

Physical Development and Motor Skills (PDM)

STRAND: Health and Well-Being

Standard PDM1: The child will practice healthy and safe habits.

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| PDM1.3a | Stays awake except during nap time. |
| PDM1.3b | Actively participates in a variety of both structured and unstructured indoor and outdoor activities for sustained periods of time. |
| PDM1.3c | Independently shows awareness of dangerous situations and responds with some knowledge of safety instructions. |
| PDM1.3d | Communicates to peers and adults when dangerous situations are observed. |
| PDM1.3e | Attends to personal health needs and self-care needs independently. |

Standard PDM2: The child will participate in activities related to nutrition.

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| PDM2.3a | Helps prepare nutritious snacks. |
| PDM2.3b | Distinguishes healthy food choices from less healthy food choices. |

STRAND: Use of Senses

Standard PDM3: The child will demonstrate an awareness of the body in space and child's relationship to objects in space.

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| PDM3.3a | Acts and moves with purpose and recognizes differences in direction, distance, and location with some assistance. |
| PDM3.3b | Demonstrates awareness of his/her own body in relation to others. |

Standard PDM4: The child will use senses (sight, touch, hearing, smell, and taste) to explore the environment and process information.

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| PDM4.3a | Uses senses purposefully to learn about objects. |
| PDM4.3b | Takes things apart and attempts to put them back together. |

STRAND: Motor Skills

Standard PDM5: The child will demonstrate gross motor skills.

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| PDM5.3a | Coordinates movements to perform a task. |
| PDM5.3b | Demonstrates coordination and balance. |

Standard PDM6: The child will demonstrate fine motor skills.

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| PDM6.3a | Refines grasp to manipulate tools and objects. |
| PDM6.3b | Uses hand-eye coordination to manipulate smaller objects with increasing control. |

Social and Emotional Development (SED)

STRAND: Developing a Sense of Self

Standard SED1: The child will develop self-awareness.

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| SED1.3a | Recognizes self as a unique individual. |
| SED1.3b | Demonstrates knowledge of personal information. |
| SED1.3c | Shows sense of satisfaction in his/her own abilities, preferences, and accomplishments. |
| SED1.3d | Shows emerging sense of independence in his/her own choices. |

Standard SED2: The child will engage in self-expression.

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| SED2.3a | Uses a combination of words, phrases, and actions to communicate needs, ideas, opinions, and preferences. |
| SED2.3b | With adult guidance, uses verbal and non-verbal expressions to demonstrate a larger range of emotions, such as frustration, jealousy, and enthusiasm. |

STRAND: Self-Regulation

Standard SED3: The child will demonstrate self-control.

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| SED3.3a | Remembers and follows simple group rules and displays appropriate social behavior. |
| SED3.3b | Regulates own emotions and behaviors with adult support when needed. |
| SED3.3c | Regulates impulses with adult guidance. |
| SED3.3d | Manages transitions and adapts to changes in schedules and routines with adult support. |

STRAND: Developing a Sense of Self with Others.

Standard SED4: The child will develop relationships with adults.

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| SED4.3a | Shows signs of security and trust when separated from familiar adults. |
| SED4.3b | Uses a familiar adult's facial expression to decide how to respond. |
| SED4.3c | Shows affection to familiar adults by using words and actions. |
| SED4.3d | Seeks out adult for help. |

Standard SED5: The child will develop relationships with peers.

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| SED5.3a | Initiates play with one or two other children. |
| SED5.3b | Engages in mutual/cooperative play. |
| SED5.3c | Seeks adult support to resolve some peer conflicts. |
| SED5.3d | Recognizes and names the feelings of peers. |
| SED5.3e | Shows emerging respect for peers' personal space and belongings. |

Approaches to Play and Learning (APL)

STRAND: Initiative and Exploration

Standard APL1: The child will demonstrate initiative and self-direction.

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| APL1.3a | Initiates new tasks by him/herself. |
| APL1.3b | Makes choices and completes some independent activities. |
| APL1.3c | Makes plans and follows through on intentions. |

Standard APL2: The child will demonstrate interest and curiosity.

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| APL2.3a | Demonstrates an increased willingness to participate in both familiar and new experiences. |
| APL2.3b | Ask questions about unfamiliar objects, people, and experiences. |
| APL2.3c | Explores and manipulates both familiar and unfamiliar objects in the environment. |

STRAND: Attentiveness and Persistence

Standard APL3: The child will demonstrate self-control.

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| APL3.3a | Engages in a structured activity for short periods of time to achieve a goal. |
| APL3.3b | Wants to complete activities and do them well. |
| APL3.3c | Begins to work cooperatively with others to achieve a goal or accomplish a task. |
| APL3.3d | Keeps working on an activity even after setbacks. |

STRAND: Play

Standard APL4: The child will engage in a progression of individualized and imaginative play.

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| APL4.3a | Uses imagination to create a variety of ideas, role plays, and fantasy situations. |
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Standard APL5: The child will demonstrate a cooperative and flexible approach to play.

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| APL5.3a | Occasionally joins in cooperative play and learning in a group setting. |
| APL5.3b | Plans, initiates, and completes cooperative activities with adult guidance. |
| APL5.3c | Finds a creative, inventive way of doing a familiar task or solving a problem with adult assistance. |
| APL5.3d | Demonstrates emerging flexibility in his/her approach to play and learning. |

Communication, Language, and Literacy (CLL)

STRAND: Receptive Language (Listening)

Standard CLL1: The child will listen to conversations for a variety of purposes and demonstrate comprehension.

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| CLL1.3a | Listens and responds to conversations and group discussions. |
| CLL1.3b | Listens to and follows multi-step directions with support. |
| CLL1.3c | Responds to more complex questions with appropriate answers. |

Standard CLL2: The child will acquire vocabulary introduced in conversations, activities, stories, and/or books.

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| CLL2.3a | Demonstrates understanding of vocabulary through everyday conversations. |
| CLL2.3b | Listens and understands new vocabulary from activities, stories, and books. |

STRAND: Expressive Language

Standard CLL3: The child will use non-verbal communication for a variety of purposes.

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| CLL3.3a | Uses gestures actions to enhance verbal communication of needs and wants. |
| CLL3.3b | Communicates feelings using non-verbal gestures and actions. |

Standard CLL4: The child will use increasingly complex spoken language.

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| CLL4.3a | Speaks clearly enough to be understood. |
| CLL4.3b | Demonstrates use of expanded sentences and sentence structures. |
| CLL4.3c | Describes activities and experiences using details. |
| CLL4.3d | Uses expanded vocabulary in a variety of situations. |

STRAND: Early Reading

Standard CLL5: The child will acquire meaning from a variety of materials read to him/her.

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| CLL5.3a | Prior to reading, uses pictures to predict story content. |
| CLL5.3b | With prompting and support, retells a simple story using pictures. |
| CLL5.3c | Answers questions about a story. |

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Communication, Language, and Literacy (CLL) - *Continued*

STRAND: Early Reading

Standard CLL6: The child will develop early phonological awareness (awareness of units of sound).

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| CLL6.3a | Listens and matches rhythm, volume, and pitch of rhymes, songs and chants. |
| CLL6.3b | Identifies and produces rhyming words with adult guidance. |
| CLL6.3d <i>(no CLL6.3c)</i> | Segments sentences into individual words with adult's guidance. |
| CLL6.3e | Segments words into syllables with adult guidance. |

Standard CLL7: The child will demonstrate increasing knowledge of the alphabet.

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| CLL7.3a | With prompting and support, can identify some letters of the alphabet. |
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Standard CLL8: The child will demonstrate awareness of print concepts.

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| CLL8.3a | Shares self-selected familiar books and engages in pretend reading with others. |
| CLL8.3b | Discriminates words from pictures independently. |
| CLL8.3c | Independently holds a book right side up and turns pages from right to left. |
| CLL8.3d | Recognizes environmental print. |
| CLL8.3e | With adult guidance, points to the title of familiar books or stories and where to begin reading. |

STRAND: Early Writing

Standard CLL9: The child will use writing for a variety of purposes.

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| CLL9.3a | Creates letter-like symbols. May use invented spelling to label drawings. |
| CLL9.3b | Uses writing tools with adult guidance. |
| CLL9.3c | Shows emerging awareness that writing can be used for a variety of purposes. |

Cognitive Development: MATHEMATICS (CD-MA)

STRAND: Number and Quantity

Standard CD-MA1: The child will organize, represent, and build knowledge of quantity and number.

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| CD-MA1.3a | Recites numbers up to 10 in sequence. |
| CD-MA1.3b | Recognizes numerals and quantities in the everyday environment. |
| CD-MA1.3c | Matches numerals to sets of objects with the same number, 0-5. |
| CD-MA1.3d | Identifies quantity and comparisons of quantity. |
| CD-MA1.3e | Quickly recognizes and names how many items are in a set up to three items. |

Standard CD-MA2: The child will manipulate, compare, and describe relationships using quantity and number.

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| CD-MA2.3a | Matches two equal sets using one-to-one correspondence independently. |
| CD-MA2.3b | Counts up to five objects using one-to-one correspondence with adult guidance. |
| CD-MA2.3c | Recognizes that objects or sets can be combined or separated. |
| CD-MA2.3d | Participates in creating and using real and pictorial graphs or other simple representations of data. |

STRAND: Measurement and Comparison

Standard CD-MA3: The child will explore and communicate about distance, weight, length, height, and time.

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| CD-MA3.3a | Labels objects using size words. |
| CD-MA3.3b | Compares two or more objects using a single attribute, such as length, weight, and size and matches items of similar sizes. |
| CD-MA3.3c | Uses a variety of standard and non-standard tools to measure object attributes with assistance. |
| CD-MA3.3d | Predicts upcoming events from prior knowledge. |

Standard CD-MA4: The child will sort, order, classify, and create patterns.

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| CD-MA4.3a | Independently orders objects using one characteristic. |
| CD-MA4.3b | Sorts objects by one attribute such as color, shape or size. |
| CD-MA4.3c | Identifies and duplicates simple, repeating patterns. |

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Cognitive Development: Mathematics (CD-MA) - Continued

STRAND: Geometry and Spatial Thinking

Standard CD-MA5: The child will explore, recognize, and describe spatial relationships between objects.

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| CD-MA5.3a | Follows simple directions which demonstrates an understanding of directionality, order and position of objects. |
| CD-MA5.3b | Begins using more deliberate manipulation to fit objects together. |

Standard CD-MA6: The child will explore, recognize, and describe shapes and shape concepts.

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| CD-MA6.3a | Recognizes basic, two-dimensional shapes in the environment independently. |
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STRAND: Mathematical Reasoning

Standard CD-MA7: The child will use mathematical problem solving, reasoning, estimation, and communication.

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| CD-MA7.3a | Practices estimating using mathematical terms and numbers with adult assistance. |
| CD-MA7.3b | Shows interest in solving mathematical problems. |
| CD-MA7.3c | Uses emerging reasoning skills to determine a solution to a mathematical problem. |

Cognitive Development: Science (CD-SC)

STRAND: Scientific Skills and Methods

Standard CD-SC1: The child will demonstrate scientific inquiry skills.

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| CD-SC1.3a | Uses senses to observe and experience objects and environment. |
| CD-SC1.3b | Uses simple tools to experiment and observe. |
| CD-SC1.3c | Records observations through drawings or dictations with adult guidance. |
| CD-SC1.3d | Participates in simple experiments and discusses scientific properties. |

STRAND: Earth and Space

Standard CD-SC2: The child will demonstrate knowledge related to dynamic properties of the earth and sky.

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| CD-SC2.3a | Investigates and asks questions about the properties of water using adult and child-directed activities. |
| CD-SC2.3b | Investigates properties of rocks, soil, sand, and mud using adult and child-directed activities. |
| CD-SC2.3c | Asks questions/shows curiosity about objects in the sky and describes appropriate day time and night time activities. |
| CD-SC2.3d | Observes and discusses changes in weather from day to day. |

STRAND: Living Creatures

Standard CD-SC3: The child will demonstrate knowledge related to living things and their environments.

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| CD-SC3.3a | Observes and explores a variety of animals and plants and their environments and life cycles. |
| CD-SC3.3b | Identifies the physical properties of some living and non-living things. |
| CD-SC3.3c | Identifies and describes the functions of a few body parts. |

STRAND: Physical Science

Standard CD-SC4: The child will demonstrate knowledge related to physical science.

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| CD-SC4.3a | Independently investigates objects and toys that require positioning and movement. |
| CD-SC4.3b | Investigates different types or speeds of motion. |
| CD-SC4.3c | Explores and identifies physical properties and states of matter of common classroom objects. |
| CD-SC4.3d | Uses classroom objects that function as simple machines. |

STRAND: Interaction with the Environment

Standards CD-SC5: The child will demonstrate and awareness of and the need to protect his/her environment.

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| CD-SC5.3a | Participates in efforts to protect the environment. |
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Cognitive Development: Social Studies (CD-SS)

STRAND: Family

Standard CD-SS1: The child will demonstrate understanding of his/her family and an emerging awareness of their own culture and ethnicity.

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| CD-SS1.3a | Identifies self in relationship to his/her family unit. |
| CD-SS1.3b | Identifies similarities and differences between self and others. |

STRAND: People and Community

Standard CD-SS2: The child will demonstrate an understanding of his/her community and an emerging awareness of others' culture and ethnicity.

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| CD-SS2.3a | Remembers rules of the classroom community and displays appropriate social behavior. |
| CD-SS2.3b | Explains traditions and cultural celebrations of his/her own family. |
| CD-SS2.3c | Asks simple questions about others' cultures. |

Standard CD-SS3: The will demonstrate an awareness of geography in his/her community.

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| CD-SS3.3a | Identifies locations of people and objects. |
| CD-SS3.3b | Identifies and describes some aspects of his/her community. |

Standard CD-SS4: The child will demonstrate an awareness of economics in his/her community.

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| CD-SS4.3a | Completes jobs to contribute to his/her community. |
| CD-SS4.3b | Recognizes a variety of occupations and work associated with them. |
| CD-SS4.3c | Recognizes that people work to earn a living. |
| CD-SS4.3d | Explores the uses of technology. |

STRAND: History and Events

Standard CD-SS5: The child will understand the passage of time and how events are related.

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| CD-SS5.3a | Recognizes and describes sequence of events. |
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Cognitive Development: Creative Development (CD-CR)

STRAND: Creative Movement and Dance

Standard CD-CR1: The child participate in dance to express creativity.

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| CD-CR1.3a | Repeats choreographed movements and begins to express creativity in movements. |
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STRAND: Visual Arts

Standard CD-CR2: The child will create, observe, and analyze visual art forms to develop artistic expression.

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| CD-CR2.3a | Uses a variety of tools and art media to express individual creativity. |
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| CD-CR2.3b | Observes and discusses visual art work. |
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| CD-CR2.3c | Shares ideas about personal creative work. |
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STRAND: Music

Standard CD-CR3: The child will use his/her voice, instruments, and objects to musically express creativity.

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| CD-CR3.3a | Participates in classroom activities with musical instruments and singing to express creativity. |
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STRAND: Drama

Standard CD-CR4: The child will use drama to express creativity.

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| CD-CR4.3a | Participates in dramatic play presentations with adult guidance. |
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| CD-CR4.3b | Re-creates a familiar story using action and objects (props) individually or cooperatively. |
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| CD-CR4.3c | Creates various voice inflections and facial expressions in play. |
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| CD-CR4.3d | Identifies real and make-believe situations through dramatic play. |
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Cognitive Development: Cognitive Processes (CD-CP)

STRAND: Thinking Skills

Standard CD-CP1: The child will demonstrate awareness of cause and effect.

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| CD-CP1.3a | Intentionally carries out an action with an understanding of the effect it will cause. |
| CD-CP1.3b | Expresses beginning understanding of reasoning skills. |

Standard CD-CP2: The child will use prior knowledge to build new knowledge.

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| CD-CP2.3a | Uses objects as intended in new activities. |
| CD-CP2.3b | Uses observation and imitation to acquire knowledge. |
| CD-CP2.3c | Identifies familiar objects and people in new situations. |
| CD-CP2.3d | Uses clues and sequence of events to infer and predict what will happen next. |
| CD-CP2.3e | Discusses how new learning related to concrete objects is based on prior knowledge. |

STRAND: Problem Solving

Standard CD-CP3: The child will demonstrate problem solving skills.

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| CD-CP3.3a | Demonstrates multiple uses for objects to solve problems. |
| CD-CP3.3b | Asks questions and tests different possibilities to determine the best solution to a problem. |