

Physical Development and Motor Skills (PDM)

STRAND: Health and Well-Being

Standard PD1: The child will practice healthy and safe habits.

PDM1.4a	Stays awake and alert during the day except during voluntary nap time.
PDM1.4b	Actively participates in a variety of both structured and unstructured indoor and outdoor activities for a sustained period of time that increase strength, endurance, and flexibility.
PDM1.4c	Consistently follows basic safety rules and anticipates consequences of not following safety rules.
PDM1.4d	Communicates the importance of safety rules.
PDM1.4e	Identifies the importance of and participates in activities related to health and self-care needs.
PDM1.4f	Can name people who keep them safe and healthy.

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

PDM2.4a	Helps prepare nutritious snacks and meals.
PDM2.4b	Sorts foods into food groups and communicates the benefits of 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.

PDM3.4a	Acts and moves with purpose and independently recognizes differences in direction, distance, and location.
PDM3.4b	Demonstrates spatial awareness through play activities.

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

PDM4.4a	Discriminates between a variety of sights, smells, sounds, textures, and tastes.
PDM4.4b	Takes things apart and invents new structures using the parts.

STRAND: Motor Skills

Standard PDM5: The child will demonstrate gross motor skills.

PDM5.4a	Coordinates movements to perform more complex tasks.
PDM5.4b	Demonstrates coordination and balance in a variety of activities.

Standard PDM6: The child will demonstrate fine motor skills.

PDM6.4a	Performs fine-motor tasks that require small-muscle strength and control.
PDM6.4b	Uses hand-eye coordination to manipulate small objects with ease.
PDM6.4c	Able to perform more complex fine motor tasks with accuracy 50% of the time.

Social and Emotional Development (SED)

STRAND: Developing a Sense of Self

Standard SED1: The child will develop self-awareness.

SED1.4a	Identifies self as a unique member of a specific group or demographic that fits into a larger world picture.
SED1.4b	Identifies personal characteristics, preferences, thoughts, and feelings.
SED1.4c	Shows confidence in a range of abilities and the capacity to accomplish tasks and take on new tasks.
SED1.4d	Shows independence in his/her own choices.

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

SED2.4a	Effectively uses words, sentences, and actions to communicate needs, ideas, opinions, and preferences.
SED2.4b	With adult guidance, uses verbal and non-verbal expressions to describe and explain a full range of emotions.
SED2.4c	Uses pretend play to present emotions of self and others.
SED2.4d	With adult guidance, distinguishes between positive and negative emotions and the conditions that evoke each.

STRAND: Self-Regulation

Standard SED3: The child will demonstrate self-control.

SED3.4a	Independently follows rules and routines.
SED3.4b	Regulates own emotions and behaviors and seeks out adult support when needed.
SED3.4c	Regulates a range of impulses.
SED3.4d	Manages transitions and adapts to changes in schedules and routines independently.

STRAND: Developing a Sense of Self with Others.

Standard SED4: The child will develop relationships with adults.

SED4.4a	Transitions well into new, unfamiliar settings.
SED4.4b	Uses a familiar adult's suggestions to decide how to respond to a specific situation.
SED4.4c	Shows affection to familiar adults by using more complex words and actions.
SED4.4d	Seeks out adults as a resource for help and assistance.

Standard SED5: The child will develop relationships with peers.

SED5.4a	Develops and maintains friendships with other children.
SED5.4b	Plays cooperatively with a few peers for a sustained period of time.
SED5.4c	Attempts to resolve conflicts using appropriate strategies.
SED5.4d	Shows emerging empathy and understanding of peers by attempting to comfort and help.
SED5.4e	Shows 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.

APL1.4a	Takes initiative to learn new concepts and tries new experiences. Initiates and completes new tasks by himself/herself.
APL1.4b	Selects and carries out activities without adult prompting.
APL1.4c	Sets goals and develops and follows through on plans.

Standard APL2: The child will demonstrate interest and curiosity.

APL2.4a	Demonstrates eagerness to learn about and discuss new topics, ideas and tasks.
APL2.4b	Asks questions and seeks new information. With assistance, looks for new information and wants to know more.
APL2.4c	Increasingly seeks out and explores unfamiliar objects in the environment.

STRAND: Attentiveness and Persistence

Standard APL3: The child will sustain attention to a specific activity and demonstrate persistence.

APL3.4a	Engages in independent activities and continues tasks over a period of time.
APL3.4b	Practices to improve skills that have been accomplished.
APL3.4c	Works cooperatively with others to successfully achieve a goal or accomplish a task.
APL3.4d	Persists in trying to complete a task after previous attempts have failed.

STRAND: Play

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

APL4.4a	Engages in elaborate and sustained imagined play and can distinguish between real life and fantasy.
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Standard APL5: The child will demonstrate a cooperative and flexible approach to play.

APL5.4a	Willingly joins in sustained cooperative play and learning with others to complete a task.
APL5.4b	Demonstrates flexibility in taking on various roles in a group setting.
APL5.4c	Demonstrates inventiveness, imagination, and creativity to solve a problem.
APL5.4d	Considers a variety of possible solutions and exhibits flexibility if an alternate approach is suggested by a peer or an adult.
APL5.4e	Recovers quickly from setbacks and differences in opinion in a group setting.

Communication, Language, and Literacy (CLL)

STRAND: Receptive Language

Standard CLL1: The child will listen to conversations and demonstrate comprehension.

CLL1.4a	Listens and responds on topic to conversations and group discussions for an extended period.
CLL1.4b	Listens to and follows multi-step directions.
CLL1.4c	Extends/expands thoughts or ideas expressed.

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

CLL2.4a	Demonstrates understanding of more complex vocabulary through everyday conversations.
CLL2.4b	Connects new vocabulary from activities, stories, and/or books with prior experiences and conversations.

STRAND: Expressive Language

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

CLL3.4a	Uses more complex gestures and actions to enhance verbal communication of needs and wants.
CLL3.4b	Communicates feelings using appropriate non-verbal gestures, body language, and actions.

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

CLL4.4a	Uses spoken language that can be understood with ease.
CLL4.4b	Demonstrates use of expanded sentences and sentence structures to ask questions and/or respond verbally.
CLL4.4c	Describes activities, experiences, and stories with more detail.
CLL4.4d	Uses new and 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.

CLL5.4a	Prior to reading, uses prior knowledge, story title, and pictures to make predictions about story content.
CLL5.4b	Retells familiar stories.
CLL5.4c	Discusses books or stories read aloud and can identify characters and setting in a story.
CLL5.4d	Makes real-world connections between stories and real-life experiences.
CLL5.4e	Develops an alternate ending for 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).

CLL6.4a	Listens and differentiates between sounds that are the same and different.
CLL6.4b	Identifies and produces rhyming words.
CLL6.4c	Isolates the initial (beginning) sounds in words with adult guidance.
CLL6.4d	Segments sentences into individual words.
CLL6.4e	Segments words into syllables.
CLL6.4f	Manipulates and blends sounds (phonemes) with adult guidance.

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

CLL7.4a	With prompting and support, recognizes and names some upper and lower case letters of the alphabet.
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Standard CLL8: The child will demonstrate awareness of print concepts.

CLL8.4a	Demonstrates interest in different kinds of literature, such as fiction books, non-fiction books, and poetry, on a range of topics.
CLL8.4b	Understands that letters form words. Understands that words are separated by spaces in print.
CLL8.4c	With prompting and support, tracks words from left to right, top to bottom, and page to page.
CLL8.4d	Recognizes and reads environmental print.
CLL8.4e	Identifies the front, back, top, and bottom of a book. Points to the title of familiar books or stories and where to begin reading a story.

STRAND: Early Writing

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

CLL9.4a	Draws pictures and copies letters and/or numbers to communicate.
CLL9.4b	Uses writing tools.
CLL9.4c	Uses writing for a variety of purposes.
CLL9.4d	Writes some letters of the alphabet.

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-MA1.4a	Recites numbers up to 20 in sequence.
CD-MA1.4b	Recognizes numerals and uses counting as part of play and as a means for determining quantity.
CD-MA1.4c	Matches numerals to sets of objects with the same number, 0-10.
CD-MA1.4d	Describes sets as having more, less, same as/equal.
CD-MA1.4e	Quickly recognizes and names how many items are in a set up to four items.
CD-MA1.4f	Tells numbers that come before and after a given number up to 10.

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

CD-MA2.4a	Matches two equal sets using one-to-one correspondence and understands they are the same.
CD-MA2.4b	Counts at least 10 objects using one-to-one correspondence.
CD-MA2.4c	Practices combining, separating, and naming quantities.
CD-MA2.4d	Describes data from classroom graphs using numerical math language.
CD-MA2.4e	With adult guidance and when counting, understands and can respond with the last number counted to represent quantity (cardinality).

STRAND: Measurement and Comparison

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

CD-MA3.4a	Uses mathematical terms to describe experiences involving measurement.
CD-MA3.4b	Compares objects using two or more attributes, such as length, weight, and size.
CD-MA3.4c	Uses a variety of techniques and standard and nonstandard tools to measure and compare length, volume (capacity) and weight.
CD-MA3.4d	Associates and describes the passage of time with actual events.

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

CD-MA4.4a	Independently orders objects using one characteristic and describes the criteria used.
CD-MA4.4b	Sorts and classifies objects using one or more attributes or relationships.
CD-MA4.4c	Creates and extends 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.

CD-MA5.4a	Uses appropriate directional language to indicate where things are in their environment: positions, distances, order.
CD-MA5.4b	Uses deliberate manipulation and describes process for fitting objects together.

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

CD-MA6.4a	Recognizes and names common two-dimensional and three-dimensional shapes, their parts, and attributes.
CD-MA6.4b	Combines simple shapes to form new shapes.

STRAND: Mathematical Reasoning

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

CD-MA7.4a	Estimates using mathematical terms and understands how to check the estimate.
CD-MA7.4b	Uses simple strategies to solve mathematical problems and communicates how he/she solved it.
CD-MA7.4c	Uses reasoning skills to determine the solution to a mathematical problem and communicates why.

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-SS1.4a	Describes his/her family structure and family roles.
CD-SS1.4b	Describes 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.

CD-SS2.4a	Identifies and follows rules of the classroom community and displays competence at engaging in appropriate social behavior.
CD-SS2.4b	Explains diverse customs and cultural celebrations within the home, classroom and community.
CD-SS2.4c	Recognizes similarities and differences between own cultures and that of others.

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

CD-SS3.4a	Creates simple representations of home, school, and community.
CD-SS3.4b	Identifies and describes aspects of his/her community.

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

CD-SS4.4a	Completes jobs to contribute to his/her community and communicates why it is important.
CD-SS4.4b	Describes the roles and responsibilities of a variety of occupations.
CD-SS4.4c	Describes how people interact economically and how goods and services are exchanged.
CD-SS4.4d	Explores the uses of technology and understands its role in the environment.

STRAND: History and Events

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

CD-SS5.4a	Recognizes and describes sequence of events with accuracy.
CD-SS5.4b	Differentiates between past, present, and future.

Cognitive Development: Science (CD-SC)

STRAND: Scientific Skills and Methods

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

CD-SC1.4a	Uses senses to observe, classify, and learn about objects and environment.
CD-SC1.4b	Uses simple tools correctly to experiment, observe, and increase understanding.
CD-SC1.4c	Records observations through dictating to an adult and drawing pictures or using other forms of writing.
CD-SC1.4d	Experiments, compares, and formulates hypotheses related to scientific properties.

STRAND: Earth and Space

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

CD-SC2.4a	Describes properties of water, including changes to the states of water.
CD-SC2.4b	Explores and begins to describe properties of rocks, soil, sand, and mud.
CD-SC2.4c	Makes simple observations of the characteristics, movement, and seasonal changes of sun, moon, stars, and clouds. Compares the day time/night time cycle.
CD-SC2.4d	Uses appropriate vocabulary to discuss climate and changes in weather.

STRAND: Living Creatures

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

CD-SC3.4a	Observes, explores and describes a variety of animals and plants. Describes their basic needs and life cycles of living things.
CD-SC3.4b	Discriminates between living and non-living things.
CD-SC3.4c	Identifies and describes the functions of many body parts.

STRAND: Physical Science

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

CD-SC4.4a	Explores and describes position and movement of objects and toys.
CD-SC4.4b	Investigates and describes different types or speeds of motion.
CD-SC4.4c	Describes materials by their physical properties and states of matter.
CD-SC4.4d	Uses classroom objects to function as simple machines to enhance child directed play.

STRAND: Interaction with the Environment

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

CD-SC5.4a	Understands that people have an impact on the environment and participates in efforts to protect the environment.
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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-CR1.4a	Uses dance to express thoughts, feelings, and energy. Uses dance as an outlet for creativity.
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STRAND: Visual Arts

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

CD-CR2.4a	Uses materials to create original work for self-expression and to express individual creativity.
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CD-CR2.4b	Observes and discusses visual art forms and compares their similarities and differences.
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CD-CR2.4c	Shows appreciation for different types of art and the creative work of others.
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STRAND: Music

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

CD-CR3.4a	Uses familiar rhymes, songs, or chants and musical instruments to express creativity.
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STRAND: Drama

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

CD-CR4.4a	Participates in dramatic play presentations.
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CD-CR4.4b	Uses dialogue, actions, objects, and imagination to tell a creative story.
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CD-CR4.4c	Represents a character by using voice inflections and facial expressions.
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CD-CR4.4d	Participates in dramatic play to express thoughts, feelings, and creativity.
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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-CP1.4a	Recognizes cause and effect relationships.
CD-CP1.4b	Explains why simple events occur using reasoning skills.
CD-CP1.4c	Draws conclusions based on facts and evidence.

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

CD-CP2.4a	Explains how to use objects in new situations.
CD-CP2.4b	Uses observation and imitation to transfer knowledge to new experiences.
CD-CP2.4c	Uses information gained about familiar objects and people and can apply to a new situation.
CD-CP2.4d	Makes, checks, and verifies predictions.
CD-CP2.4e	Explains how an activity is built on or uses past knowledge.

STRAND: Problem Solving

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

CD-CP3.4a	Makes statements and appropriately answers questions about how objects/materials can be used to solve problems.
CD-CP3.4b	Uses both familiar and new strategies to solve a problem.
CD-CP3.4c	With adult guidance and questioning, determines and evaluates solutions prior to attempting to solve a problem.