

Physical Development and Motor Skills (PDM)

STRAND: Health and Well-Being

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

PDM1.0a	Sleeps well and shows alertness during waking periods.
PDM1.0b	Initiates active play and engages in some physical activity.
PDM1.0c	Responds to verbal or physical signals of danger.
PDM1.0d	Reacts to simple directions to support safety.
PDM1.0e	Shows beginning awareness of personal health and self-care needs.

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

PDM2.0a	Explores food with fingers.
PDM2.0b	Shows preference for 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.

PDM3.0a	Moves body through space.
PDM3.0b	Exhibits body awareness and starts to move intentionally.

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

PDM4.0a	Responds to what he/she sees, hears, touches, tastes, and smells.
PDM4.0b	Manipulates objects to see what will happen.

STRAND: Motor Skills

Standard PDM5: The child will demonstrate gross motor skills.

PDM5.0a	Develops control of head and back, progressing to arms and legs.
PDM5.0b	Demonstrates beginning coordination and balance, often with support.

Standard PDM6: The child will demonstrate fine motor skills.

PDM6.0a	Develops grasp reflex.
PDM6.0b	Coordinates motions using eyes and hands.

Social and Emotional Development (SED)

STRAND: Developing a Sense of Self

Standard SED1: The child will develop self-awareness.

SED1.0a	Responds to image of self.
SED1.0b	Responds to his/her name.
SED1.0c	Aware of his/her own abilities/preferences.

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

SED2.0a	Makes sounds, facial expressions or body movements to express needs and feelings of comfort or discomfort.
SED2.0b	Uses sounds, facial expressions, or body movements to express simple emotions of contentment or discontentment.

STRAND: Self-Regulation

Standard SED3: The child will demonstrate self-control.

SED3.0a	Depends on simple routines adult(s) provide.
SED3.0b	Self-soothes when an adult holds, rocks, or talks to him/her.
SED3.0c	Responds to negative and positive reactions.
SED3.0d	Develops an awareness of transitions and schedule/routines with adult prompts.

STRAND: Developing a Sense of Self with Others.

Standard SED4: The child will develop relationships with adults.

SED4.0a	Responds differently to familiar and unfamiliar adults.
SED4.0b	Develops trust and attachment toward significant adults.
SED4.0c	Imitates examples of affection with familiar adults.

Standard SED5: The child will develop relationships with peers.

SED5.0a	Demonstrates interest/excitement when other children enter the room.
SED5.0b	Engages in solitary play around other children.
SED5.0c	Shows awareness of possible conflicts by crying, turning away, or showing distress.
SED5.0d	Observes peers who are experiencing a need or discomfort.

Approaches to Play and Learning (APL)

STRAND: Initiative and Exploration

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

APL1.0a	Exhibits interest in people and things in his/her surroundings.
APL1.0b	Occasionally demonstrates desire to complete simple tasks by self.
APL1.0c	Selects an item of interest by pointing and/or reaching for object.

Standard APL2: The child will demonstrate interest and curiosity.

APL2.0a	Shows eagerness and delight in self, others, and surroundings.
APL2.0b	Show curiosity/interest in his/her surroundings.

STRAND: Attentiveness and Persistence

Standard APL3: The child will demonstrate self-control.

APL3.0a	Examines a toy, rattle or face for a brief period of time.
APL3.0b	Explores a person or object for a minimum of one to three minutes.
APL3.0c	Continues to express distress when needs are not met.
APL3.0d	Repeats actions to make something happen again.

STRAND: Play

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

APL4.0a	Manipulates objects and imitates actions he/she observes.
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Standard APL5: The child will demonstrate a cooperative and flexible approach to play.

APL5.0a	Engages in solitary play around other children.
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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.

CLL1.0a	Reacts to environmental sounds and verbal communication.
CLL1.0b	Responds to simple directions.
CLL1.0c	Responds to simple words and phrases.

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

CLL2.0a	Responds to the names of familiar people and objects.
CLL2.0b	Responds to talking, singing, and/or reading.

STRAND: Expressive Language

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

CLL3.0a	Communicates needs and wants through nonverbal gestures and facial expressions.
CLL3.0b	Communicates feelings through facial expressions.

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

CLL4.0a	Engages in back and forth vocal play with adult.
CLL4.0b	Uses crying and other vocal signals to communicate.

STRAND: Early Reading

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

CLL5.0a	Shows interest in shared reading experiences and looking at books.
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Standard CLL6: The child will develop early phonological awareness (awareness of units of sound).

CLL6.0a	Listens to simple nursery rhymes, songs, and chants.
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Standard CLL7: The child will demonstrate increasing knowledge of the alphabet.

(Not appropriate at this age)

Standard CLL8: The child will demonstrate awareness of print concepts.

CLL8.0a	Shows interest in books by reaching for books and explores books through touch.
CLL8.0b	Imitates adults by pointing to pictures.

STRAND: Early Writing

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

CLL9.0a	Makes some random marks.
CLL9.0b	Holds simple writing tools with adult help and supervision.

Cognitive Development: Mathematics (CD-MA)

STRAND: Number and Quantity

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

CD-MA1.0a	Observes simple songs or finger-plays that involve numbers and quantity.
CD-MA1.0b	Is exposed to printed numerals on pictures, books, objects, etc.
CD-MA1.0c	Uses words and/or gestures to request “more” in reference to food or play.

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

CD-MA2.0a	Participates in simple counting of objects when led by an adult.
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STRAND: Measurement and Comparison

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

CD-MA3.0a	Plays with toys and objects with different sizes and shapes.
CD-MA3.0b	Shows awareness of consistent daily routines.

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

CD-MA4.0a	Explores objects with different characteristics.
CD-MA4.0b	Begins to imitate simple sounds and movements.

STRAND: Geometry and Spatial Thinking

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

CD-MA5.0a	Explores relationships between objects through play.
CD-MA5.0b	Explores simple objects to make them fit.

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

CD-MA6.0a	Explores objects with different shapes.
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STRAND: Mathematical Reasoning

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

(Not appropriate at this age)

Cognitive Development: Science (CD-SC)

STRAND: Scientific Skills and Methods

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

CD-SC1.0a	Observes and explores objects using all senses.
CD-SC1.0b	Attempts to use objects as tools.
CD-SC1.0c	Responds to what he/she sees, hears, tastes, and smells.

STRAND: Earth and Space

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

CD-SC2.0a	Touches water with adult support and supervision.
CD-SC2.0b	Touches sand and mud with adult support and supervision.
CD-SC2.0c	Observes the sun, clouds, and transition from day to night with adult support.
CD-SC2.0d	Observes different types of weather.

STRAND: Living Creatures

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

CD-SC3.0a	Shows curiosity about people, plants, and animals.
CD-SC3.0b	Discovers body parts.

STRAND: Physical Science

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

CD-SC4.0a	Demonstrates ability to move objects.
CD-SC4.0b	Touches objects to gain knowledge about them.

STRAND: Interaction with the Environment

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

CD-SC5.0a	Identifies familiar people and objects in his/her 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.

CD-SS1.0a	Using sounds, facial expressions or body movements when recognizing family members.
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STRAND: People and Community

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

CD-SS2.0a	Begins to understand acceptable and unacceptable behavior.
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Standard CD-SS3: The will demonstrate an awareness of geography in his/her community.

CD-SS3.0a	Recognizes personal objects.
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CD-SS3.0b	Shows familiarity with aspects of classroom and home environment.
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Standard CD-SS4: The child will demonstrate an awareness of economics in his/her community.

CD-SS4.0a	Assists with simple tasks.
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CD-SS4.0b	Observes key community occupations.
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CD-SS4.0c	Understands concept of "more."
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STRAND: History and Events

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

CD-SS5.0a	Responds to changes in routine or schedule.
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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.

CD-CR1.0a	Responds to music.
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STRAND: Visual Arts

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

CD-CR2.0a	Explores simple art materials.
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CD-CR2.0b	Attends to bright or contrasting colors.
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CD-CR2.0c	Shows preference for particular visual stimuli.
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STRAND: Music

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

CD-CR3.0a	Experiments with vocalization and sounds.
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STRAND: Drama

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

CD-CR4.0a	Shows interest in rhymes, finger-plays and stories with props.
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CD-CR4.0b	Participates in finger play.
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CD-CR4.0c	Responds to volume in tones and inflection.
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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.

CD-CP1.0a	Acts on an object to make a pleasing sight, sound or motion.
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Standard CD-CP2: The child will use prior knowledge to build new knowledge.

CD-CP2.0a	Experiments with objects.
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CD-CP2.0b	Imitates sounds and movements.
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STRAND: Problem Solving

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

CD-CP3.0a	Interacts with a toy or object to understand it.
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