

Physical Development and Motor Skills (PDM)

STRAND: Health and Well-Being

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

PDM1.2a	Sleeps well, waking rested and ready for daily activities.
PDM1.2b	Actively participates in games, outdoor play and other forms of physical activity for sustained periods of time.
PDM1.2c	Pays attention to simple safety instructions and avoids dangers with assistance.
PDM1.2d	Verbalizes simple safety rules.
PDM1.2e	Attends to personal health routines and self-care needs with some assistance from an adult.

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

PDM2.2a	Prepares nutritious snacks with adult assistance.
PDM2.2b	Eats a variety of nutritious foods and recognizes healthy 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.

PDM3.2a	Acts and moves with intention and purpose.
PDM3.2b	Demonstrates awareness of his/her own body in space.

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

PDM4.2a	Participates in a variety of sensory experiences and differentiate between the senses.
PDM4.2b	Tests objects to determine their purpose.

STRAND: Motor Skills

Standard PDM5: The child will demonstrate gross motor skills.

PDM5.2a	Develops motor control for a range of physical activities.
PDM5.2b	Develops coordination and balance.

Standard PDM6: The child will demonstrate fine motor skills.

PDM6.2a	Coordinates the use of hands and fingers.
PDM6.2b	Performs simple fine motor skills.

Social and Emotional Development (SED)

STRAND: Developing a Sense of Self

Standard SED1: The child will develop self-awareness.

SED1.2a	Uses gestures and actions to reference self when interacting with others.
SED1.2b	Uses pronouns such as I, me, and mine.
SED1.2c	Shows sense of satisfaction in his/her own abilities and preferences.
SED1.2d	Shows emerging independence by occasionally resisting adult control.

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

SED2.2a	Uses verbal expressions and gestures to communicate needs, opinions, ideas, and preferences.
SED2.2b	Uses verbal and non-verbal expressions to demonstrate basic emotions such as anger, happiness, and sadness.

STRAND: Self-Regulation

Standard SED3: The child will demonstrate self-control.

SED3.2a	Displays understanding of engaging in routines, rules, and appropriate social behavior.
SED3.2b	Self-soothes independently.
SED3.2c	Regulates some impulses with adult guidance.
SED3.2d	Responds to transitions and changes to schedules/routines.

STRAND: Developing a Sense of Self with Others.

Standard SED4: The child will develop relationships with adults.

SED4.2a	Stays connected with familiar adults using gestures, glances, and verbal interaction.
SED4.2b	Looks to familiar adults for reassurance when trying new tasks.
SED4.2c	Shows affection to familiar adults nonverbally.
SED4.2d	Occasionally seeks out adult for help.

Standard SED5: The child will develop relationships with peers.

SED5.2a	At times, shows a preference to play with a familiar child.
SED5.2b	Plays alongside other children for short periods. Observes and imitates other children.
SED5.2c	Occasionally, resolves peer conflicts with adult support.
SED5.2d	Recognizes and names the feelings of others with adult support.
SED5.2e	Shows awareness of 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.

APL1.2a	Tries inventive or new ways of using materials or completing tasks.
APL1.2b	Verbally expresses desire to complete tasks by self.
APL1.2c	Independently selects materials and utilizes those materials.

Standard APL2: The child will demonstrate interest and curiosity.

APL2.2a	Seeks information from others.
APL2.2b	Ask questions about familiar objects, people, and experiences.
APL2.2c	Explores and manipulates familiar objects in the environment.

STRAND: Attentiveness and Persistence

Standard APL3: The child will demonstrate self-control.

APL3.2a	Engages in teacher-directed activity for short periods of time.
APL3.2b	Demonstrates focus on a teacher-directed activity for a short period of time.
APL3.2c	Shows persistence in activities of interest despite interruptions.
APL3.2d	Repeats successful actions and experiences.

STRAND: Play

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

APL4.2a	Substitutes one object for another in pretend play or pretends with objects that may or may not be present.
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Standard APL5: The child will demonstrate a cooperative and flexible approach to play.

APL5.2a	Participates in play and learning activities with a small group of children for short periods of time.
APL5.2b	Helps and shares in a social setting with adult guidance.
APL5.2c	Shows creativity, inventiveness, and flexibility in his/her approach to play with adult guidance.

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.

CLL1.2a	Listens and responds to brief conversations and group discussions.
CLL1.2b	Listens to and follows one-step directions.
CLL1.2c	Responds to questions with appropriate answers.

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

CLL2.2a	Demonstrates understanding of words through actions and/or conversations.
CLL2.2b	Listens and understands familiar vocabulary from activities, stories, and books.

STRAND: Expressive Language

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

CLL3.2a	Communicates needs and wants through nonverbal gestures and actions, in addition to verbal communication.
CLL3.2b	Gains awareness of how to communicate feelings using non-verbal gestures and actions.

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

CLL4.2a	Strings sounds and/or words together with voice inflections.
CLL4.2b	Uses three-to-four word phrases and includes describing words.
CLL4.2c	Describes experiences.
CLL4.2d	Demonstrates an expanding vocabulary.

STRAND: Early Reading

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

CLL5.2a	Uses words to describe or name pictures when reading.
CLL5.2b	Shows preference for familiar stories and can repeat phrases.
CLL5.2c	Answers simple 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).

CLL6.2a	Listens to and imitates sounds in familiar nursery rhymes, songs, and chants.
CLL6.2b	Experiments with rhyming words.

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

CLL7.2a	Recognizes that the letters of the alphabet are a special category of visual graphics that can be individually named.
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Standard CLL8: The child will demonstrate awareness of print concepts.

CLL8.2a	Recognizes and self-selects familiar books to mimic independent reading.
CLL8.2b	With prompting and support, discriminates words from pictures.
CLL8.2c	Holds book with two hands and turns the pages.
CLL8.2d	With adult guidance, recognizes some environmental print.

STRAND: Early Writing

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

CLL9.2a	Makes more controlled scribbling.
CLL9.2b	Experiments with a variety of writing tools, materials, and surfaces.
CLL9.2c	Occasionally, draws and scribbles with a purpose.

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-MA1.2a	Recites numbers up to 5 in sequence.
CD-MA1.2b	Recognizes numerals in the everyday environment.
CD-MA1.2c	Begins to understand that numbers of objects can be symbolized by printed numerals.
CD-MA1.2d	Uses simple vocabulary to describe concepts related to amount.

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

CD-MA2.2a	Matches two equal sets using one-to-one correspondence with adult guidance.
CD-MA2.2b	Counts one, two, and sometimes three objects using one-to-one correspondence with adult guidance.
CD-MA2.2c	Applies number and counting to daily routine.
CD-MA2.2d	Participates in creating simple, real and pictorial graphs.

STRAND: Measurement and Comparison

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

CD-MA3.2a	Develops vocabulary for length, weight, and height.
CD-MA3.2b	Makes simple comparisons between two objects.
CD-MA3.2c	Uses measurement tools in play activities.
CD-MA3.2d	Identifies daily routines and changes in routine.

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

CD-MA4.2a	Orders a few objects by characteristic with assistance.
CD-MA4.2b	Matches objects with similar attributes and characteristics.
CD-MA4.2c	Recognizes simple patterns in the environment.

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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.

CD-MA5.2a	Practices using directionality and appropriate vocabulary.
CD-MA5.2b	With some adult guidance, demonstrates increasing ability to slide, rotate, and flip objects to make them fit.

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

CD-MA6.2a	Recognizes and names two-dimensional shapes with adult guidance.
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STRAND: Mathematical Reasoning

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

CD-MA7.2a	When given two objects, makes a guess about a characteristic.
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Cognitive Development: Science (CD-SC)

STRAND: Scientific Skills and Methods

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

CD-SC1.2a	Uses senses to observe and experience objects and environment with adult guidance.
CD-SC1.2b	Uses simple tools as props through play.
CD-SC1.2c	Observes and discusses objects and events in the environment.

STRAND: Earth and Space

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

CD-SC2.2a	Explores and investigates the properties of water.
CD-SC2.2b	Asks questions about the properties of sand, soil, and mud.
CD-SC2.2c	Describes the objects in the sky during day time and night time by drawing and/or naming.
CD-SC2.2d	Observes and discusses weather.

STRAND: Living Creatures

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

CD-SC3.2a	Investigates plants and animals, and how they grow and change.
CD-SC3.2b	Explores a variety of living and non-living objects.
CD-SC3.2c	Identifies more complex body parts.

STRAND: Physical Science

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

CD-SC4.2a	Explores motions to play with toys with adult support.
CD-SC4.2b	Uses basic words for speed of motion.
CD-SC4.2c	Begins to use words to describe physical properties and states of matter of objects.
CD-SC4.2e	Uses complex motions to play with toys that are simple machines.

STRAND: Interaction with the Environment

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

CD-SC5.2a	With assistance he/she participates in activities 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.

CD-SS1.2a	Uses words to identify his/her family members. Knows own first and last name.
CD-SS1.2b	Uses simple phrases to demonstrate an emerging awareness of 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.

CD-SS2.2a	Recognizes and follows simple rules of the classroom community.
CD-SS2.2b	Identifies traditions and cultural celebrations of his/her own family.

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

CD-SS3.2a	Places people and objects in the appropriate place with assistance.
CD-SS3.2b	Recognizes aspects of his/her community.

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

CD-SS4.2a	Completes jobs to contribute to his/her community with adult guidance.
CD-SS4.2b	Recognizes occupations.
CD-SS4.2c	Recognize relationship between supply and demand.

STRAND: History and Events

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

CD-SS5.2a	Recognizes 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.

CD-CR1.2a	Dances to and becomes engaged in music and movement.
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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-CR2.2a	Experiments with a variety of materials to express individual creativity.
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CD-CR2.2b	Describes what he/she sees when looking at pictures, photos, art work.
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CD-CR2.2c	Communicates preferences for one piece of art over another and tells why.
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STRAND: Music

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

CD-CR3.2a	Experiments with vocalization, sounds, and musical instruments.
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STRAND: Drama

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

CD-CR4.2a	Listens and shows interest when an adult tells a story with props.
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CD-CR4.2b	Spontaneously pretends to take on the characteristics of a person, character, or animal.
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CD-CR4.2c	Imitates and repeats voice inflections to entertain others.
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CD-CR4.2d	Explore new 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.

CD-CP1.2a	Explores the effects that simple actions may have on objects.
CD-CP1.2b	Asks simple questions to try to understand.

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

CD-CP2.2a	Makes connections between objects and ideas.
CD-CP2.2b	Demonstrates imitation skills, including imitation of peers.
CD-CP2.2c	Understands that familiar objects and people do not change when child is separated from them.
CD-CP2.2d	With adult prompting, uses clues to make predictions.
CD-CP2.2e	Discusses why things occur.

STRAND: Problem Solving

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

CD-CP3.2a	Experiments with familiar objects to solve problems.
CD-CP3.2b	Tries several methods to solve a problem before asking for assistance.