences or similarities among materials, objects and phenomena  ST1.6 Uses experiences to stimulate questions	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 notice differences or similarities among materials, objects, phenomena and the ability to use experiences to stimulate questions.</p>
<p><b>Indicators of Progress</b></p>	<p>Notices differences or similarities among materials, objects and phenomena Uses experiences to stimulate questions</p> <p><u>Progress Monitoring Skills</u></p> <p>Tier 1 – Foundational Monitoring</p> <ul style="list-style-type: none"> <li>• Classroom Progress Monitoring             <ul style="list-style-type: none"> <li>○ Routines, Rhythms, and Transitions mastered</li> <li>○ Safety, Love, and Connection</li> </ul> </li> <li>• Student Progress Monitoring Domain             <ul style="list-style-type: none"> <li>○ DRIVE – Developmental Readiness: Initiative, Voice, Exploration, and Engagement</li> <li>○ Regulation tools mastered</li> <li>○ Meditations mastered</li> </ul> </li> </ul> <p>Tier 2 – Intentional Growth Monitoring</p> <p>Universal Monitoring</p> <ul style="list-style-type: none"> <li>• Academic Retention</li> <li>• Cognitive &amp; Executive Functioning</li> </ul>	

CONTENT STANDARD/ DOMAIN	ST.	Scientific Thinking - Cognitive (3-4 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
<p>ST2.7 Seeks to gain additional knowledge in areas of interests</p> <p>ST2.8 Explores with the intention of finding out something specific</p> <p>ST2.9 Uses many tools as designed</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 seeks to gain additional knowledge in areas of interest, explores with the intent of finding out something specific, and uses tools as designed.</p>



<b>Indicators of Progress</b>	<p>Seeks to gain additional knowledge in areas of interests          Explores with the intention of finding out something specific          Uses many tools as designed</p> <p><u>Progress Monitoring Skills</u>          Tier 1 – Foundational Monitoring</p> <ul style="list-style-type: none"> <li>• Classroom Progress Monitoring             <ul style="list-style-type: none"> <li>○ Routines, Rhythms, and Transitions mastered</li> <li>○ Safety, Love, and Connection</li> </ul> </li> <li>• Student Progress Monitoring Domain 1-6             <ul style="list-style-type: none"> <li>○ DRIVE – Developmental Readiness: Initiative, Voice, Exploration, and Engagement</li> <li>○ Regulation tools mastered</li> <li>○ Meditations mastered</li> </ul> </li> </ul> <p>Tier 2 – Intentional Growth Monitoring          Universal Monitoring</p> <ul style="list-style-type: none"> <li>• Academic Retention</li> <li>• Cognitive &amp; Executive Functioning</li> </ul>
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CONTENT STANDARD/ DOMAIN		ST.	Scientific Thinking - Cognitive (3-4 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
ST3.11 Makes a simple plan in advance to see what will happen  ST3.12 Uses a greater variety of strategies to carry out ideas  ST3.13 Attempts to make a prediction of an expected outcome	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,



		<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 experiment with scientific thinking to plan, carry out ideas, and attempt to make predictions.</p>
<p><b>Indicators of Progress</b></p>	<p>Makes a simple plan in advance to see what will happen          Uses a greater variety of strategies to carry out ideas          Attempts to make a prediction of an expected outcome</p> <p><u>Progress Monitoring Skills</u></p> <p>Tier 1 – Foundational Monitoring</p> <ul style="list-style-type: none"> <li>• Classroom Progress Monitoring             <ul style="list-style-type: none"> <li>○ Routines, Rhythms, and Transitions mastered</li> <li>○ Safety, Love, and Connection</li> </ul> </li> <li>• Student Progress Monitoring Domain 1-6             <ul style="list-style-type: none"> <li>○ DRIVE – Developmental Readiness: Initiative, Voice, Exploration, and Engagement</li> <li>○ Regulation tools mastered</li> <li>○ Meditations mastered</li> </ul> </li> </ul> <p>Tier 2 – Intentional Growth Monitoring</p> <p>Universal Monitoring</p> <ul style="list-style-type: none"> <li>• Academic Retention</li> <li>• Cognitive &amp; Executive Functioning</li> </ul>	



CONTENT STANDARD/ DOMAIN		ST.	Scientific Thinking - Cognitive (3-4 Years)
<b>Components</b>			<b>Act</b>
<b>Indicator of Strand</b>		<b>ST4</b>	<b>Evaluate: Child analyzes, examines, critiques, and synthesizes outcomes in order to draw conclusions</b>
Subcomponent Alignment	Lesson/Unit	Location (Page #)	Alignment Evidence
<p>ST4.7 Describes all parts of an outcome by comparing, sorting, classifying and/or organizing</p> <p>ST4.8 Open to more than one solution or answer to a problem</p> <p>ST4.9 Begins to rely on or expect evidence, things seen or experienced directly, as reasons for results obtained</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</p>



			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 understanding that evidence of things seen yield results obtained.
<b>Indicators of Progress</b>	<p>Describes all parts of an outcome by comparing, sorting, classifying and/or organizing            Open to more than one solution or answer to a problem            Begins to rely on or expect evidence, things seen or experienced directly, as reasons for results obtained</p> <p><u>Progress Monitoring Skills</u>            Tier 1 – Foundational Monitoring</p> <ul style="list-style-type: none"> <li>• Classroom Progress Monitoring               <ul style="list-style-type: none"> <li>○ Routines, Rhythms, and Transitions mastered</li> <li>○ Safety, Love, and Connection</li> </ul> </li> <li>• Student Progress Monitoring Domain 1-6               <ul style="list-style-type: none"> <li>○ DRIVE – Developmental Readiness: Initiative, Voice, Exploration, and Engagement</li> <li>○ Regulation tools mastered</li> <li>○ Meditations mastered</li> </ul> </li> </ul> <p>Tier 2 – Intentional Growth Monitoring            Universal Monitoring</p> <ul style="list-style-type: none"> <li>• Academic Retention</li> <li>• Cognitive &amp; Executive Functioning</li> </ul>		

CONTENT STANDARD/ DOMAIN		ST.	Scientific Thinking - Cognitive (3-4 Years)
<b>Components</b>			<b>Integrate</b>
<b>Indicator of Strand</b>		<b>ST5</b>	<b>Communicate: Child effectively verbalizes thinking and share thoughts, ideas, conclusions with self and others</b>
<b>Subcomponent Alignment</b>	<b>Lesson/Unit</b>	<b>Location (Page #)</b>	<b>Alignment Evidence</b>
ST5.9 Verbally expresses	Lesson 1A-15A; Guided Meditations; Breathing Strategies;	43-175	The Mindful Foundations curriculum establishes emotional safety, love, and



<p>ideas/thought process</p> <p>ST5.10 Seeks input from others regarding an experience</p> <p>ST5.11 Verbalizes possible explanations for an outcome</p> <p>ST5.12 Uses drawing, writing, models, or other creative expressions to present ideas</p>	<p>Role-Playing; Daily 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 communicate scientific thinking by verbally expressing ideas, seeks input and collaboration, verbalizes possible outcomes, and uses other modes of non-verbal communication such as drawing, writing, or models.</p>
<p><b>Indicators of Progress</b></p>	<p>Verbally expresses ideas/thought process</p> <p>Seeks input from others regarding an experience</p> <p>Verbalizes possible explanations for an outcome</p> <p>Uses drawing, writing, models, or other creative expressions to</p>		



	<p><u>Progress Monitoring Skills</u></p> <p>Tier 1 – Foundational Monitoring</p> <ul style="list-style-type: none"> <li>• Classroom Progress Monitoring             <ul style="list-style-type: none"> <li>○ Routines, Rhythms, and Transitions mastered</li> <li>○ Safety, Love, and Connection</li> </ul> </li> <li>• Student Progress Monitoring Domain 1-6             <ul style="list-style-type: none"> <li>○ DRIVE – Developmental Readiness: Initiative, Voice, Exploration, and Engagement</li> <li>○ Regulation tools mastered</li> <li>○ Meditations mastered</li> </ul> </li> </ul> <p>Tier 2 – Intentional Growth Monitoring</p> <p>Universal Monitoring</p> <ul style="list-style-type: none"> <li>• Academic Retention</li> <li>• Cognitive &amp; Executive Functioning</li> </ul>
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CONTENT STANDARD/ DOMAIN		ST.	Mathematics - Cognitive (3-4 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
ST6.5 Recalls and uses information in new/ different experiences  ST6.6 Generates new and more complex questions  ST6.7 Uses prior experience to identify details that may be relevant	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>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 recalling information to new experiences, generates new complex questions, and uses prior experiences to identify key details.</p>
<p><b>Indicators of Progress</b></p>	<p>Recalls and uses information in new/ different experiences  Generates new and more complex questions  Uses prior experience to identify details that may be relevant</p> <p><u>Progress Monitoring Skills</u>  Tier 1 – Foundational Monitoring</p> <ul style="list-style-type: none"> <li>• Classroom Progress Monitoring <ul style="list-style-type: none"> <li>○ Routines, Rhythms, and Transitions mastered</li> <li>○ Safety, Love, and Connection</li> </ul> </li> <li>• Student Progress Monitoring Domain 1-6 <ul style="list-style-type: none"> <li>○ DRIVE – Developmental Readiness: Initiative, Voice, Exploration, and Engagement</li> <li>○ Regulation tools mastered</li> <li>○ Meditations mastered</li> <li>○ Role-playing – Unhealthy Stress Responses vs. Effective Regulation Strategies</li> <li>○ Positive peer interactions</li> </ul> </li> </ul> <p>Tier 2 – Intentional Growth Monitoring  Universal Monitoring</p> <ul style="list-style-type: none"> <li>• Academic Retention</li> <li>• Cognitive &amp; Executive Functioning</li> </ul>	



CONTENT STANDARD/ DOMAIN		S.	Social and Emotional Development (3-4 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>S1.8 Demonstrates confidence in a range of abilities and expresses pride in accomplishments</p> <p>S1.9 Consistently and effectively uses social/emotional resources such as adults, peers or things for support</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>	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 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</p>



		<p>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 gain personal autonomy, independence, and self-belief through the Fade-Away Approach each teacher uses.</p>
<p><b>Indicators of Progress</b></p>	<p>Demonstrates confidence in a range of abilities and expresses pride in accomplishments Consistently and effectively uses social/ emotional resources such as adults, peers or things for support</p> <p><u>Progress Monitoring Skills</u> Tier 1 – Foundational Monitoring</p> <ul style="list-style-type: none"> <li>• Classroom Progress Monitoring             <ul style="list-style-type: none"> <li>○ Routines, Rhythms, and Transitions mastered</li> <li>○ Safety, Love, and Connection</li> </ul> </li> <li>• Student Progress Monitoring Domain 1-6             <ul style="list-style-type: none"> <li>○ DRIVE – Developmental Readiness: Initiative, Voice, Exploration, and Engagement</li> <li>○ Regulation tools mastered</li> <li>○ Meditations mastered</li> <li>○ Role-playing – Unhealthy Stress Responses vs. Effective Regulation Strategies</li> <li>○ Positive peer interactions</li> </ul> </li> </ul>	

<b>CONTENT STANDARD/ DOMAIN</b>	<b>S.</b>	<b>Social and Emotional Development (3-4 Years)</b>
<b>Components</b>		<b>Self and Emotional Awareness</b>



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
S2.5 Demonstrates knowledge of family celebrations, traditions, and expectations	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</p>



			<p>family celebrations, traditions, and expectations.</p> <p>Each lesson prioritizes expanding the capacity of each child to fully engage and add value to the learning environment, to be celebrated as to who they are.</p>
<b>Indicators of Progress</b>	<p>Demonstrates knowledge of family celebrations, traditions, and expectations</p> <p><u>Progress Monitoring Skills</u></p> <p>Tier 1 – Foundational Monitoring</p> <ul style="list-style-type: none"> <li>• Classroom Progress Monitoring <ul style="list-style-type: none"> <li>○ Routines, Rhythms, and Transitions mastered</li> <li>○ Safety, Love, and Connection</li> </ul> </li> <li>• Student Progress Monitoring Domain 1-6 <ul style="list-style-type: none"> <li>○ DRIVE – Developmental Readiness: Initiative, Voice, Exploration, and Engagement</li> <li>○ Regulation tools mastered</li> <li>○ Meditations mastered</li> </ul> </li> </ul>		

CONTENT STANDARD/ DOMAIN		S.	Social and Emotional Development (3-4 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
<p>S3.7 Uses words to express emotions</p> <p>S3.8 Recognizes and responds to others' emotional expression</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</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 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.</p>
<b>Indicators of Progress</b>	<p>Uses words to express emotions Recognizes and responds to others' emotional expression</p> <p><u>Progress Monitoring Skills</u> Tier 1 – Foundational Monitoring</p> <ul style="list-style-type: none"><li>• Classroom Progress Monitoring<ul style="list-style-type: none"><li>○ Routines, Rhythms, and Transitions mastered</li><li>○ Safety, Love, and Connection</li></ul></li><li>• Student Progress Monitoring Domain 1-6<ul style="list-style-type: none"><li>○ DRIVE – Developmental Readiness: Initiative, Voice, Exploration, and Engagement</li></ul></li></ul>		



	<ul style="list-style-type: none"> <li>○ Regulation tools mastered</li> <li>○ Meditations mastered</li> <li>○ Role-playing – Unhealthy Stress Responses vs. Effective Regulation Strategies</li> <li>○ Positive peer interactions</li> </ul> <p>Tier 2 – Intentional Growth Monitoring Universal Monitoring</p> <ul style="list-style-type: none"> <li>● Academic Retention</li> <li>● Cognitive &amp; Executive Functioning</li> </ul>
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CONTENT STANDARD/ DOMAIN		S.	Social and Emotional Development (3-4 Years)
Components			Self-Management
Indicator of Strand		S4	Managing thinking: Child manages attention and thoughts
Subcomponent Alignment	Lesson/Unit	Location (Page #)	Alignment Evidence
<p>S4.9 Attends for longer periods and persists through a broad range of adult-directed and child-initiated activities</p> <p>S4.10 Makes self-directed choices from a greater variety of options</p> <p>S4.11 Increasing ability to remember and follow simple two-step directions</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>	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 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 retain all information taught by prioritizing a solid foundation for all learning to build upon.</p>
<p><b>Indicators of Progress</b></p>	<p>Attends for longer periods and persists through a broad range of adult-directed and child-initiated activities            Makes self-directed choices from a greater variety of options            Increasing ability to remember and follow simple two-step directions</p> <p><u>Progress Monitoring Skills</u>            Tier 1 – Foundational Monitoring</p> <ul style="list-style-type: none"> <li>• Classroom Progress Monitoring               <ul style="list-style-type: none"> <li>○ Routines, Rhythms, and Transitions mastered</li> <li>○ Safety, Love, and Connection</li> </ul> </li> <li>• Student Progress Monitoring Domain 1-6               <ul style="list-style-type: none"> <li>○ DRIVE – Developmental Readiness: Initiative, Voice, Exploration, and Engagement</li> <li>○ Regulation tools mastered</li> <li>○ Meditations mastered</li> <li>○ Role-playing – Unhealthy Stress Responses vs. Effective Regulation Strategies</li> </ul> </li> </ul>	



	<ul style="list-style-type: none"> <li>○ Positive peer interactions</li> </ul> <p>Tier 2 – Intentional Growth Monitoring Universal Monitoring</p> <ul style="list-style-type: none"> <li>● Academic Retention</li> <li>● Cognitive &amp; Executive Functioning</li> </ul>
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<b>CONTENT STANDARD/ DOMAIN</b>		<b>S.</b>	<b>Social and Emotional Development (3-4 Years)</b>
<b>Components</b>			<b>Self-Management</b>
<b>Indicator of Strand</b>		<b>S5.</b>	<b>Managing emotions and behaviors: Child manages emotions, impulses, and behaviors with assistance from others and independently</b>
<b>Subcomponent Alignment</b>	<b>Lesson/Unit</b>	<b>Location (Page #)</b>	<b>Alignment Evidence</b>
<p>S5.16 Consistently calms self when feeling strong emotions or discomfort with only occasional adult guidance and assistance</p> <p>S5.17 Independently expresses feelings, needs, opinions, and desires in appropriate ways</p> <p>S5.18 Follows expectations established to manage feelings and behaviors with necessary reminders or assistance</p> <p>S5.19 Demonstrates the</p>	<p>Lesson 1A-15A; Guided Meditations; Choose Space; Rise Above; Steer Your Ship; Breathing 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>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</p>



<p>ability to delay gratification for longer periods of time</p> <p>S5.20 Demonstrates understanding of rules, roles, jobs, and relationships in families and the community</p>			<p>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 communicate understanding of all classroom rules and expectations, duties in the room, and in relationships with peers and family members.</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 guide students towards personal independence with behavioral regulation.</p>
<p><b>Indicators of Progress</b></p>	<p>Consistently calms self when feeling strong emotions or discomfort with only occasional adult guidance and assistance</p> <p>Independently expresses feelings, needs, opinions, and desires in appropriate ways</p> <p>Follows expectations established to manage feelings and behaviors with necessary reminders or assistance</p>		



	<p>Demonstrates the ability to delay gratification for longer periods of time Demonstrates understanding of rules, roles, jobs, and relationships in families and the community</p> <p><u>Progress Monitoring Skills</u> Tier 1 – Foundational Monitoring</p> <ul style="list-style-type: none"> <li>• Classroom Progress Monitoring             <ul style="list-style-type: none"> <li>○ Routines, Rhythms, and Transitions mastered</li> <li>○ Safety, Love, and Connection</li> </ul> </li> <li>• Student Progress Monitoring Domain 1-6             <ul style="list-style-type: none"> <li>○ DRIVE – Developmental Readiness: Initiative, Voice, Exploration, and Engagement</li> <li>○ Regulation tools mastered</li> <li>○ Meditations mastered</li> <li>○ Role-playing – Unhealthy Stress Responses vs. Effective Regulation Strategies</li> <li>○ Positive peer interactions</li> </ul> </li> </ul> <p>Tier 2 – Intentional Growth Monitoring Universal Monitoring</p> <ul style="list-style-type: none"> <li>• Academic Retention</li> <li>• Cognitive &amp; Executive Functioning</li> </ul>
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CONTENT STANDARD/ DOMAIN		S.	Social and Emotional Development (3-4 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
S6.7 Shows understanding, empathy, and compassion for others through words or gestures  S6.8 Labels others' emotions	Lesson 1A-15A; Guided Meditations; Choose Space; Rise Above; Steer Your Ship; Breathing Strategies; Role-Playing Activity; Daily Affirmations; Daily Classroom Expectations; Brain State Model; Fade-Away Approach; Erik	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>Erikson’s Psychosocial Stages of Development; L.O.V.E.E. Behavior Guidance 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, social awareness, and thinking can happen.</p> <p>Each lesson creates the foundation for all children of diverse backgrounds and abilities to understand 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 show up when our peers need us the most.</p>
<p><b>Indicators of Progress</b></p>	<p>Shows understanding, empathy, and compassion for others through words or gestures Labels others’ emotions</p> <p><u>Progress Monitoring Skills</u> Tier 1 – Foundational Monitoring</p> <ul style="list-style-type: none"><li>• Classroom Progress Monitoring</li></ul>	



	<ul style="list-style-type: none"> <li>○ Routines, Rhythms, and Transitions mastered</li> <li>○ Safety, Love, and Connection</li> <li>● Student Progress Monitoring Domain 1-6             <ul style="list-style-type: none"> <li>○ DRIVE – Developmental Readiness: Initiative, Voice, Exploration, and Engagement</li> <li>○ Regulation tools mastered</li> <li>○ Meditations mastered</li> <li>○ Role-playing – Unhealthy Stress Responses vs. Effective Regulation Strategies</li> <li>○ Positive peer interactions</li> </ul> </li> </ul>
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CONTENT STANDARD/ DOMAIN		S.	Social and Emotional Development (3-4 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
S7.8 Shares information and participates in activities with adults and peers	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 of Development; L.O.V.E.E. Behavior Response plan	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>



			Each lesson creates the foundation for all children of diverse backgrounds and abilities to engage, explore, and share information with adults and peers in a positive manner.
<b>Indicators of Progress</b>	<p>Shares information and participates in activities with adults and peers</p> <p><u>Progress Monitoring Skills</u></p> <p>Tier 1 – Foundational Monitoring</p> <ul style="list-style-type: none"> <li>• Classroom Progress Monitoring <ul style="list-style-type: none"> <li>○ Routines, Rhythms, and Transitions mastered</li> <li>○ Safety, Love, and Connection</li> </ul> </li> <li>• Student Progress Monitoring Domain <ul style="list-style-type: none"> <li>○ DRIVE – Developmental Readiness: Initiative, Voice, Exploration, and Engagement</li> <li>○ Regulation tools mastered</li> <li>○ Meditations mastered</li> <li>○ Role-playing – Unhealthy Stress Responses vs. Effective Regulation Strategies</li> <li>○ Positive peer interactions</li> </ul> </li> </ul> <p>Tier 2 – Intentional Growth Monitoring</p> <p>Universal Monitoring</p> <ul style="list-style-type: none"> <li>• Academic Retention</li> <li>• Cognitive &amp; Executive Functioning</li> </ul>		

CONTENT STANDARD/ DOMAIN		S.	Social and Emotional Development (3-4 Years)
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
S8.7 Initiates, joins, and sustains cooperative play and conversations with others	Lesson 1A-15A; Guided Meditations; Breathing Strategies; Role-Playing; Daily Affirmations; Brain State Model; Daily Community Meet and	43-175	The Mindful Foundations curriculum establishes emotional safety, love, and connection for each child in the classroom.



<p>S8.8 Shows concern, respect, care, and appreciation for others and the environment</p> <p>S8.9 Actively helps solve problems with others</p> <p>S8.10 Takes turns</p>	<p>Greet; Restorative Justice Conversations; 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>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, 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 display concern, respect, care, and self-appreciation for others and the environment.</p>
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			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.
<b>Indicators of Progress</b>	<p>Initiates, joins, and sustains cooperative play and conversations with others Shows concern, respect, care, and appreciation for others and the environment Actively helps solve problems with others Takes turns</p> <p><u>Progress Monitoring Skills</u></p> <p>Tier 1 – Foundational Monitoring</p> <ul style="list-style-type: none"> <li>• Classroom Progress Monitoring <ul style="list-style-type: none"> <li>○ Routines, Rhythms, and Transitions mastered</li> <li>○ Safety, Love, and Connection</li> </ul> </li> <li>• Student Progress Monitoring Domain 1-6 <ul style="list-style-type: none"> <li>○ DRIVE – Developmental Readiness: Initiative, Voice, Exploration, and Engagement</li> <li>○ Regulation tools mastered</li> <li>○ Meditations mastered</li> <li>○ Role-playing – Unhealthy Stress Responses vs. Effective Regulation Strategies</li> <li>○ Positive peer interactions</li> </ul> </li> </ul> <p>Tier 2 – Intentional Growth Monitoring</p> <p>Universal Monitoring</p> <ul style="list-style-type: none"> <li>• Academic Retention</li> <li>• Cognitive &amp; Executive Functioning</li> </ul>		

CONTENT STANDARD/ DOMAIN		SS.	Social Systems: Cognitive (3-4 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>SS1.6 Describes their role(s) within the family and familiar environment</p> <p>SS1.7 Identifies similarities and differences in people</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>	<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 understand and identify relationship dynamics, differences and similarities in people.</p>
<p><b>Indicators of Progress</b></p>	<p>Describes their role(s) within the family and familiar environment</p> <p>Identifies similarities and differences in people</p> <p><u>Progress Monitoring Skills</u></p> <p>Tier 1 – Foundational Monitoring</p> <ul style="list-style-type: none"> <li>• Classroom Progress Monitoring</li> </ul>		



	<ul style="list-style-type: none"> <li>○ Routines, Rhythms, and Transitions mastered</li> <li>○ Safety, Love, and Connection</li> <li>● Student Progress Monitoring Domain 1-6             <ul style="list-style-type: none"> <li>○ DRIVE – Developmental Readiness: Initiative, Voice, Exploration, and Engagement</li> <li>○ Regulation tools mastered</li> <li>○ Meditations mastered</li> <li>○ Positive peer interactions</li> </ul> </li> </ul> <p>Tier 2 – Intentional Growth Monitoring Universal Monitoring</p> <ul style="list-style-type: none"> <li>● Academic Retention</li> <li>● Cognitive &amp; Executive Functioning</li> </ul>
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CONTENT STANDARD/ DOMAIN		SS.	Social Systems: Cognitive (3-4 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
SS2.6 Describes different roles of people in the community  SS2.7 With modeling and support, follows classroom rules and routines	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>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><b>Indicators of Progress</b></p>	<p>Describes different roles of people in the community With modeling and support, follows classroom rules and routines</p> <p><u>Progress Monitoring Skills</u></p> <p>Tier 1 – Foundational Monitoring</p> <ul style="list-style-type: none"> <li>• Classroom Progress Monitoring             <ul style="list-style-type: none"> <li>○ Routines, Rhythms, and Transitions mastered</li> <li>○ Safety, Love, and Connection</li> </ul> </li> <li>• Student Progress Monitoring Domain 1-6             <ul style="list-style-type: none"> <li>○ DRIVE – Developmental Readiness: Initiative, Voice, Exploration, and Engagement</li> <li>○ Regulation tools mastered</li> <li>○ Meditations mastered</li> </ul> </li> </ul> <p>Tier 2 – Intentional Growth Monitoring</p> <p>Universal Monitoring</p> <ul style="list-style-type: none"> <li>• Academic Retention</li> <li>• Cognitive &amp; Executive Functioning</li> </ul>	

<b>CONTENT STANDARD/ DOMAIN</b>	<b>SS.</b>	<b>Social Systems: Cognitive (3-4 Years)</b>
<b>Components</b>		<b>Change over Time</b>
<b>Indicator of Strand</b>	<b>SS3</b>	<b>Personal history: Child explores the concepts of past, present and</b>



		future in relation to personally significant events	
Subcomponent Alignment	Lesson/Unit	Location (Page #)	Alignment Evidence
<p>S3.6 Uses language to recall events in time (“yesterday,” “today,” “tomorrow” “when I was a baby,” “last time”)</p> <p>S3.7 Begins to see self placed in time between older and younger family members and friends</p> <p>S3.8 Demonstrates an understanding of chronological order concepts in reference to a specific event</p> <p>S3.9 Talks about recent family or friend events and their impact on self</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 communicate, identify, and properly use terms to recall events in time, understand placements based on age, understands orders of</p>



			concepts, and talks about recent events in depth.
<b>Indicators of Progress</b>	<p>Uses language to recall events in time (“yesterday,” “today”, “tomorrow” “when I was a baby,” “last time”)          Begins to see self placed in time between older and younger family members and friends          Demonstrates an understanding of chronological order concepts in reference to a specific event          Talks about recent family or friend events and their impact on self</p> <p><u>Progress Monitoring Skills</u></p> <p>Tier 1 – Foundational Monitoring</p> <ul style="list-style-type: none"> <li>• Classroom Progress Monitoring             <ul style="list-style-type: none"> <li>○ Routines, Rhythms, and Transitions mastered</li> <li>○ Safety, Love, and Connection</li> </ul> </li> <li>• Student Progress Monitoring Domain 1-6             <ul style="list-style-type: none"> <li>○ DRIVE – Developmental Readiness: Initiative, Voice, Exploration, and Engagement</li> <li>○ Regulation tools mastered</li> <li>○ Meditations mastered</li> <li>○ Role-playing – Unhealthy Stress Responses vs. Effective Regulation Strategies</li> <li>○ Positive peer interactions</li> </ul> </li> </ul> <p>Tier 2 – Intentional Growth Monitoring</p> <p>Universal Monitoring</p> <ul style="list-style-type: none"> <li>• Academic Retention</li> <li>• Cognitive &amp; Executive Functioning</li> </ul>		

<b>CONTENT STANDARD/ DOMAIN</b>		<b>SS.</b>	<b>Social Systems: Cognitive (3-4 Years)</b>
<b>Components</b>			<b>Change over Time</b>
<b>Indicator of Strand</b>		<b>SS4</b>	<b>Family narratives and traditions: Child has an awareness and appreciation of family and cultural stories and traditions</b>
<b>Subcomponent Alignment</b>	<b>Lesson/Unit</b>	<b>Location (Page #)</b>	<b>Alignment Evidence</b>
SS4.2 Demonstrates curiosity about family and culture	Lesson 1A-15A; Guided Meditations; Our Classroom is a Family Literacy Activity; Breathing	43-175	The Mindful Foundations curriculum establishes emotional safety, love, and connection for each child in the classroom.



<p>SS4.3 Shares stories about family, culture and traditions</p>	<p>Strategies; Role-Playing; Daily Affirmations; Brain State Model</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, and share stories about family, culture, and traditions.</p>
<p><b>Indicators of Progress</b></p>	<p>Demonstrates curiosity about family and culture Shares stories about family, culture and traditions</p> <p><u>Progress Monitoring Skills</u> Tier 1 – Foundational Monitoring</p> <ul style="list-style-type: none"><li>• Classroom Progress Monitoring<ul style="list-style-type: none"><li>○ Routines, Rhythms, and Transitions mastered</li><li>○ Safety, Love, and Connection</li></ul></li><li>• Student Progress Monitoring Domain 1-6<ul style="list-style-type: none"><li>○ DRIVE – Developmental Readiness: Initiative, Voice, Exploration, and Engagement</li><li>○ Regulation tools mastered</li></ul></li></ul>		



	<ul style="list-style-type: none"> <li>○ Meditations mastered</li> </ul> <p>Tier 2 – Intentional Growth Monitoring Universal Monitoring</p> <ul style="list-style-type: none"> <li>● Academic Retention</li> <li>● Cognitive &amp; Executive Functioning</li> </ul>
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<b>CONTENT STANDARD/ DOMAIN</b>		<b>SS.</b>	<b>Social Systems: Cognitive (3-4 Years)</b>
<b>Components</b>			<b>Environment</b>
<b>Indicator of Strand</b>		<b>SS5</b>	<b>Conservation: Understands that some environmental resources are limited</b>
<b>Subcomponent Alignment</b>	<b>Lesson/Unit</b>	<b>Location (Page #)</b>	<b>Alignment Evidence</b>
SS5.4 Begins to practice responsible consumption and conservation of natural and physical resources	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 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 and act on responsible consumption within the classroom environment. As well as carry that understanding to their home environment.</p>
<b>Indicators of Progress</b>	<p>Begins to practice responsible consumption and conservation of natural and physical resources</p> <p><u>Progress Monitoring Skills</u></p> <p>Tier 1 – Foundational Monitoring</p> <ul style="list-style-type: none"> <li>• Classroom Progress Monitoring <ul style="list-style-type: none"> <li>○ Routines, Rhythms, and Transitions mastered</li> <li>○ Safety, Love, and Connection</li> </ul> </li> <li>• Student Progress Monitoring Domain 1-6 <ul style="list-style-type: none"> <li>○ DRIVE – Developmental Readiness: Initiative, Voice, Exploration, and Engagement</li> <li>○ Regulation tools mastered</li> <li>○ Meditations mastered</li> </ul> </li> </ul> <p>Tier 2 – Intentional Growth Monitoring</p> <p>Universal Monitoring</p> <ul style="list-style-type: none"> <li>• Academic Retention</li> <li>• Cognitive &amp; Executive Functioning</li> </ul>		

CONTENT STANDARD/ DOMAIN		SS.	Social Systems: Cognitive (3-4 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
SS6.3 Identifies and describes significant objects	Lesson 1A-15A; Guided Meditations; Breathing Strategies;	43-175	The Mindful Foundations curriculum establishes emotional safety, love, and



<p>and places in familiar environments</p>	<p>Role-Playing; Daily 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 identify and describe significant objects and places in familiar environments. Ensuring the child has capacity for self and social awareness.</p>
<p><b>Indicators of Progress</b></p>	<p>Identifies and describes significant objects and places in familiar environment</p> <p><u>Progress Monitoring Skills</u></p> <p>Tier 1 – Foundational Monitoring</p> <ul style="list-style-type: none"><li>• Classroom Progress Monitoring<ul style="list-style-type: none"><li>○ Routines, Rhythms, and Transitions mastered</li></ul></li></ul>		



	<ul style="list-style-type: none"> <li>○ Safety, Love, and Connection</li> <li>● Student Progress Monitoring Domain 1-6             <ul style="list-style-type: none"> <li>○ DRIVE – Developmental Readiness: Initiative, Voice, Exploration, and Engagement</li> <li>○ Regulation tools mastered</li> <li>○ Meditations mastered</li> </ul> </li> </ul> <p>Tier 2 – Intentional Growth Monitoring Universal Monitoring</p> <ul style="list-style-type: none"> <li>● Academic Retention</li> <li>● Cognitive &amp; Executive Functioning</li> </ul>
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CONTENT STANDARD/ DOMAIN		SS.	Social Systems: Cognitive (3-4 Years)
Components			Economics
Indicator of Strand		SS7	Economic reasoning: Child begins to understand basic economic principles
Subcomponent Alignment	Lesson/Unit	Location (Page #)	Alignment Evidence
SS7.4 Participates in turn taking with increasing independence  SS7.5 Describes basic needs for living things  SS7.6 Begins to understand the use of trade or money to obtain goods and services	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 Expectations; Daily Community Meet and Greets	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</p>
<p><b>Indicators of Progress</b></p>	<p>Participates in turn taking with increasing independence          Describes basic needs for living things          Begins to understand the use of trade or money to obtain goods and services</p> <p><u>Progress Monitoring Skills</u>          Tier 1 – Foundational Monitoring</p> <ul style="list-style-type: none"> <li>• Classroom Progress Monitoring             <ul style="list-style-type: none"> <li>○ Routines, Rhythms, and Transitions mastered</li> <li>○ Safety, Love, and Connection</li> </ul> </li> <li>• Student Progress Monitoring Domain 1-6             <ul style="list-style-type: none"> <li>○ DRIVE – Developmental Readiness: Initiative, Voice, Exploration, and Engagement</li> <li>○ Regulation tools mastered</li> <li>○ Meditations mastered</li> <li>○ Role Playing – Unhealthy Stress Responses vs. Effective Emotional Regulation Strategies</li> <li>○ Positive Peer Interactions</li> </ul> </li> </ul> <p>Tier 2 – Intentional Growth Monitoring          Universal Monitoring</p> <ul style="list-style-type: none"> <li>• Academic Retention</li> <li>• Cognitive &amp; Executive Functioning</li> </ul>	

<b>CONTENT STANDARD/ DOMAIN</b>	<b>SS.</b>	<b>Social Systems: Cognitive (3-4 Years)</b>
<b>Components</b>		<b>Environment</b>
<b>Indicator of Strand</b>	<b>SS8</b>	<b>Digital citizenship: The ability to choose and use some digital technology appropriately* *Follow all best practices and</b>



		<b>safety protocol for children using digital technology</b>	
<b>Subcomponent Alignment</b>	<b>Lesson/Unit</b>	<b>Location (Page #)</b>	<b>Alignment Evidence</b>
SS8.1 With support, explores all tools, including digital tools, to enhance learning	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, 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</p>



			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 tool.
<b>Indicators of Progress</b>	With support, explores all tools, including digital tools, to enhance learning		
	<u>Progress Monitoring Skills</u>		
	Tier 1 – Foundational Monitoring		
	<ul style="list-style-type: none"><li>• Classroom Progress Monitoring<ul style="list-style-type: none"><li>○ Routines, Rhythms, and Transitions mastered</li><li>○ Safety, Love, and Connection</li></ul></li><li>• Student Progress Monitoring Domain 1-6<ul style="list-style-type: none"><li>○ DRIVE – Developmental Readiness: Initiative, Voice, Exploration, and Engagement</li><li>○ Regulation tools mastered</li><li>○ Meditations mastered</li></ul></li></ul>		
	Tier 2 – Intentional Growth Monitoring		
	Universal Monitoring		
	<ul style="list-style-type: none"><li>• Academic Retention</li><li>• Cognitive &amp; Executive Functioning</li></ul>		