

Correlation of the Pennsylvania Early Learning Standards for Pre-Kindergarten with the I Can Problem Solve (ICPS) ® Curriculum for Preschool

I Can Problem Solve (ICPS) for Preschool is a culture-free, evidence-based social-emotional curriculum that teaches children ages 4-5 age-appropriate skills to successfully resolve interpersonal conflicts. ICPS also gives teachers a problem solving approach, called “Dialoguing” when actual conflicts arise – an approach that helps children use their newly acquired problem solving skills.

In preschool, the ICPS skills of perspective-taking, alternative solution, and consequential thinking and their prerequisite skills can reduce and prevent early high-risk behaviors, promote pro-social ones and provide critical thinking and problem solving skills that lay the foundation for subsequent personal-social competence and academic achievement in school.

In addition to helping children develop self-concept, self-regulation, social interactions (including empathy and conflict resolution skills), self-care and self-reliance, ICPS integrates the **interpersonal** concepts with those of **academic** concepts (e.g., relating feeling words to numbers – “Would you be *happier* with 2 pieces of candy or 1 piece of candy?”). ICPS word-pairs and consequential thinking can be integrated with Science lessons by asking, “IF I do NOT water the plants, THEN what MIGHT happen next?” The plants MIGHT die BECAUSE ---.” ICPS word pairs help to identify numbers, shapes, spatial relationships/comparisons, etc. Academic areas, combined with ICPS concepts are designed for Math, Literature, Science, Health and Hygiene, Language Arts, Social Studies, Safety, and Music.

The chart below illustrates how the *I Can Problem Solve (ICPS) Curriculum for Preschool* aligns curriculum lessons and dialogues to the Pennsylvania Early Learning Standards and their specific Indicators for Pre-Kindergarten.

Additional information can be found at www.thinkingchild.com, by emailing Myrna B. Shure, Ph.D at mshure@drexel.edu or calling her at 215-762-7205.

References

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- Pennsylvania Department of Education (2007). *Pennsylvania standards for early childhood: Pre-Kindergarten.* Harrisburg, PA.
- Shure, M. B. (1992). *I Can Problem Solve (ICPS): An Interpersonal Cognitive Problem Solving Program (Preschool).* Champaign, IL: Research Press.
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	Pennsylvania Early Learning Standards for Pre-Kindergarten	I Can Problem Solve Lesson Curriculum and Objectives	I Can Problem Solve Interaction in the Classroom and Integration into the Curriculum
APPROACHES TO LEARNING			
STANDARD AL 1: DEMONSTRATE INITIATIVE AND CURIOSITY			
	Indicators	ICPS Curriculum Examples How Children Learn ICPS Concepts:	Supportive Practices How the ICPS Practitioner Interacts with Children and Integrates Concepts Everyday Experiences:
AL 1 A	Choose to participate in an increasing variety of experiences	<p>As a precursor to problem-solving thinking, children learn a language that they can apply to a variety of classroom experiences, tasks and projects.</p> <p>Lesson 1: “Is” To help children later become sensitive to what IS happening now, what another IS doing, whether a solution IS a good one.</p> <p>Lesson 2: “Some-All” To help children distinguish between these two concepts so that they may later see that a problem solution may satisfy SOME but NOT ALL people.</p> <p>Lesson 3: “Not” To help children in later thinking, “This IS a good idea; that is NOT a good idea.”</p> <p>Lesson 4: “Or” To show children that there is more than one way to think about things:</p>	<p>Interaction in the Classroom (Real Life) To further learning of concepts, teachers will ask questions in everyday interactions and a variety of classroom experiences, teachers are trained to use pre-problem solving vocabulary in interactions that encourage participation in a variety of experiences.</p> <p>Free Play:</p> <ul style="list-style-type: none"> • _____ IS playing with the trucks. Can you think of something DIFFERENT to play with while you wait? • Do you play in the doll corner SOME of the time OR ALL of the time? Yes, you play in the doll corner SOME of the time. Where do you choose to play next?

		<p>"I can do this OR I can do that." Lesson 5: "And" To help children see that there is more than one way to think about things, leading to later development of problem-solving ideas: "I can do this AND I can do that." Lesson 6: "Same-Different" To help children later recognize that there are DIFFERENT ways to solve the SAME problem Lesson 7: "More Same-Different" Lesson 29: "Do You Like?" To suggest that asking, "Do you like" is another way of recognizing individual differences. Lesson 26: "What Do You Choose? A Different Because" To show children that DIFFERENT people have DIFFERENT BECAUSES for their choices Lesson 35: "What Else Can He Do?" To give children skills to think for themselves and make good decisions to solve interpersonal problems; there's more than one way Lesson 42: "More ICPS Words: If-Then" To teach the terms IF-THEN as a precursor to consequential thinking.</p>	<p><i>ICPS Dialoguing</i></p> <ul style="list-style-type: none"> If you do NOT finish your picture, then what will you do next? <p>Curriculum Ideas There's More Than One Way Science</p> <ul style="list-style-type: none"> There's more than one way to use water. You can drink it OR you can _____. What else can you do with water? Which will you choose?
AL 1 B	Make independent choices		
AL 1 C	Demonstrate growing eagerness and delight to learn about and discuss a growing range of topics, ideas and tasks.		
AL 1 D	Use multiple strategies and available senses to explore and learn from the environment.		
STANDARD AL 2: DEMONSTRATE ENGAGEMENT AND PERSISTENCE			
	Indicators	ICPS Curriculum Examples How Children Learn ICPS Concepts:	Supportive Practices How the ICPS Practitioner Interacts with Children and Integrates Concepts Everyday Experiences:

AL 2 A	Show persistence and complete a variety of tasks, activities, projects and experiences.	<p>Lesson 21: “Remembering Choices” To stress the need to listen and pay attention and to give children practice in these skills</p> <p>Lesson 23: “Why-Because, Might-Maybe” To help children become aware that behavior has causes (WHY-BECAUSE) and to avoid quick and faulty assumptions</p> <p>Lesson 26: “What Do You Choose? A Different Because” To show children that DIFFERENT people have DIFFERENT BECAUSES for their choices</p> <p>Lesson 29: “Do You Like?” To suggest that asking “Do You Like?” is another way of recognizing individual differences</p> <p>Lesson 31: “Allie the Alligator, Part II” To help children learn to avoid faulty conclusions about someone else’s preferences by asking, “Do you like?”</p> <p>Lessons 32: “Is That Fair” To help children understand equal benefits when situations are equal and understand the rights of others when decisions are made</p> <p>Lesson 33: “More About Fair” To illustrate that in being FAIR, it is sometimes necessary to wait</p>	<p>Interaction in the Classroom (Real Life) <i>ICPS Dialoguing</i></p> <ul style="list-style-type: none"> • Can you think of a DIFFERENT way to build that house if you do NOT have the blue blocks? • If you do NOT finish your picture, what will you do next? <p>Curriculum Ideas Listening and Paying Attention <i>Language Arts: Auditory Discrimination Where’s the Other One?</i> <i>Children identify same and different sounds and persist until at least three sounds are matched.</i></p>
AL 2 B	Demonstrate increasing ability to set goals and develop and follow through on plans	<p>Problem-Solving Lessons</p> <p>Lesson 34: “What’s the Problem?” To help children understand what a problem is begin to think of alternative ways to solve it</p> <p>Lesson 37: “Solve a Problem” To give children further practice in</p>	<p>Curriculum Ideas Language Arts: Story Comprehension</p> <ul style="list-style-type: none"> • What was the problem the people in the story had? • What did they do to solve the problem? • What else could they have

		<p>identifying a problem and looking for DIFFERENT ways to solve it</p> <p>Lesson 38: “Solve Another Problem”</p> <p>To provide more practice in identifying a problem and looking for DIFFERENT ways to solve it</p>	<p>done?</p> <p>Parent Page 5</p> <ul style="list-style-type: none"> • Parent helps child to avoid frustration and failure by asking children “Can you think of SOME ways to solve this problem?”
AL 2 C	Demonstrate capacity to maintain concentration over time on a task, question, set of directions or interactions, despite distractions and interruptions.	<p>The ICPS Curriculum does not specifically address the concepts despite distractions and interruptions. However, lessons throughout the curriculum require children to pay attention to tasks, questions, sets of directions and interactions.</p> <p>Lesson 19: “What Am I Doing? What Do I Want You To Do?”</p> <p>To encourage listening, paying attention, needed to find out what others are thinking and feeling</p>	<p>Curriculum Ideas</p> <p>Remembering Sequences</p> <p>Children are focusing on circles or shapes that develop patterns.</p>
STANDARD AL 3: DEMONSTRATE REASONING AND PROBLEM SOLVING SKILLS			
	Indicators	ICPS Curriculum Examples How Children Learn ICPS Concepts:	Supportive Practices How the ICPS Practitioner Interacts with Children and Integrates Concepts Everyday Experiences:
AL 3 A	Demonstrate a growing ability to predict possible outcomes related to cause and effect	<p>Lesson 8: “Guess What?”</p> <p>To encourage beginning deductive reasoning</p> <p>Lesson 23: “Why-Because, Might-Maybe”</p> <p>To help children become aware that behavior has causes and to avoid quick and faulty assumptions about others</p> <p>Lesson 24: “Feelings Have Causes”</p>	<p>Interaction in the Classroom (Real-Life)</p> <p><i>Some Helpful Questions</i></p> <p><i>Mini-Dialogues</i></p> <ul style="list-style-type: none"> • What MIGHT happen next? • If you (hit him), what might happen next? • He MIGHT hit you BECAUSE _____.

		<p>To illustrate that feelings have causes and to lay the foundation for the idea that children can influence others' feelings through their own actions</p> <p>Lesson 25: "More Than One Because"</p> <p>To review the relationship between causes and feelings</p> <p>Lesson 39: "Mystery Sequence, Part I"</p> <p>To help children think sequentially, a precursor to anticipating what MIGHT happen next</p> <p>Lesson 40: "A Story"</p> <p>To encourage story comprehension and help children understand sequencing, for later consequential thinking</p> <p>Lesson 41: "Mystery Sequence, Part II"</p> <p>To help children learn to think sequentially with regard to an interpersonal problem</p> <p>Lesson 42: "More ICPS Words: If-Then"</p> <p>To teach the terms IF-THEN as a precursor to consequential thinking</p> <p>Lesson 43: "Mystery Sequence, Part III"</p> <p>To give children additional practice in consequential thinking</p> <p>Lesson 44: A Good Idea?</p> <p>To encourage early consequential thinking</p>	<p>Curriculum Ideas</p> <p><i>Remembering Sequences</i></p> <ul style="list-style-type: none"> • IF I do NOT water the plants, THEN what MIGHT happen next? The plants might die BECAUSE I did NOT feed them. <p>Parent Page 4</p> <p><i>Feelings and Causes</i></p> <p>Parents ask children about feelings and their causes.</p> <p>Parent Page 7</p> <p><i>Is That a Good Idea?</i></p> <p>Parents will focus on internal versus external consequences when asking what might happen next.</p>
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AL 3 B	Find more than one solution to a question, task or problem	<p>Problem-Solving Lessons Lesson 34: “What’s the Problem?” Lesson 35: “What Else Can He Do?” Lesson 36: “Introduction to Role-Playing” Lesson 37: “Solve a Problem” Lesson 38: “Solve Another Problem”</p>	<p>Interaction in the Classroom (Real Life) Mini-Dialogues Finding Solutions Helping Children Wait ICPS Dialoguing</p> <p>Curriculum Ideas There’s More Than One Way Children find more than one way to arrange shapes and colors in a row. Children find more than one way to use paints, water and other materials.</p> <p>Parent Page 5 Mini-Dialogues <i>Using ICPS Talk</i></p> <p>Parent Page 6 Mini-Dialogues <i>Adding Talk About Feelings</i></p>
AL 3 C	Seek and/or accept help from others when encountering a problem	<p>Problem-Solving Lessons Lesson 34: “What’s the Problem?” Lesson 35: “What Else Can He Do?” Lesson 36: “Introduction to Role-Playing” Lesson 37: “Solve a Problem” Lesson 38: “Solve Another Problem”</p>	<p>Interaction in the Classroom (Real Life) <i>ICPS Dialoguing</i></p> <ul style="list-style-type: none"> • Can you think of SOME ways to solve this problem? • Is asking for help a GOOD idea OR NOT a GOOD IDEA?
AL 3 D	Recognize and solve problems through observation, active exploration, trial and error, and interactions and discussions with peers and adults	<p>Problem-Solving Lessons Lesson 34: “What’s the Problem?” Lesson 35: “What Else Can He Do?” Lesson 36: “Introduction to Role-Playing” Lesson 37: “Solve a Problem” Lesson 38: “Solve Another Problem” Lesson 39: “Mystery Sequence, Part I” Lesson 40: “A Story” Lesson 41: “Mystery Sequence, Part</p>	<p>Interaction in the Classroom (Real Life) <i>Finding Solutions</i> <i>Is That A Good Idea, Place or Time?</i> <i>ICPS Dialoguing</i></p> <p>Parent Pages (Real Life) <i>Is That A Good Idea?</i> <i>Adding Consequences</i></p>

		<p>II” Lesson 42: “More ICPS Words: If-Then” Lesson 43: “Mystery Sequence, Part III” Lesson 44: “A Good Idea?”</p>	
AL 3 E	Classify, compare and contrast objects, events and experiences.	<p>Pre-Problem Solving Lessons Lesson 1: “Is” Lesson 2: “Some-All” Lesson 3: “Not” Lesson 4: "Or" Lesson 5: "And" Lesson 6: "Same-Different" Lesson 7: "More Same-Different"</p>	<p>Interaction in the Classroom (Real Life) <i>ICPS Words: Is, Some-All, Not, And, Same-Different</i> Curriculum Ideas <i>Language Arts: Story Comprehension</i></p> <ul style="list-style-type: none"> • The name of the (boy/girl) in the story I just read IS ____. • Did the (boy/girl) AND _____ do the SAME thing OR something DIFFERENT? <p><i>Language Arts: Oral Communication</i></p> <ul style="list-style-type: none"> • Did we see a zebra AND a giraffe OR a zebra AND a kitten? How are a kitten and a giraffe DIFFERENT? <p><i>Language Arts: Visual Discrimination</i></p> <ul style="list-style-type: none"> • What’s missing? What is NOT here? <p><i>Math</i></p> <ul style="list-style-type: none"> • This IS the number 1. IS this the number 1 OR IS this the number 2? <p><i>Social Studies</i></p> <ul style="list-style-type: none"> • What does a nurse do that a mail carrier does NOT do?
STANDARD AL 4: DEMONSTRATE FLEXIBILITY, RISK TAKING AND RESPONSIBILITY			
	Indicators	ICPS Curriculum Examples How Children Learn ICPS Concepts:	Supportive Practices How the ICPS Practitioner Interacts with Children and Integrates Concepts

			Everyday Experiences:
AL 4 A	Demonstrate increasing ability to differentiate between appropriate and inappropriate (or dangerous) risk taking	Problem-Solving Lessons Lesson 34: "What's the Problem?" Lesson 35: "What Else Can He Do?" Lesson 36: "Introduction to Role-Playing" Lesson 37: "Solve a Problem" Lesson 38: "Solve Another Problem" Lesson 39: "Mystery Sequence, Part I" Lesson 40: "A Story" Lesson 41: "Mystery Sequence, Part II" Lesson 42: "More ICPS Words: If-Then" Lesson 43: "Mystery Sequence, Part III" Lesson 44: "A Good Idea?" Lesson 46-52: "What Might Happen Next, Parts I, II, III, IV"	Interaction in the Classroom (Real Life) <i>ICPS Dialoguing</i> <ul style="list-style-type: none"> • What MIGHT happen IF you climb on that chair? IS it a GOOD IDEA OR NOT a GOOD IDEA to run in the classroom? • IF you ____, what might happen next? • Can you think something that would be a GOOD IDEA? IS _____ safe OR NOT safe?
AL 4 B	Demonstrate willingness to choose a variety of familiar and new experiences	As a precursor to problem-solving thinking, children learn a language that they can apply when choosing new classroom experiences, tasks and projects. Lesson 4: "Or" Lesson 5: "And" Lesson 6: "Same-Different" Lesson 7: "More Same-Different" Lesson 29: "Do You Like?" Lesson 26: "What Do You Choose? A Different Because" Lesson 35: "What Else Can He Do?"	Interaction in the Classroom (Real Life) To further learning of concepts teachers will ask questions in everyday interactions and a variety of classroom experiences, teachers are trained to use pre-problem solving vocabulary in interactions that they can apply when choosing new classroom experiences, tasks and projects. <i>Free Play:</i> <ul style="list-style-type: none"> • It IS time for free play. You may choose dramatic play OR blocks OR the art table. • You MIGHT play in dramatic play or you MIGHT choose to play at the sand table.

			<ul style="list-style-type: none"> • _____ IS playing with the trucks. Can you think of something DIFFERENT to play with while you wait? • Which center would you like to play in? Which activity do you want to play next?
AL 4 C	Accept responsibility for learning through active participation verbally or nonverbally	<p>As a precursor to problem-solving thinking, children learn a language that they can apply when choosing and evaluating new classroom experiences, tasks and projects.</p> <p>Problem Solving Lessons Lesson 3: "Not" To help children in later thinking, "This IS a good idea, that is NOT a good idea" Lesson 4: "Or" Lesson 5: "And" Lesson 6: "Same-Different" Lesson 7: "More Same-Different" Lesson 29: "Do You Like?" Lesson 26: "What Do You Choose? A Different Because" Problem-Solving Lessons Lesson 35: "What Else Can He Do?" Lesson 46-52: "What Might Happen Next, Parts I, II, III, IV"</p>	<p>Interaction in the Classroom (Real Life) <i>ICPS Dialoguing</i></p> <ul style="list-style-type: none"> • Why do you think _____ IS NOT safe? Can you think of something to do that will be safe? • IF _____ goes outside with no jacket when it IS snowing, what MIGHT happen? • Is leaving toys in the middle of the floor a good place OR NOT a good place? • What MIGHT happen next? Can you think of a DIFFERENT place to put the toys so that will NOT happen?
STANDARD AL 5: DEMONSTRATE IMAGINATION, CREATIVITY, AND INVENTION			
	Indicators	ICPS Curriculum Examples How Children Learn ICPS Concepts:	Supportive Practices How the ICPS Practitioner Interacts with Children and Integrates Concepts Everyday Experiences:

AL 5 A	Approach tasks and experiences with increased flexibility, imagination and inventiveness	Lesson 2: “Some-All” Lesson 5: “And” Lesson 6: “Same-Different” Lesson 7: “More Same-Different” Lesson 8: “Guess What?”	Interaction in the Classroom (Real Life) Using open-ended questions, teachers can use questions to help children explore and solve problems in their activities, tasks and experiences. <ul style="list-style-type: none"> • What else can you build with the clay? Can you think of SOME other ways to use the blocks besides building a tower?
AL 5 B	Use or combine materials/strategies in novel ways to explore and solve problems	Lesson 20: “A Story” Lesson 27: “A Story” Using any storybook to review WHY-BECAUSE and help children to see things from a different perspective Lesson 36: “Introduction to Role-Playing” To show children how to role-play an action, preliminary to later role-playing of problem situations Lesson 39, 41, 43: “Mystery Sequence, Parts I, II, III” Lesson 46, 47, 49, and 50: “What Might Happen Next? Parts I, II, III, IV” Lesson 40: “A Story” Using any storybook to encourage story comprehension and help children understand consequential thinking Lesson 48: “A Story” Using any storybook to review ways to explore and solve problems Lesson 54: “Puppet Story” To illustrate that different people like different things Lesson 55: “Dialoguing With Puppets” To introduce role-playing for real	Interaction in the Classroom (Real Life) <i>ICPS Dialoguing</i> Teachers use information-seeking, non-threatening tones and encourage children to use feeling concepts, determine the cause of the problem and find an alternative solution in light of how they and others feel, and other potential consequences,

		problems Lesson 56: “A Story” To encourage solutions and consequential thinking	
CREATIVE ARTS			
STANDARD CA 9.1: USE A VARIETY OF VISUAL ART FORMS FOR CREATIVE EXPRESSION AND REPRESENTATION			
	Indicators	ICPS Curriculum Examples How Children Learn ICPS Concepts:	Supportive Practices How the ICPS Practitioner Interacts with Children and Integrates Concepts Everyday Experiences:
CA 9.1 A	Show curiosity and explore visual materials and activities		
CA 9.1 B	Demonstrate the ability to represent experiences, thoughts and ideas through the use of visual art forms		
CA 9.1 C	Select different media to express emotions and ideas		
CA 9.2 D	Show care and persistence in a variety of art projects		
STANDARD CA 9.2: EXPRESS SELF THROUGH MOVEMENT			
	Indicators	ICPS Curriculum Examples How Children Learn ICPS Concepts:	Supportive Practices How the ICPS Practitioner Interacts with Children and Integrates Concepts Everyday Experiences:
CA 9.2 A	Express self through movement		
CA 9.2 B	Show beginning understanding of movement elements and techniques		
CA 9.2 C	Respond to different forms of music		

CA 9.2 D	Demonstrate ability to use movement and music		
STANDARD CA 3: PARTICPATE IN A VARIETY OF DRAMATIC PLAY EXPERIENCES			
	Indicators	ICPS Curriculum Examples How Children Learn ICPS Concepts:	Supportive Practices How the ICPS Practitioner Interacts with Children and Integrates Concepts Everyday Experiences:
CA 9.3 A	Represent fantasy and real-life experiences through pretend play	Lesson 36: "Introduction to Role-Playing" To show children how to role-play an action, preliminary to later role-playing of problem situations	Interaction in the Classroom (Real Life) <i>Using the Allie the Alligator Puppet Story</i> <i>Recognizing Happy, Sad and Angry Feelings</i>
CA 9.3 B	Show imagination and creativity in play	Lesson 11: "Happy" Lesson 12: "Sad"	
CA 9.3 C	Participate in teacher guided dramatic activities (acting out a story)	Lesson 17: "Angry" Lesson 18: "Let's Pretend" Lesson 30: "Allie the Alligator, Part I"	
CA 9.3 D	Express own ideas through dramatic play activities	Lesson 31: "Allie the Alligator, Part II" Lesson 54: "Puppet Story" Lesson 55: "Dialoguing With Puppets"	
CA 9.3 E	Engage in cooperative pretend play with another child	Children pretend play in the classroom using the concepts introduced in the above-stated lessons. Lesson 55: "Dialoguing With Puppets"	
STANDARD CA 4: SHOW A DEVELOPING APPRECIATION OF A VARIETY OF ART FORMS			
	Indicators	ICPS Curriculum Examples How Children Learn ICPS Concepts:	Supportive Practices How the ICPS Practitioner Interacts with Children and Integrates Concepts Everyday Experiences:

CA 9.4 A	Understand and share opinions about others' artistic products and experiences		
CA 9.4 B	Use oral language to describe or explain art		
CA 9.4 C	Use the different elements of creative art		
CA 9.4 D	Appreciate listening to a variety of music forms		
CA 9.4 E	Recognize and name a variety of art forms		

LANGUAGE AND LITERACY

STANDARD RL 1.6: DEVELOP AND EXPAND LISTENING AND UNDERSTANDING SKILLS

	Indicators	ICPS Curriculum Examples How Children Learn ICPS Concepts:	Supportive Practices How the ICPS Practitioner Interacts with Children and Integrates Concepts Everyday Experiences:
RL 1.6 A	Listen responsively to directions, stories and conversations	Lesson 19: "What Am I Doing? What Do I Want You To Do?" To encourage listening, paying attention, needed to find out what others are thinking and feeling	Interaction in the Classroom (Real Life) Mini-Dialogues <i>Helping Children Wait</i> <i>Listening and Paying Attention</i>
RL 1.6 B	Follow simple and multiple step directions	Lesson 20: "A Story" Lesson 21: "Remembering Choices" To stress the need to listen and pay attention and to give children practice in these skills	
RL 1.6 C	Demonstrate increasing understanding of new vocabulary introduced in conversations, activities, stories or books	Lesson 1: "Is" To present this word concept so that children will later be sensitive to how another IS feeling, to what another IS doing, and to whether a problems solution IS a good one	Interaction in the Classroom (Real Life) <i>ICPS Words: Is, Some-All, Not, Or, And, Same-Different:</i> Curriculum Ideas

		<p>Lesson 2: "Some-All" To help children distinguish between these two concepts so that they may later see that a problem solution may satisfy SOME but NOT ALL people</p> <p>Lesson 3: "Not" To help children in later thinking, "This is a GOOD IDEA; that is NOT a GOOD IDEA."</p> <p>Lesson 4: "Or" To show children that there is more than one way to think about things: "I can do this OR I can do that."</p> <p>Lesson 5: "And" To help children see that there is more than one way to think about things, leading to later development of problem-solving ideas: "I can do this or I can do that"</p> <p>Lesson 6: "Same-Different" To help children later recognize that there are DIFFERENT ways to solve the SAME problem</p> <p>Lesson 7: "More Same-Different" To learn the words SAME and DIFFERENT in more than one context</p> <p>Lessons 20, 22, 27, 40,48, 56: "A Story" To encourage understanding of ICPS vocabulary through children's literature.</p>	<ul style="list-style-type: none"> • Language Arts: Story Comprehension: "The name of the boy/girl in the story I just read IS _____." • Colors: "Show me a red crayon AND a yellow one." • Math: "Show me two numbers that are the SAME." "Show me two numbers that are DIFFERENT." • Spatial Relationships: "Is this the top of the page OR the bottom?" Show me something in the room that IS NOT round." • Language Arts: Oral Communication • Language Arts: Visual Communication • A Familiar Situation • Math: Shapes, Shapes and Numbers, Shapes and Colors, Sets, Spatial Relationships/Comparisons • Social Studies: Home and Family, community Helpers • Science: Plants and Animals, Textures, Household Items, Seasons, Time, Beginning classification <p>Curriculum Ideas <i>ICPS Words: Is, Some-All, Not, Or, And, Same-Different</i></p>
RL 1.6 D	Recognize expressions, gestures and body language cues	<p>Lesson 11: "Happy" To help children identify their own and others' happy feelings, for later anticipation of positive and negative</p>	<p>Interaction in the Classroom (Real Life) Mini-Dialogues</p> <ul style="list-style-type: none"> • "How can you tell how ___ IS

RL 1.6 E	Understand that communication occurs in different ways including various languages, devices, and gestures	<p>consequences.</p> <p>Lesson 12: “Sad” To help children identify their own and others’ sad feelings, for later anticipation of positive and negative consequences</p> <p>Lesson 13: “How Can We Tell? Recognizing body language cues.</p> <p>Lesson 17: “Angry” To help children identify their own and others’ angry feelings, for later anticipation of positive and negative consequences</p> <p>Lesson 18: “Let’s Pretend” To help children further identify happy, sad, and angry feelings</p> <p>Lesson 30: “Allie the Alligator, Part I” To help children understand that feelings can change</p> <p>Lesson 31: “Allie the Alligator, Part II” To help children avoid faulty conclusions about someone else’s preferences by asking, “Do you like?”</p>	feeling?” “By seeing with your ___ and hearing with your ____.”
RL 1.6 F	Responds to questions	Central to the <i>ICPS Curriculum</i> is the process of problem-solving dialoguing. The teacher guides the child in applying ICPS concepts to solve real-life problems. ICPS dialoguing uses a series of questions that stimulate the child’s thinking and therefore respond to questions during lessons, mini-dialogues, full dialogues, and interaction in the classroom and in curriculum activities.	<p>All Pre-Problem Solving Lessons (Simulation)</p> <ul style="list-style-type: none"> • Can you think of something else a child MIGHT do that is NOT FAIR? (“Is That Fair?” <p>All Problem Solving Lessons (Simulation)</p> <ul style="list-style-type: none"> • Who can make up a problem about something that is wrong in this picture? (“What MIGHT Happen If I Do That?” Illustration 33) <p>All Interaction in the Classroom Pages</p>

			<p>(Real Life) <i>ICPS Dialoguing</i></p> <ul style="list-style-type: none"> Do you know why that MIGHT have happened? How did you feel when ____? <p>All Curriculum Ideas <i>There's More Than One Way</i></p> <ul style="list-style-type: none"> Language Arts: Story Comprehension: Do you remember what (character) did to (reach his goal)?
RL 1.6 G	Demonstrate with increasing understanding that technology can be used to gain information		
STANDARD EL 1.6: COMMUNICATE IDEAS, EXPERIENCES AND FEELING FOR A VARIETY OF PURPOSES			
	Indicators	ICPS Curriculum Examples How Children Learn ICPS Concepts:	Supportive Practices How the ICPS Practitioner Interacts with Children and Integrates Concepts Everyday Experiences:
EL 1.16 H	Speak clearly enough to be understood by most listeners	<p>Lessons 1-10: To teach the ICPS word concepts</p> <p>Lessons 11-18: To help children identify their own and others' feelings</p> <p>Lessons 23-28: To introduce WHY-BECAUSE to help children become aware that behavior and feelings have causes and MIGHT-MAYBE to help children avoid quick and faulty assumptions about others.</p>	
EL 1.6 I	Recite rhymes, songs, and familiar text	The <i>ICPS Curriculum</i> does not have lessons that relate to the recitation of rhymes, songs and familiar text. Instead, the <i>ICPS Curriculum</i> uses a cognitive problem solving approach that can be applied by teachers when teaching children in this area.	<p>Interaction in the Classroom (Real Life)</p> <p>Teachers ask ICPS questions, such as, "Who can think of a DIFFERENT song to sing? What does _____ say next in the story?"</p>

EL 1.6 J	Use an increasingly complex and varied spoken vocabulary	Pre-Problem Solving Lessons Lessons 1-10: To teach the ICPS word concepts Lessons 11-18: To help children identify their own feelings and the feelings of others Lessons 19-22: To encourage skills in paying attention and listening Lessons 23-28: To introduce the ICPS words WHY-BECAUSE and MIGHT-MAYBE Lessons 29-31: To encourage recognition of individual differences and to teach children to find out about people’s preferences Problem Solving Lessons Lessons 34-38: Alternative Solutions Lessons 39-50: Consequences Lessons 51-59: Solution-Consequence Pairs	All Pre-Problem Solving Lessons (Simulation) Teachers ask ICPS questions, such as, “Can you think of something else a child MIGHT do that is NOT FAIR?” “Is that FAIR?” All Problem Solving Lessons (Simulation) Teachers ask ICPS questions, such as, “Who can make up a problem about something that is wrong in this picture?” “What MIGHT happen if I do that?” All Interaction in the Classroom Pages (Real Life) <i>ICPS Dialoguing</i> Teachers ask questions, such as, “Do you know why that might have happened?” “How did you feel when ____?” All Curriculum Ideas <i>There’s More Than One Way</i> Language Arts: Story Comprehension Do you remember what (character) did to reach his goal? What else could that (character) have done to reach his goal?
EL 1.6 K	Ask and answer relevant questions and share experiences individually and in groups		
EL 1.6 L	Initiate and responds appropriately in conversation and discussions with adults and children		
EL 1.6 M	Use verbal and nonverbal language to communicate for a variety of purposes		
EL 1.6 N	Use a variety of sentence length and structures with increasing competence		
EL 1.6 O	Modulate voice, volume and intonation		Interaction in the Classroom (Real Life) <ul style="list-style-type: none"> Can you think of a DIFFERENT way to tell me how you feel?
STANDARD C 1.3: COMPREHEND INFORMATION FROM WRITTEN AND ORAL STORIES AND TEXTS			
	Indicators	ICPS Curriculum Examples How Children Learn ICPS Concepts:	Supportive Practices How the ICPS Practitioner Interacts with Children and Integrates Concepts Everyday Experiences:
C 1.3 A	Retell a simple story in sequence using illustrations in a book and literary props	Lesson 11: “Happy” To help children identify their own and others’ happy feelings, for later	The story lessons in ICPS encourage adults to use children’s literature to draw connections between story events,

C 1.3 B	Identify beginning, middle and end of a story	anticipation of positive and negative consequences Lesson 12: “Sad”	personal experience and other storybooks.
C 1.3 C	Draw connections between story events, personal experiences and other books	To help children identify their own and others’ sad feelings, for later anticipation of positive and negative consequences Lesson 17: “Angry”	Interaction in the Classroom (Real Life) <i>Using the Allie the Alligator Puppet Story</i>
C 1.3 D	Recognize different tones of stories (e.g., happy, sad, excitement)	To help children identify their own and others’ angry feelings, for later anticipation of positive and negative consequences Lesson 18: “Let’s Pretend” To help children further identify happy, sad, and angry feelings Lesson 30: “Allie the Alligator, Part I” To help children understand that feelings can change Lesson 31: “Allie the Alligator, Part II” To help children avoid faulty conclusions about someone else’s preferences by asking, “Do you like?” Lesson 20: “A Story” To strengthen story comprehension and use of ICPS words, as well as to help children understand feelings from more than one point of view. Lesson 27: “A Story” To review WHY-BECAUSE and help children see things from a DIFFERENT point of view. Lesson 40: “A Story” To encourage story comprehension and help children understand sequencing, for later consequential thinking. Lesson 48: “A Story” To review a number of ICPS concepts.	<i>Recognizing Happy, Sad and Angry Feelings</i> <i>Fair OR Not Fair?</i> Curriculum Ideas <i>Finding Out How People Feel: Happy, Sad, Angry</i> <i>Listening and Paying Attention</i> <i>There’s More Than One Way</i> <i>Remembering Sequences</i> Parent Pages <i>Feelings and Causes: Might-Maybe</i> <i>Using ICPS Talk</i> <i>Adding Consequences</i>

		Lesson 56: “A Story” To encourage solutions and consequential thinking and to stress that DIFFERENT people can feels DIFFERENT ways about the SAME things.	
C 1.3 E	Identify facts in a selection	Lesson 39: “Mystery Sequence, Part I” Lesson 40: “A Story” Lesson 41: “Mystery Sequence, Part II” Lesson 42: “More ICPS Words: If-Then” Lesson 43: “Mystery Sequence, Part III” Lesson 46-52: “What Might Happen Next, Parts I, II, III, IV	Interaction in the Classroom (Real Life) Mini-Dialogues Teacher uses an information seeking, non-threatening tone of voice and encourages children to use feeling concepts, determine the cause and effect of problems and find an alternative solution.
C 1.3 F	Differentiate between real and make-believe		
C 1.3 G	Make predictions from what is read, heard or seen in illustrations		
C 1.3 H	Use illustrations clues to infer and predict what happens next in a story		
STANDARD L 1.1: DEVELOP AN UNDERSTANDING OF THE SOUNDS OF LANGUAGE (PHONOLOGICAL AWARENESS)			
	Indicators	ICPS Curriculum Examples How Children Learn ICPS Concepts:	Supportive Practices How the ICPS Practitioner Interacts with Children and Integrates Concepts Everyday Experiences:
L 1.1 A	Recognize similarities and differences in environmental and speech sounds	Teachers use the ICPS vocabulary words to stimulate a child’s thinking during academic lessons in the identification and discrimination of shapes and colors, alphabet,	Curriculum Ideas Language Arts: Visual Discrimination
L 1.1 B	Develop understanding of word awareness		Teachers ask ICPS questions, such as, “Does the word cat have the SAME

L 1.1 C	Progress from matching sounds and rhymes in familiar words, games, songs, finger plays, stories and poems	<p>numbers and beginning letters. However, while the program conduct specific lessons the sounds of language, children are introduced to basic vocabulary words in the following pre-problem solving lessons:</p> <p>Lesson 1: "Is" Lesson 2: "Some-All" Lesson 3: "Not" Lesson 4: "Or" Lesson 5: "And" Lesson 6: "Same-Different" Lesson 7: "More Same-Different"</p>	<p>sound as the word dog?" "Does your name sound the SAME OR DIFFERENT from the person next to you?" "Which letter in the alphabet starts with the SAME letter as your name?" "Do SOME words begin with the SAME sound as _____? "</p>
L 1.1 D	Recognize that two or more words begin with the same sound (alliteration)		
L 1.1 E	Segment and blend, words into syllables then phonemes		
L 1.1 F	Segment onset and rhyme		
L 1.1 G	Identify initial sounds in words		
L 1.1 H	Demonstrate understanding that speech sounds are represented in print by letter sounds		

STANDARD L 1.1: DEVELOP AND EXPAND AWARENESS OF CONCEPTS OF PRINT

	Indicators	ICPS Curriculum Examples How Children Learn ICPS Concepts:	Supportive Practices How the ICPS Practitioner Interacts with Children and Integrates Concepts Everyday Experiences:
L 1.1 I	Demonstrate an understanding that symbols represent objects, events or people		
L 1.1 J	Recognize environmental print including logos and signs		

L 1.1 K	Identify a few familiar words in print	Lesson 20: “A Story” To strengthen story comprehension and use of ICPS words, as well as to help children understand feelings from more than one point of view. Lesson 27: “A Story” To review WHY-BECAUSE and help children see things from a DIFFERENT point of view. Lesson 40: “A Story” To encourage story comprehension and help children understand sequencing, for later consequential thinking.	<p>Interaction in the Classroom (Real Life) For example, teachers help children identify the feeling words in stories, vocabulary words and basic picture words in lessons.</p> <p>Curriculum Ideas For example, teachers use activities to develop their listening and attention skills, to encourage solutions and to encourage sequential thinking.</p>
L 1.1 L	Demonstrate an understanding that illustrations prior to a story being read	Lesson 48: “A Story” To review a number of ICPS concepts.	
L 1.1 M	Preview cover and illustrations prior to a story being read	Lesson 56: “A Story” To encourage solutions and consequential thinking and to stress that DIFFERENT people can feels DIFFERENT ways about the SAME things.	
L 1.1 N	Demonstrate understanding that text contains information		
L 1.1 O	Demonstrate awareness that print moves from top to bottom and from left to right		
L 1.1 P	Recognize a word as a unit of print, that letters are grouped to form words, that words form sentences, and that words are separated by spaces		
L 1.1 Q	Recognize some conventions of print (capital letter, period, question mark, and exclamation point)		

STANDARD L 1.2: DEVELOP BOOK KNOWLEDGE AND APPRECIATION

	Indicators	ICPS Curriculum Examples How Children Learn ICPS Concepts:	Supportive Practices How the ICPS Practitioner Interacts with Children and Integrates Concepts Everyday Experiences:
L 1.2 A	Demonstrate interest in books and stories read aloud	The <i>ICPS Curriculum</i> uses storybooks to assist child learning in a variety of concepts, ideas, feelings, and situations. While the following lessons focus on interpersonal cognitive problem solving skills, the additional benefit for children is their learning about books and stories as a way to stimulate the thinking process.	<p>Curriculum Ideas Teachers use books and stories to learn feeling, problem-solving concepts in the classroom.</p> <p>Parent Pages Parents are encouraged to also use storybooks to support problem-solving practices that are learned in the classroom.</p>
L 1.2 B	Show growing interest in reading related activities	Lesson 20: “A Story” To strengthen story comprehension and use of ICPS words, as well as to help children understand feelings from more than one point of view.	
L 1.2 C	Respond and make connections to story events and characters by relating personal experiences	Lesson 27: “A Story” To review WHY-BECAUSE and help children see things from a DIFFERENT point of view.	
L 1.2 D	Demonstrate an understanding that different forms of text have different purposes (books, signs, lists, charts, menu)	Lesson 40: “A Story” To encourage story comprehension and help children understand sequencing, for later consequential thinking. Lesson 48: “A Story” To review a number of ICPS concepts.	
L 1.2 E	Develop book handling skills	Lesson 56: “A Story” To encourage solutions and consequential thinking and to stress that DIFFERENT people can feels DIFFERENT ways about the SAME things.	

STANDARD L 1.4: DEVELOP INCREASING UNDERSTANDING OF LETTER KNOWLEDGE			
	Indicators	ICPS Curriculum Examples How Children Learn ICPS Concepts:	Supportive Practices How the ICPS Practitioner Interacts with Children and Integrates Concepts Everyday Experiences:
L 1.4 A	Show progress in associating the names of letters with their shapes and sounds	Teachers use the ICPS vocabulary words to stimulate a child’s thinking during academic lessons in the identification and discrimination of shapes and colors, alphabet and beginning letters. However, while the program does not use these indicators as a measurement in this program, children do achieve this standard through the use of teacher implementation of the vocabulary words in the following pre-problem solving lessons: Lesson 1: “Is” Lesson 2: “Some-All” Lesson 3: “Not” Lesson 4: "Or" Lesson 5: "And" Lesson 6: "Same-Different” Lesson 7: "More Same-Different"	Curriculum Ideas Language Arts: Visual Discrimination <ul style="list-style-type: none"> • “Does the letter a have the SAME OR a DIFFERENT shape from the letter C?” “Does Rachel’s name start with an R OR an S?” “ Does Robert’s name start with an R OR an S?” “ Do Rachel’s and Robert’s name start with the SAME OR a DIFFERENT letter?” • “Whose name starts with the letter B? ____ and ____.” • “Whose name does NOT start with the letter B?”
L 1.4 B	Identify at least 10 letters of the alphabet, especially those in own name		
L 1.4 C	Increase ability to notice the beginning letters in familiar words		
STANDARD L 1.5: USE DIFFERENT FORMS OF WRITING SUCH AS DRAWING, LETTER-LIKE FORMS, INVENTED SPELLING AND CONVENTIONAL FORMS			
	Indicators	ICPS Curriculum Examples How Children Learn ICPS Concepts:	Supportive Practices How the ICPS Practitioner Interacts with Children and Integrates Concepts Everyday Experiences:
L 1.5 A	Use scribbles to communicate in writing		

L 1.5 B	Use recognizable drawings to express thoughts, feelings and ideas		
L 1.5 C	Use letter-like forms, letters or random letter strings to express thoughts, feelings and ideas		
L 1.5 D	Write own name and other meaningful words		
L 1.5 E	Explore letter sound associations while writing		
STANDARD L 1.5: UNDERSTAND THAT WRITING IS A WAY OF COMMUNICATING FOR A VARIETY OF PURPOSES			
	Indicators	ICPS Curriculum Examples How Children Learn ICPS Concepts:	Supportive Practices How the ICPS Practitioner Interacts with Children and Integrates Concepts Everyday Experiences:
L 1.5 F	Represent stories and experiences through pictures, scribbles, letter-like forms, dictation and play	Lesson 20: “A Story” To strengthen story comprehension and use of ICPS words, as well as to help children understand feelings from more than one point of view. Lesson 27: “A Story” To review WHY-BECAUSE and help children see things from a DIFFERENT point of view. Lesson 40: “A Story” To encourage story comprehension and help children understand sequencing, for later consequential thinking. Lesson 48: “A Story” To review a number of ICPS concepts. Lesson 55: “Dialoguing With	Interaction in the Classroom (Real Life) <i>Allie the Alligator Puppet Story, Part II</i> <i>Hint for Teacher</i> Let the child hold the puppet and be Allie or Whipple the Whale. Children can be encouraged to talk to Allie or Whipple. Teachers encourage children to use feeling concepts, alternative thinking skills to solve problems through puppet play.

		Puppets” To introduce role-playing for real problems Lesson 56: “A Story” To encourage solutions and consequential thinking and to stress that DIFFERENT people can feels DIFFERENT ways about the SAME things.	
L 1.5 G	Understand that writing serves a variety of purposes		
L 1.5 H	Approximate writing to communicate effectively for different audiences and purposes		
LOGICAL MATHEMATICS			
STANDARD LM 2.1: LEARN ABOUT NUMBERS, NUMERICAL REPRESENTATION, & SIMPLE NUMERICAL OPERATIONS			
	Indicators	ICPS Curriculum Examples How Children Learn ICPS Concepts:	Supportive Practices How the ICPS Practitioner Interacts with Children and Integrates Concepts Everyday Experiences:
LM 2.1 A	Use counting and numbers as part of play and as a means for determining quality	Regarding Numbers, Numerical Representation & Simple Numerical Operations: The <i>ICPS Curriculum</i> does not specifically address these concepts in lessons. Instead, the <i>ICPS Curriculum</i> uses a cognitive problem solving approach that can be applied by teachers when teaching children in this area.	Interaction in the Classroom (Real Life) <i>ICPS Words</i> <ul style="list-style-type: none"> Math: Numbers, Shapes, Shapes and Numbers, Shapes and Colors, Sets, Spatial Relationships/Comparisons Teachers use activities to help children classify and order objects by one attribute using ICPS words.
LM 2.1 B	Count up to ten objects in meaningful context with emerging one-to-one correspondence		
LM 2.1 C	Understand number concepts, vocabulary, quantities and written numerals in meaningful ways		
			Curriculum Ideas <i>ICPS Words</i> <ul style="list-style-type: none"> Math: Numbers, Shapes, Shapes

LM 2.1 D	Begin to use language to compare numbers of objects with terms such as more, less, greater than, fewer, equal to		and Numbers, Shapes and Colors, Sets, Spatial Relationships/Comparisons
LM 2.1 E	Develop increased abilities to combine, separate and name "how many" concrete objects		
LM 2.1 F	Use ordinal number words to describe the position of objects (first, second, third)		
LM 2.1 G	Begin to solve problems using numbers		
STANDARD LM 2.8: UNDERSTAND PATTERNS, RELATIONS, AND FUNCTIONS			
	Indicators	ICPS Curriculum Examples How Children Learn ICPS Concepts:	Supportive Practices How the ICPS Practitioner Interacts with Children and Integrates Concepts Everyday Experiences:
LM 2.8 A	Recognize how things are alike (comparisons) and identify objects that belong together (classification)	Regarding Patterns, Relations and Functions: The <i>ICPS Curriculum</i> does not specifically address these concepts in lessons. Instead, the <i>ICPS Curriculum</i> uses a cognitive problem solving approach that can be applied by teachers when teaching children in this area.	Interaction in the Classroom (Real Life) <i>ICPS Words</i> Curriculum Ideas <i>ICPS Words</i> <ul style="list-style-type: none"> Math: Numbers, Shapes, Shapes and Numbers, Shapes and Colors, Sets, Spatial Relationships/Comparisons Teachers use activities to help children classify and order objects by one attribute using ICPS words. For example, teachers instruct children
LM 2.8 B	Sort, categorize, classify and order objects by one attribute		
LM 2.8 C	Sort, categorize, classify and order objects by more than one attribute		
LM 2.8 D	Order objects by properties (from small to large, light to dark)		

LM 2.8 E	Explain why and how objects are organized		to copy a sequence on the blackboard. Children are asked to identify ALL of the squares, SOME of the circles and shapes that are the SAME and DIFFERENT.
LM 2.8 F	Recognize, describe and extend patterns		

STANDARD LM 2.9: DEVELOP CONCEPTS OF SPACE AND SHAPE

	Indicators	ICPS Curriculum Examples How Children Learn ICPS Concepts:	Supportive Practices How the ICPS Practitioner Interacts with Children and Integrates Concepts Everyday Experiences:
LM 2.9 A	Recognize, name, build, draw, and compare two and three dimensional shapes	<p>Regarding Concepts of Space and Shape: The <i>ICPS Curriculum</i> does not specifically address these concepts in lessons. Instead, the <i>ICPS Curriculum</i> uses a cognitive problem solving approach that can be applied by teachers when teaching children in this area.</p>	<p>Interaction in the Classroom (Real Life) <i>ICPS Words</i> Teachers use activities and ICPS questions to help children recognize, name and compare shapes with different sizes, shapes and dimensions.</p> <p>Curriculum Ideas <i>ICPS Words</i></p> <ul style="list-style-type: none"> Math: Numbers, Shapes, Shapes and Numbers, Shapes and Colors, Sets, Spatial Relationships/Comparisons <p>Children are asked questions, such as, “Can you show me ALL the objects in the room that have the SAME shape as a circle? As a triangle? As a square?”</p>
LM 2.9 B	Put together and take apart increasingly more difficult shapes		
LM 2.9 C	Determine whether or not two shapes are the same size and shape		
LM 2.9 D	Recognize geometric shapes in books, artwork, and the environment		
LM 2.9 E	Understand directionality, order, and positions of objects, using words, such as up, down, over, under, top, bottom, inside, outside, in front of, behind		
LM 2.9 F	Show an awareness of symmetry		

STANDARD LM 2.3: DEVELOP AND USE MEASUREMENT CONCEPTS			
	Indicators	ICPS Curriculum Examples How Children Learn ICPS Concepts:	Supportive Practices How the ICPS Practitioner Interacts with Children and Integrates Concepts Everyday Experiences:
LM 2.3 A	Demonstrate awareness of measurement attributes (length, size, weight) in everyday situations		
LM 2.3 B	Develop an awareness of seriation through comparison attributes (length, size, weight) in everyday situations		
LM 2.3 C	Use standard and non-standard measures in everyday situations		
STANDARD LM 2.6: REPRESENT AND INTERPRET DATA			
	Indicators	ICPS Curriculum Examples How Children Learn ICPS Concepts:	Supportive Practices How the ICPS Practitioner Interacts with Children and Integrates Concepts Everyday Experiences:
LM 2.6 A	Gather information about themselves and their surroundings		
LM 2.6 B	Contributes data for simple graphs		
LM 2.6 C	Organize and display data on graphs using objects and pictures		
LM 2.6 D	"Read" and interpret displays of data using words to compare (quantity, size, speed, weight)		
STANDARD LM 2.5: REASON, PREDICT AND PROBLEM SOLVE			
	Indicators	ICPS Curriculum Examples How Children Learn ICPS Concepts:	Supportive Practices How the ICPS Practitioner Interacts with Children and Integrates Concepts Everyday Experiences:
LM 2.5 A	Make predictions based on observations and information	Lesson 39, 41, 43: "Mystery Sequence, Parts I, II, III" Lesson 46, 47, 49, and 50: "What	Interaction in the Classroom (Real Life) <ul style="list-style-type: none"> Advanced Concepts: Familiar

		Might Happen Next? Parts I, II, III, IV”	<p>Stories, Unfamiliar Stories, Math, Science</p> <p>For example, teachers ask children questions, “<i>Who remembers what happens next? Who can guess? If the wind is blowing, what might happen to the leaves on the ground?</i>”</p> <p><i>ICPS Dialoguing Mini-Dialogues</i></p> <p>For example, teachers ask children “What can you do to solve this problem? Can you think of a DIFFERENT way to solve this problem?”</p>
LM 2.5 B	Use simple strategies to problems solve	<p>Problem-Solving Lessons</p> <p>These problem-solving lessons can be easily applied to all aspects of the academic process when teaching math.</p> <p>Lesson 34: “What’s the Problem?”</p> <p>Lesson 35: “What Else Can He Do?”</p> <p>Lesson 36: “Introduction to Role-Playing”</p> <p>Lesson 37: “Solve a Problem”</p> <p>Lesson 38: “Solve Another Problem”</p> <p>Lesson 39: “Mystery Sequence, Part I”</p> <p>Lesson 40: “A Story”</p> <p>Lesson 41: “Mystery Sequence, Part II”</p> <p>Lesson 42: “More ICPS Words: If-Then”</p> <p>Lesson 43: “Mystery Sequence, Part III”</p> <p>Lesson 44: “A Good IDEA?”</p>	
LM 2.5 C	Tell others how to solve a problem		
LM 2.5 D	Understand that there is more than one way to solve a problem		
LM 2.5 E	Develop the ability to compare/contrast solution strategies		
LM 2.5 F	Use the language of mathematics to express mathematical ideas		
PERSONAL-SOCIAL			

STANDARD PS 3.1: DEVELOP SELF-CONCEPT			
	Indicators	ICPS Curriculum Examples How Children Learn ICPS Concepts:	Supportive Practices How the ICPS Practitioner Interacts with Children and Integrates Concepts Everyday Experiences:
PS 3.1 A	Is aware of self and one's own preferences	Lesson 11: "Happy" To help children identify their own and others' happy feelings, for later anticipation of positive and negative consequences Lesson 12: "Sad" To help children identify their own and others' sad feelings, for later anticipation of positive and negative consequences Lesson 17: "Angry" To help children identify their own and others' angry feelings, for later anticipation of positive and negative consequences Lesson 18: "Let's Pretend" To help children further identify happy, sad, and angry feelings Lesson 29: "Do You Like?" Lesson 30: "Allie the Alligator, Part I" Lesson 31: "Allie the Alligator, Part II"	Interaction in the Classroom (Real Life) <i>Listening/Not Listening, Transitions</i> <ul style="list-style-type: none"> • "When you do NOT listen to me, how do you think I feel?" ICPS Dialoguing <ul style="list-style-type: none"> • "How do you think you can solve this problem? What's your idea?" Curriculum Ideas <i>Language Arts; Story Comprehension, Math, Social Studies, Science</i> For example, teachers use ICPS questions to explore the community by asking, "When a police officers helps a lady across the street, how do you think she feels?"
PS 3.1 B	Show independence in a wide range of activities		
PS 3.1 C	Know and state independent thoughts and feelings		
PS 3.1 D	Attempt new experiences with confidence and independence		
STANDARD PS 3.2: DEVELOP SELF-REGULATION			
	Indicators	ICPS Curriculum Examples How Children Learn ICPS Concepts:	Supportive Practices How the ICPS Practitioner Interacts with Children and Integrates Concepts Everyday Experiences:

PS 3.2 A	Recognize and label feelings.	Lesson 11: “Happy” Lesson 12: “Sad” Lesson 17: “Angry” Lesson 18: “Let’s Pretend”	Interaction in the Classroom (Real Life) <i>Using the Allie the Alligator Puppet Story</i>
PS 3.2 B	Express feelings, needs, opinions and wants that are appropriate to the situation.	Lesson 30: “Allie the Alligator, Part I” Lesson 31: “Allie the Alligator, Part II”	<i>Recognizing Happy, Sad and Angry Feelings</i> <i>Fair OR Not Fair?</i> Curriculum Ideas <i>Finding Out How People Feel: Happy, Sad, Angry</i> <i>Listening and Paying Attention</i> <i>There’s More Than One Way</i> <i>Remembering Sequences</i> Parent Pages <i>Feelings and Causes: Might-Maybe</i> <i>Using ICPS Talk</i> <i>Adding Consequences</i>
PS 3.2 C	Understand consequences of own behavior.	Lesson 39: “Mystery Sequence, Part I” To help children think sequentially, a precursor to anticipating what MIGHT happen next Lesson 40: “A Story” To encourage story comprehension and help children understand sequencing, for later consequential thinking Lesson 41: “Mystery Sequence, Part II” To help children learn to think sequentially with regard to an interpersonal problem Lesson 42: “More ICPS Words: If-Then” To teach the terms IF-THEN as a precursor to consequential thinking Lesson 43: “Mystery Sequence, Part	Curriculum Ideas <i>Remembering Sequences</i> Interaction in the Classroom (Real Life) <i>Some Helpful Questions</i> <i>Mini-Dialogues</i> Teachers use ICPS questions, such as, “What MIGHT happen if _____?” “Why is that a GOOD PLACE/IDEA/TIME?” “Why is that NOT a GOOD PLACE/IDEA/TIME?” Parent Page 7 <i>Is That a Good Idea?</i> Parents will focus on internal versus external consequences when asking what might happen next.

		<p>III” To give children additional practice in consequential thinking Lesson 44: “A Good IDEA?” To encourage early consequential thinking</p>	
PS 3.2 D	Follow the rules and routines in classroom and other settings.	Lesson 19: “What Am I Doing? What Do I Want You To Do?”	<p>Interaction in the Classroom (Real Life) <i>Is That a Good Idea, Place or Time</i></p> <p>Curriculum Ideas <i>Listening and Paying Attention</i> <i>There’s More Than One Way</i></p>
PS 3.2 E	Use materials with purpose, safety, and respect.	Lesson 19: “What Am I Doing? What Do I Want You To Do?”	<p>Interaction in the Classroom (Real Life) <i>Is That a Good Idea, Place or Time</i></p> <p>Curriculum Ideas <i>Listening and Paying Attention</i> <i>There’s More Than One Way</i></p>
PS 3.2 F	Pay attention as required by the task.	Lesson 19: “What Am I Doing? What Do I Want You To Do?”	<p>Interaction in the Classroom (Real Life) <i>Is That a Good Idea, Place or Time</i></p> <p>Curriculum Ideas <i>Listening and Paying Attention</i> <i>There’s More Than One Way</i></p>
PS 3.2 G	Make transitions between activities.	Lesson 1: “Is” Lesson 2: “Some-All” Lesson 3: “Not” Lesson 4: "Or" Lesson 5: "And" Lesson 6: "Same-Different" Lesson 7: "More Same-Different"	<p>Interaction in the Classroom (Real Life) <i>ICPS Words: Is, Some-All, Not, Or, And, Same-Different</i> Transitions: “IS ____ helping to put the blocks away?” “No, ____ IS doing something DIFFERENT”.</p>

PS 3.2 H	Follow adult directions.	Lesson 19: “What Am I Doing? What Do I Want You To Do?”	<p>Interaction in the Classroom (Real Life)</p> <p><i>Is That a Good Idea, Place or Time</i></p> <p>Curriculum Ideas</p> <p><i>Listening and Paying Attention</i> <i>There’s More Than One Way</i></p>
PS 3.2 I	Wait before acting in required situations.	Lesson 45: “What Can I Do While I Wait?”	<p>Interaction in the Classroom (Real-Life)</p> <p><i>Helping Children Wait</i> <i>Is That a Good Idea, Place or Time</i></p> <p>Curriculum Ideas</p> <p><i>Listening and Paying Attention</i> <i>There’s More Than One Way</i></p> <p>Parent Pages</p> <p><i>Is That a Good Idea?</i> <i>Helping Your Child Wait</i></p>
STANDARD PS 3.3: DEVELOP SOCIAL INTERACTIONS			
	Indicators	ICPS Curriculum Examples How Children Learn ICPS Concepts:	Supportive Practices How the ICPS Practitioner Interacts with Children and Integrates Concepts Everyday Experiences:
PS 3.3 A	Trust familiar adults and close peers.	<p>Pre-Problem Solving Lessons</p> <p>Lessons 1-10: To teach the ICPS word concepts</p> <p>Lessons 11-18: To help children identify their own feelings and the feelings of others</p> <p>Lessons 19-22: To encourage skills in paying attention and listening</p> <p>Lessons 23-28: To introduce the ICPS words WHY-BECAUSE and MIGHT-MAYBE</p> <p>Lessons 29-31: To encourage</p>	
PS 3.3 B	Enters into and initiates play with peers.		
PS 3.3 C	Enjoy playing with a specific other child in a variety of activities.		

		recognition of individual differences and to teach children to find out about people's preferences Lessons 32-33: To help children understand what is and NOT FAIR	
PS 3.3 D	Respond with empathy to children who are upset and in need.	Lesson 11: "Happy" Lesson 12: "Sad" Lesson 13: "How Can We Tell: Seeing and Hearing" Lesson 14: "More How Can We Tell" Lesson 15: "How Can We Tell: Asking" Lesson 16: "Can I Make You Happy" Lesson 17: "Angry" Lesson 18: "Let's Pretend" Lesson 30: "Allie the Alligator, Part I" Lesson 31: "Allie the Alligator, Part II" Lesson 20: "A Story" Lesson 27: "A Story" Lesson 40: "A Story" Lesson 48: "A Story" Lesson 56: "A Story"	Interaction in the Classroom (Real Life) <i>ICPS Dialoguing</i> Teachers use information-seeking, non-threatening tones and encourage children to use feeling concepts, determine the cause of the problem and find an alternative solution. Some examples are: <ul style="list-style-type: none"> • "How do you feel? How does ___ feel?" "How can you tell?" "You can see with your ____, and hear with your ___?" • "How can you help someone ___ feel happy?" Using storybooks, teachers can ask: <ul style="list-style-type: none"> • "How did ___ feel when ___?" Do ____ and _____ feel the SAME way OR a DIFFERENT way about what happened in the story?" • "What makes your mom/dad sad?"
PS 3.3 E	Seek help from peers and adults when needed.	Problem Solving Lessons Lessons 34-38: Alternative Solutions Lessons 39-50: Consequences Lessons 51-59: Solution-Consequence Pairs	Interaction in the Classroom (Real Life) <i>ICPS Dialoguing</i> Teachers use information-seeking, non-threatening tones and encourage children to use feeling concepts, determine the cause of the problem and find an alternative solution.
PS 3.3 F	Respect the feelings, rights, and belonging of others.	Pre-Problem Solving Lessons Lessons 1-10: To teach the ICPS word concepts Lessons 11-18: To help children	Interaction in the Classroom (Real Life) <i>ICPS Dialoguing</i> Teachers use information-seeking, non-

		<p>identify their own feelings and the feelings of others Lessons 19-22: To encourage skills in paying attention and listening Lessons 23-28: To introduce the ICPS words WHY-BECAUSE and MIGHT-MAYBE Lessons 29-31: To encourage recognition of individual differences and to teach children to find out about people’s preferences Lessons 32-33: To help children understand what is and NOT FAIR</p> <p>Problem Solving Lessons Lessons 34-38: Alternative Solutions Lessons 39-50: Consequences Lessons 51-59: Solution-Consequence Pairs</p>	<p>threatening tones and encourage children to use feeling concepts, determine the cause of the problem and find an alternative solution.</p>
PS 3.3 G	Cooperate in small and large groups.	<p>Pre-Problem Solving Lessons Lessons 1-10: To teach the ICPS word concepts Lessons 11-18: To help children identify their own feelings and the feelings of others Lessons 19-22: To encourage skills in paying attention and listening Lessons 23-28: To introduce the ICPS words WHY-BECAUSE and MIGHT-MAYBE Lessons 29-31: To encourage recognition of individual differences and to teach children to find out about people’s preferences Lessons 32-33: To help children understand what is and NOT FAIR</p> <p>Problem Solving Lessons Lessons 34-38: Alternative Solutions</p>	<p>Interaction in the Classroom (Real Life) <i>ICPS Dialoguing</i> Teachers use information-seeking, non-threatening tones and encourage children to use feeling concepts, determine the cause of the problem and find an alternative solution in light of its potential consequences through a unique dialoguing process.</p>
PS 3.3 H	Play cooperatively with 2-3 peers for a sustained time.		
PS 3.3 I	Take turns in games and tasks.		
PS 3.3 J	Share materials when appropriate.		
PS 3.3 K	Show increasing abilities to resolve conflicts with peers.		

		Lessons 39-50: Consequences Lessons 51-59: Solution- Consequence Pairs	
STANDARD PS 3.4: SELF-CARE AND SELF RELIANCE			
	Indicators	ICPS Curriculum Examples How Children Learn ICPS Concepts:	Supportive Practices How the ICPS Practitioner Interacts with Children and Integrates Concepts Everyday Experiences:
PS 3.4 A	Choose materials and activities independently.	<p>Regarding Choosing Materials and Activities Independently: The <i>ICPS Curriculum</i> encourages an interpersonal cognitive problem solving approach that gives children the internal capacity to decide whether they want to play in this activity center OR play in a DIFFERENT activity center. As a result, this internal process increases self-reliance.</p> <p>Pre-Problem Solving Lessons Lesson 4: "Or" Lesson 5: "And" Lesson 6: "Same-Different" Lesson 7: "More Same-Different" Lesson 29: "Do You Like?" Lesson 26: "What Do You Choose? A Different Because" Problem-Solving Lessons Lesson 35: "What Else Can He Do?"</p>	<p>Interaction in the Classroom (Real Life) <i>ICPS Dialoguing</i></p> <p>Teachers use ICPS questions, such as, "Do you want to play in the block area OR the car area?" and may state, "You can choose this activity OR a DIFFERENT activity".</p>
PS 3.4 B	Put away materials on own.	<p>Lesson 39: "Mystery Sequence, Part I" Lesson 40: "A Story" Lesson 41: "Mystery Sequence, Part II" Lesson 42: "More ICPS Words: If-Then" Lesson 43: "Mystery Sequence, Part III" Lesson 44: A Good IDEA?</p>	<p>Interaction in the Classroom (Real Life) <i>ICPS Dialoguing</i></p> <p>Teachers use information-seeking, non-threatening tones and encourage children to use feeling concepts, determine the cause of the problem and find an alternative solution. Some examples are:</p> <ul style="list-style-type: none"> • "What might happen if _____? If you do not put the toys away,

			<p>what might happen?"</p> <ul style="list-style-type: none"> • Can you think of a DIFFERENT place to put the toys away so that will NOT happen?" "Is leaving the toys on the floor a GOOD IDEA OR NOT a GOOD IDEA?"
PS 3.4 C	Show increasing self-reliance in self-care activities (toileting, grooming, dressing, eating)	<p>Regarding Self-Care and Self Reliance: The <i>ICPS Curriculum</i> does not specifically address self-care. Instead, the <i>ICPS Curriculum</i> encourages an interpersonal cognitive problem solving approach that gives children the internal capacity to evaluate and solve problems related to all aspects of their self-care. As a result, this internal process increases self-reliance.</p>	<p>Interaction in the Classroom (Real Life) <i>ICPS Dialoguing</i> Teachers use information-seeking, non-threatening tones and encourage children to use feeling concepts, determine the cause of the problem and find an alternative solution.</p>
PS 3.4 D	Recognizes situations that are unsafe and behaves accordingly.	<p>Lesson 39: "Mystery Sequence, Part I" To help children think sequentially, a precursor to anticipating what MIGHT happen next Lesson 40: "A Story" To encourage story comprehension and help children understand sequencing, for later consequential thinking Lesson 41: "Mystery Sequence, Part II" To help children learn to think sequentially with regard to an interpersonal problem Lesson 42: "More ICPS Words: If-Then" To teach the terms IF-THEN as a precursor to consequential thinking Lesson 43: "Mystery Sequence, Part</p>	<p>Interaction in the Classroom (Real Life) <i>ICPS Dialoguing</i> Teachers use information-seeking, non-threatening tones and encourage children to use feeling concepts, determine the cause of the problem and find an alternative solution. <i>Is That a Good Idea, Place or Time?</i></p> <p>Curriculum Ideas <i>Advanced Concepts</i> Science: Health/Hygiene, Safety</p> <ul style="list-style-type: none"> • "Is the front of a moving swing a GOOD PLACE OR NOT a GOOD PLACE to stand?" • "What MIGHT happen if you stand there?" • "Where can you stand so that

		<p>III” To give children additional practice in consequential thinking Lesson 44: A Good IDEA? To encourage early consequential thinking Lessons 51, 52: “What Might Happen If I Do That? Parts I, II</p>	will NOT HAPPEN?”
PHYSICAL HEALTH			
STANDARD PH 10.4: DEVELOP GROSS MOTOR COORDINATION			
	Indicators	ICPS Curriculum Examples How Children Learn ICPS Concepts:	Supportive Practices How the ICPS Practitioner Interacts with Children and Integrates Concepts Everyday Experiences:
PH 10.4 A	Demonstrate control of large body movements.		
PH 10.4 B	Exhibiting developing balance, strength and stamina.		
PH 10.4 C	Demonstrate spatial awareness.		
PH 10.4 D	Demonstrate coordination of body movements.		
PH 10.4 E	Combine large motor movements with the use of equipments.		
PH 10.4 F	Combine a sequence of large motor skills.		

PH 10.4 G	Perform a variety of movement skills alongside and with a partner.		
PH 10.4 H	Engage in physical activity.		
STANDARD PH 10.5: DEVELOP FINE MOTOR CONTROL			
	Indicators	ICPS Curriculum Examples How Children Learn ICPS Concepts:	Supportive Practices How the ICPS Practitioner Interacts with Children and Integrates Concepts Everyday Experiences:
PH 10.5 A	Demonstrate control, strength and dexterity to manipulate objects.		
PH 10.5 B	Demonstrate spatial awareness		
PH 10.5 C	Demonstrate eye-hand coordination		
PH 10.5 D	Demonstrate increasing control with writing and drawing elements.		
STANDARD PH 10.1-10.3: ENGAGE IN HEALTHY AND SAFE PRACTICES			
	Indicators	ICPS Curriculum Examples How Children Learn ICPS Concepts:	Supportive Practices How the ICPS Practitioner Interacts with Children and Integrates Concepts Everyday Experiences:
PH 10.1 A	Demonstrate positive body image	Regarding Health and Safety Practices: The <i>ICPS Curriculum</i> does not specifically address healthy and	Interaction in the Classroom (Real Life) <i>ICPS Dialoguing</i>

PH 10.1 B	Demonstrate good hygiene	<p>safety practices. Instead, the <i>ICPS Curriculum</i> teaches children a cognitive problem solving approach that gives children the internal capacity to evaluate whether a practice is healthy and safe or not.</p> <p>Problem-Solving Lessons</p> <p>Lesson 34: “What’s the Problem?” Lesson 35: “What Else Can He Do?” Lesson 36: “Introduction to Role-Playing” Lesson 37: “Solve a Problem” Lesson 38: “Solve Another Problem” Lesson 39: “Mystery Sequence, Part I” Lesson 40: “A Story” Lesson 41: “Mystery Sequence, Part II” Lesson 42: “More ICPS Words: If-Then” Lesson 43: “Mystery Sequence, Part III” Lesson 44: “A Good Idea?” Lesson 46, 47, 49, 50: “What Might Happen Next? Parts I, II, III, IV” Lessons 51,52: “What Might Happen If I Do That? Parts I, II</p>	<p>Curriculum Ideas</p> <p><i>Advanced Concepts</i></p> <p>Science: Health/Hygiene, Safety</p> <ul style="list-style-type: none"> • “If you do NOT brush your teeth, what MIGHT happen?”
PH 10.1 C	Demonstrate basic disease prevention skills		
PH 10.2 A	Demonstrate an awareness of healthy lifestyle practice		<ul style="list-style-type: none"> • “Is it a good idea or not a good idea to stand in front of a moving swing?” • “Is the sidewalk a GOOD place OR NOT a GOOD place to drive a car?” “Where is a GOOD place to drive a car?”
PH 10.2 B	Understand the roles of health care and safety providers		
PH 10.2 C	Demonstrate increasing responsibility for self help tasks		
PH 10.2 D	Identify and avoid risk taking practices		
PH 10.3 A	Recognize and follow basic safety rules		
PH 10.3 B	Exhibit knowledge about foods and nutrition		
PH 10.3 C	Demonstrate awareness of good nutritional practices		
PROGRAM PARTNERSHIPS			

STANDARD PP 1: QUALITY ECE PROGRAMS MUST WORK CLOSELY WITH PARENTS TO ADVANCE THEIR CHILD'S DEVELOPMENT AND LEARNING. PROGRAMS MUST HAVE WRITTEN PROCEDURES THAT ARE CONSISTENTLY IMPLEMENTED TO ASSURE THAT THE OBJECTIVES ARE MET.

	Indicators	ICPS Curriculum Examples How Children Learn ICPS Concepts:	Supportive Practices How the ICPS Practitioner Interacts with Children and Integrates Concepts Everyday Experiences:
PP 1 A	Programs must provide parents with opportunities to share information about their child including their child's state of development, interest and skill level.		
PP 1 B	Programs must work collaboratively with parents to prepare their child for the age appropriate screening process.		
PP 1 C	Programs must conduct within 45 calendar days of the child's entry, an age appropriate screening process.		
PP 1 D	Programs must use the information gathered from the screening process, and in collaboration with parents, set goals for the child and determine how best to provide appropriate programming.		
PP 1 E	Programs must provide parents with opportunities to enhance their parenting skills, their knowledge and understanding of the developmental needs and activities of their children, their child observation skills, and their ability to provide nurturing/supportive environments and relationships.	<p>Pages for Parents with selected ICPS concepts are strategically interspersed into the ICPS Program Manual for teachers to duplicate and send home for parents.</p> <p>ICPS also offers a complete program for parents entitled "Raising A Thinking Child". In addition to parent-child activities, the program offers activities for parents to learn how to talk to children in the "ICPS problem solving way." This program can be offered to parents in educational, support group or family home</p>	<p>Interaction in the Home (Real Life) <i>ICPS Dialoguing</i> Parent Activities Child Lessons, Games and Activities</p> <p>Raising a Thinking Child Workbook By Dr. Myrna B. Shure</p>

		settings.	
STANDARD PP 2: QUALITY ECE PROGRAMS MUST CONNECT PARENTS TO NECESSARY AND APPROPRIATE COMMUNITY SERVICES THAT MAY HELP THE CHILD AND/OR FAMILY. PROGRAMS MUST HAVE WRITTEN PROCEDURES THAT ARE CONSISTENTLY IMPLEMENTED TO ASSURE THAT THE OBJECTIVES ARE MET.			
	Indicators	ICPS Curriculum Examples How Children Learn ICPS Concepts:	Supportive Practices How the ICPS Practitioner Interacts with Children and Integrates Concepts Everyday Experiences:
PP 2 A	Programs must have current information about community resources and services available to young children.		
PP 2 B	Programs must provide parents with information on medical, dental, nutrition, and mental health education programs in the community.		
PP 2 C	Programs must identify through family and staff observation and dialogue the family/child's need for and interest in additional services.		
PP 2 D	Program personnel must connect families with resources and services appropriate to their needs and interests including early intervention, mental health services (including medical, dental, vision and hearing), social services, adult education services (including family literacy), and cultural resources (libraries, museums, parks).		
PP 2 E	Program personnel must support families in evaluating the effectiveness of the service received, and in identifying next steps.		
STANDARD PP 3: QUALITY ECE PROGRAMS MUST WORK WITH PARENTS TO IDENTIFY STRENGTHS AND NEEDS OF THEIR CHILD TO FACILITATE SUCCESSFUL TRANSITION FOR THE CHILD FROM ONE SETTING TO ANOTHER. PROGRAMS MUST HAVE WRITTEN PROCEDURES THAT ARE CONSISTENTLY IMPLEMENTED TO ASSURE THAT THE OBJECTIVE ARE MET.			

	Indicators	ICPS Curriculum Examples How Children Learn ICPS Concepts:	Supportive Practices How the ICPS Practitioner Interacts with Children and Integrates Concepts Everyday Experiences:
PP 3 A	Programs must offer parents an individual meeting in addition to the regular parent conference, to provide written information about their child’s strengths and needs related to transitioning to another classroom or educational setting.		
PP 3 B	Programs must assist parents as they prepare their children for the new educational setting.		
PP 3 C	Programs must work collaboratively with the receiving program to enhance continuity of experiences for the child.		
PP 3 D	Programs must work collaboratively with the receiving program to determine content and format of transition information to be documented.		
PP 3 E	Programs must transfer relevant child records, with consent of the parents, to the receiving school or program.		
SCIENCE			
STANDARD SC 3.2: DEMONSTRATE UNDERSTANDING OF SCIENTIFIC INQUIRY			
	Indicators	ICPS Curriculum Examples How Children Learn ICPS Concepts:	Supportive Practices How the ICPS Practitioner Interacts with Children and Integrates Concepts Everyday Experiences:
SC 3.2 A	Show curiosity by asking questions and seeking information	The <i>ICPS Curriculum</i> does not specifically provide lessons in scientific inquiry. Instead, the <i>ICPS Curriculum</i> teaches children a cognitive problem solving approach that gives children the internal	Interaction Classroom (Real Life) ICPS Dialoguing: Teachers use information-seeking, non-threatening tones and encourage children to use feeling concepts, determine the cause of the problem and find an
SC 3.2 B	Collect, describe and record information.		

SC 3.2C	Use tools and equipment to explore objects.	capacity to seek information, evaluate and find solutions in their interpersonal and academic experiences.	<p>alternative solution.</p> <p>Curriculum Ideas <i>ICPS Words</i> Science: Plants and Animals, Textures, Household Items, Seasons, Time, Beginning Classification</p> <p>Teachers can use the dialoguing process in helping children make and verify predictions, compare, contrast and classify objects and data. Some examples are:</p> <ul style="list-style-type: none"> • “What MIGHT happen if the fish were never fed/plants were never watered?” • “What MIGHT happen if I put this rock in water? Would it sink OR NOT sink?” • “How are a dog and a zebra the SAME? How are they DIFFERENT?”
SC 3.2 D	Make and verify predictions.	Lesson 42: “More ICPS Words: If-Then” Lesson 43: “Mystery Sequence, Part III”	
SC 3.2 E	Compare, contrast and classify objects and data.	Lesson 44: “A Good Idea?” Lesson 46, 47, 49, and 50: “What Might Happen Next? Parts I, II, III, IV” Lessons 51,52: “What Might Happen If I Do That? Parts I, II	
SC 3.2 F	Use language that shows understanding of scientific principles.		
SC 3.2 G	Participate in scientific investigations.		

STANDARD SC 3.3: ACQUIRE KNOWLEDGE ABOUT THE CHARACTERISTICS OF LIVING THINGS

	Indicators	ICPS Curriculum Examples How Children Learn ICPS Concepts:	Supportive Practices How the ICPS Practitioner Interacts with Children and Integrates Concepts Everyday Experiences:
SC 3.3 A	Recognize the difference between living and non-living things.		
SC 3.3 B	Notice changes in living things over time.		

SC 3.3 C	Understand that plants and animals have life cycles.		
SC 3.3 D	Notice similarities and differences and categories of plants and animals.		
STANDARD SC 3.4: ACQUIRE KNOWLEGE ABOUT THE PHYSICAL PROPERTIES OF OBECTS			
	Indicators	ICPS Curriculum Examples How Children Learn ICPS Concepts:	Supportive Practices How the ICPS Practitioner Interacts with Children and Integrates Concepts Everyday Experiences:
SC 3.4 A	Describe, compare and categorize objects based on their properties.		
SC 3.4 B	Explore simple machines.		
SC 3.4 C	Explore, identify and describe changes that occur over time.		
SC 3.4 D	Use five senses to explore the world		
SC 3.4 E	Experiment with the effect of their own actions on objects.		
SC 3.4 F	Understand that tools perform specific functions.		
STANDARD SC 3.5: ACQUIRE KNOWLEDGE ABOUT EARTH AND SPACE			
	Indicators	ICPS Curriculum Examples How Children Learn ICPS Concepts:	Supportive Practices How the ICPS Practitioner Interacts with Children and Integrates Concepts Everyday Experiences:
SC 3.5 A	Understand changes in the environment.		
SC 3.5 B	Investigate properties of rocks, soil and water.		

SC 3.5 C	Explore the characteristics of the sun, moon, stars and clouds.		
SC 3.5 D	Understand the importance of natural resources.		
SC 3.5 E	Show beginning understanding of how human activities may change the environment.		
SC 3.5 F	Participate in a variety of activities that preserve the environment.		

SOCIAL STUDIES

STANDARD SS 7.3: DEVELOP AN UNDERSTANDING OF SELF WITHIN A COMMUNITY

	Indicators	ICPS Curriculum Examples How Children Learn ICPS Concepts:	Supportive Practices How the ICPS Practitioner Interacts with Children and Integrates Concepts Everyday Experiences:
SS 7.3 A	Identify differences and similarities of personal characteristics	Pre-Problem Solving Lessons Lessons 1-10: To teach the ICPS word concepts Lessons 11-18: To help children identify their own feelings and the feelings of others Lessons 19-22: To encourage skills in paying attention and listening Lessons 23-28: To introduce the ICPS words WHY-BECAUSE and MIGHT-MAYBE Lessons 29-31: To encourage recognition of individual differences and to teach children to find out about people's preferences	Curriculum Ideas Social Studies: Home and Family, Community Helpers <ul style="list-style-type: none"> • “A police officer helps a lady. How do you think the lady felt?” “Does anyone think the lady felt a DIFFERENT way?” • “In the (African-American, Hispanic, Asian, White/Caucasian) culture, these songs are played to celebrate a holiday. Can you think of some DIFFERENT songs that your family plays during holidays?”
SS 7.3 B	Demonstrate an appreciation of one's own characteristics and those of others and others' cultures		
SS 7.3 C	Display an awareness of his/her role as a member of a group, such as the family or the class		
SS 7.3 D	Show an understanding of how individuals work together to achieve group tasks		
SS 7.3 E	Show understanding of how individuals work together to achieve group goals		

SS 7.3 F	Recognize how things are spatially related to one another	Lessons 32-33: To help children understand what is and NOT FAIR Problem Solving Lessons Lessons 34-38: Alternative Solutions Lessons 39-50: Consequences Lessons 51-59: Solution-Consequence Pairs	
SS 7.3G	Describe the characteristics of where s/he lives and visits		
SS 7.3 H	Develop a beginning understanding of maps as representations of actual places		
STANDARD SS 8.1: DEVELOP AN UNDERSTANDING OF PAST, PRESENT, AND FUTURE			
	Indicators	ICPS Curriculum Examples How Children Learn ICPS Concepts:	Supportive Practices How the ICPS Practitioner Interacts with Children and Integrates Concepts Everyday Experiences:
SS 8.1 A	Demonstrate the understanding of the sequence of events	Lesson 39: "Mystery Sequence, Part I" Lesson 40: "A Story" Lesson 41: "Mystery Sequence, Part II" Lesson 42: "More ICPS Words: If-Then" Lesson 43: "Mystery Sequence, Part III" Lesson 44: "A Good Idea?" Lesson 46, 47, 49, 50: "What Might Happen Next? Parts I, II, III, IV" Lessons 51,52: "What Might Happen If I Do That? Parts I, II	Curriculum Ideas <i>Remembering Sequences</i> <ul style="list-style-type: none"> • "What happened first in the story? What happened next? What happened at the end of the story?" • "What did you look like when you were a baby? How is that DIFFERENT from how you look now?"
SS 8.1B	Understand how things, people and places change over time		
SS 8.1 C	Demonstrate an ability to connect new ideas to past experiences		
STANDARD SS 6.1: DEVELOP AN UNDERSTANDING OF THE ROLE OF CONSUMERS			
	Indicators	ICPS Curriculum Examples How Children Learn ICPS Concepts:	Supportive Practices How the ICPS Practitioner Interacts with Children and Integrates Concepts Everyday Experiences:

SS 6.1 A	Demonstrate knowledge about community workers and their roles		<p>Curriculum Ideas <i>Community Helpers</i></p> <ul style="list-style-type: none"> • “What does a (policeman, mail carrier, crossing guard) do? How are a policeman and a mail carrier DIFFERENT? How are they the SAME? How is a mail carrier and a crossing guard DIFFERENT? How are they the SAME?”
SS 6.1B	Demonstrate an awareness of the uses of money		
SS 6.1C	Develop an understanding of how goods and services are produced and distributed		<p>Curriculum Ideas “Does milk come from a cow OR a horse? When the cow is milked, where does the milk go next? When the milk is put in the bottle, where does it go next? From there how does it get to your house?”</p>