

### Physical Development and Motor Skills (PDM)

#### *STRAND: Health and Well-Being*

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

<b>PDM1.1a</b>	Sleeps well, waking rested and ready for daily activities.
<b>PDM1.1b</b>	Actively participates in physical activity for three to five minutes at a time.
<b>PDM1.1c</b>	Identifies and tries to avoid dangers with assistance.
<b>PDM1.1d</b>	Communicates beginning understanding of dangerous situations.
<b>PDM1.1e</b>	Makes adult aware of health and self-care needs and seeks assistance.

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

<b>PDM2.1a</b>	Distinguishes between food and non-food items.
<b>PDM2.1b</b>	Shows interest in and tries new foods.

#### *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.**

<b>PDM3.1a</b>	Acts and moves with intention and purpose with some assistance.
<b>PDM3.1b</b>	Uses trial and error to discover how the body fits and moves through space.

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

<b>PDM4.1a</b>	Engages in some sensory experiences.
<b>PDM4.1b</b>	Tries a new action with a familiar object.

#### *STRAND: Motor Skills*

##### **Standard PDM5: The child will demonstrate gross motor skills.**

<b>PDM5.1a</b>	Gains control and coordination of body movements.
<b>PDM5.1b</b>	Develops emerging coordination and balance.

##### **Standard PDM6: The child will demonstrate fine motor skills.**

<b>PDM6.1a</b>	Gains control of hands and fingers.
<b>PDM6.1b</b>	Demonstrates eye-hand coordination and participates in a variety of activities to enhance coordination.

### Social and Emotional Development (SED)

#### *STRAND: Developing a Sense of Self*

##### **Standard SED1: The child will develop self-awareness.**

<b>SED1.1a</b>	Identifies image of self.
<b>SED1.1b</b>	Says his/her name.
<b>SED1.1c</b>	Shows knowledge of his/her own abilities/preferences.

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

<b>SED2.1a</b>	Uses sounds, facial expressions, and/or gestures to express needs and preferences.
<b>SED2.1b</b>	Displays a range of emotions such as happiness, sadness, and fear.

#### *STRAND: Self-Regulation*

##### **Standard SED3: The child will demonstrate self-control.**

<b>SED3.1a</b>	Follows simple routines in a group setting with adult support, such as eating, napping, or playing.
<b>SED3.1b</b>	Self-soothes with minimal adult support.
<b>SED3.1c</b>	Demonstrates the beginnings of impulse control with adult guidance.
<b>SED3.1d</b>	Accepts transitions, changes to schedules/routines with adult support.

#### *STRAND: Developing a Sense of Self with Others.*

##### **Standard SED4: The child will develop relationships with adults.**

<b>SED4.1a</b>	Engages in interactions with familiar adults and responds to unfamiliar adults cautiously.
<b>SED4.1b</b>	Shows feelings of security with familiar adults.
<b>SED4.1c</b>	Shows beginning signs of affection with familiar adults.

##### **Standard SED5: The child will develop relationships with peers.**

<b>SED5.1a</b>	Begins to relate to and show enjoyment in interactions with other children.
<b>SED5.1b</b>	Engages in mostly solitary play with some parallel play.
<b>SED5.1c</b>	Engage in conflicts with peers regarding possession of items.
<b>SED5.1d</b>	Shows awareness of feelings displayed by peers.

### Approaches to Play and Learning (APL)

#### *STRAND: Initiative and Exploration*

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

<b>APL1.1a</b>	Uses available senses to learn and explore their environment.
<b>APL1.1b</b>	Demonstrates desire to complete more complex tasks by self.
<b>APL1.1c</b>	Selects book or toy from several options.

##### **Standard APL2: The child will demonstrate interest and curiosity.**

<b>APL2.1a</b>	Shows interest in what others are doing.
<b>APL2.1b</b>	Begins to show curiosity/interest in new objects, experiences, and people.

#### *STRAND: Attentiveness and Persistence*

##### **Standard APL3: The child will demonstrate self-control.**

<b>APL3.1a</b>	Engages and persists with an activity, toy, or object.
<b>APL3.1b</b>	Demonstrates focus on a specific task or activity.
<b>APL3.1c</b>	Tries a variety of approaches to getting what he/she wants.
<b>APL3.1d</b>	Repeats interesting actions over and over to gain skills and confidence.

#### *STRAND: Play*

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

<b>APL4.1a</b>	Uses objects for a real or imagined purpose.
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##### **Standard APL5: The child will demonstrate a cooperative and flexible approach to play.**

<b>APL5.1a</b>	Plays independently with some interaction with 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.**

<b>CLL1.1a</b>	Responds to language during conversations, songs, stories or other experiences.
<b>CLL1.1b</b>	Listens to and follows simple directions.
<b>CLL1.1c</b>	Responds to adult questions with answers.

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

<b>CLL2.1a</b>	Demonstrates understanding of simple words through his/her actions.
<b>CLL2.1b</b>	Listens to simple stories.

#### *STRAND: Expressive Language*

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

<b>CLL3.1a</b>	Communicates needs and wants through nonverbal gestures and actions.
<b>CLL3.1b</b>	Uses some non-verbal gestures and actions used by others to express feelings.

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

<b>CLL4.1a</b>	Experiments with spontaneous vocal play.
<b>CLL4.1b</b>	Uses one-to-two word sentences/phrases to communicate.

#### *STRAND: Early Reading*

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

<b>CLL5.1a</b>	With prompting and support, makes sounds that relate to pictures in books.
<b>CLL5.1b</b>	Shows preference for familiar stories.
<b>CLL5.1c</b>	With prompting and support, responds to simple questions during story time.

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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).**

<b>CLL6.1a</b>	Listens to and participates in familiar nursery rhymes, songs, and finger plays with a group.
<b>CLL6.1b</b>	Participates in rhyming activities.

**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.**

<b>CLL8.1a</b>	Asks to have books read to him/her.
<b>CLL8.1b</b>	Touches or identifies pictures when prompted.
<b>CLL8.1c</b>	With assistance, holds book upright and helps turn pages one at a time.
<b>CLL8.1d</b>	With adult guidance, recognizes some familiar logos in the environment.

#### *STRAND: Early Writing*

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

<b>CLL9.1a</b>	Makes random marks and scribbles.
<b>CLL9.1b</b>	Uses simple tools to mark on paper.

### Cognitive Development: MATHEMATICS (CD-MA)

#### *STRAND: Number and Quantity*

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

<b>CD-MA1.1a</b>	Imitates rote counting using numbers.
<b>CD-MA1.1b</b>	Participates in simple songs that involve numbers and quantity.
<b>CD-MA1.1c</b>	Attaches meaning to names for numbers, with adult support.
<b>CD-MA1.1d</b>	Shows awareness of early concepts related to amount.

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

<b>CD-MA2.1a</b>	Counts groups of one and two objects with adult guidance.
<b>CD-MA2.1b</b>	Applies number and counting to daily routine with adult guidance.

#### *STRAND: Measurement and Comparison*

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

<b>CD-MA3.1a</b>	Uses size words appropriately.
<b>CD-MA3.1b</b>	Explores and identifies objects that are big or small, heavy or light, and tall or short, with assistance.
<b>CD-MA3.1c</b>	Explores measuring tools.
<b>CD-MA3.1d</b>	Begins to predict daily routines.

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

<b>CD-MA4.1a</b>	Orders several objects on the basis of one characteristic through trial and error.
<b>CD-MA4.1b</b>	Differentiates between two objects with different characteristics with adult guidance.
<b>CD-MA4.1c</b>	Copies patterns using sounds or physical movements, with adult prompting and guidance.

#### *STRAND: Geometry and Spatial Thinking*

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

<b>CD-MA5.1a</b>	When modeled by an adult, attempts to move objects in different directions, such as up, down, around or under.
<b>CD-MA5.1b</b>	With prompting and guidance, begins to slide, rotate, and flip objects to make them fit.

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

<b>CD-MA6.1a</b>	Recognizes basic shapes and matches two identical 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.**

<b>CD-SC1.1a</b>	Observes and explores the nature of sensory materials.
<b>CD-SC1.1b</b>	Uses simple tools to explore.
<b>CD-SC1.1c</b>	Uses sounds and simple words to describe things in the environment.

#### ***STRAND: Earth and Space***

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

<b>CD-SC2.1a</b>	Engages in structured play using water.
<b>CD-SC2.1b</b>	Engages in structured play using sand, soil, and mud.
<b>CD-SC2.1c</b>	Identifies the objects in the sky and uses basic vocabulary to describe day and night.
<b>CD-SC2.1d</b>	Uses emerging vocabulary to describe basic weather.

#### ***STRAND: Living Creatures***

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

<b>CD-SC3.1a</b>	Interacts with plants and animals.
<b>CD-SC3.1b</b>	Explores characteristics of living things.
<b>CD-SC3.1c</b>	Names basic body parts.

#### ***STRAND: Physical Science***

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

<b>CD-SC4.1a</b>	Demonstrates ability to push and pull objects.
<b>CD-SC4.1b</b>	Observes objects that move at different speeds.
<b>CD-SC4.1c</b>	Shows interest and curiosity about objects in his/her immediate environment. Explores solids and liquids.
<b>CD-SC4.1d</b>	Plays with and explores different toys and objects.

#### ***STRAND: Interaction with the Environment***

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

<b>CD-SC5.1a</b>	Identifies familiar people and living things 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.**

<b>CD-SS1.1a</b>	Uses simple words to show recognition of immediate family members.
<b>CD-SS1.1b</b>	Begins to gesture and ask simple questions regarding differences and/or similarities 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.**

<b>CD-SS2.1a</b>	Demonstrates understanding of simple rules.
<b>CD-SS2.1b</b>	Observes cultural celebrations.

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

<b>CD-SS3.1a</b>	Recognizes people and objects have an appropriate location.
<b>CD-SS3.1b</b>	Recognizes aspects of his/her classroom and home environment.

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

<b>CD-SS4.1a</b>	Completes a task with assistance.
<b>CD-SS4.1b</b>	Recognizes that familiar people perform different occupations.
<b>CD-SS4.1c</b>	Understands concept of trading with peers to exchange goods/toys.

#### ***STRAND: History and Events***

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

<b>CD-SS5.1a</b>	Adapt to changes in routine and/or schedule and anticipates 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.**

<b>CD-CR1.1a</b>	Moves body 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.**

<b>CD-CR2.1a</b>	Expresses self creatively with simple art materials.
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<b>CD-CR2.1b</b>	Looks at pictures, photographs and mirror images.
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<b>CD-CR2.1c</b>	Communicates what s/he likes about a picture.
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#### *STRAND: Music*

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

<b>CD-CR3.1a</b>	Experiments with vocalization, sounds, and musical instruments.
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#### *STRAND: Drama*

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

<b>CD-CR4.1a</b>	Listens to rhymes, finger-plays, and stories with props.
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<b>CD-CR4.1b</b>	When prompted pretends to take on the characteristics of a character or animal as part of a group.
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<b>CD-CR4.1c</b>	Experiments with voice inflection.
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<b>CD-CR4.1d</b>	Role plays real behaviors during 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.**

<b>CD-CP1.1a</b>	Repeats actions many times to cause desired effect.
<b>CD-CP1.1b</b>	Asks simple questions.

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

<b>CD-CP2.1a</b>	Uses objects as intended.
<b>CD-CP2.1b</b>	Imitates simple actions, gestures, sounds, and words.
<b>CD-CP2.1c</b>	Realizes that people or objects still exist even when out of view.

#### ***STRAND: Problem Solving***

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

<b>CD-CP3.1a</b>	Interacts with a toy or object to solve a problem.
<b>CD-CP3.1b</b>	Solves a simple problem successfully with adult assistance.