

Physical Development and Motor Skills (PDM)

STRAND: Health and Well-Being

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

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.

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.

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.

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.

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

Standard PDM6: The child will demonstrate fine motor skills.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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).

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 (no CLL6.3c)	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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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 awareness of and the need to protect his/her environment.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.