

Physical Development and Motor Skills (PDM)

STRAND: Health and Well-Being

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

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

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

PDM2.1a	Distinguishes between food and non-food items.
PDM2.1b	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.

PDM3.1a	Acts and moves with intention and purpose with some assistance.
PDM3.1b	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.

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

STRAND: Motor Skills

Standard PDM5: The child will demonstrate gross motor skills.

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

Standard PDM6: The child will demonstrate fine motor skills.

PDM6.1a	Gains control of hands and fingers.
PDM6.1b	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.

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

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

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

STRAND: Self-Regulation

Standard SED3: The child will demonstrate self-control.

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

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

Standard SED5: The child will develop relationships with peers.

SED5.1a	Begins to relate to and show enjoyment in interactions with other children.
SED5.1b	Engages in mostly solitary play with some parallel play.
SED5.1c	Engage in conflicts with peers regarding possession of items.
SED5.1d	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.

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

Standard APL2: The child will demonstrate interest and curiosity.

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

STRAND: Attentiveness and Persistence

Standard APL3: The child will demonstrate self-control.

APL3.1a	Engages and persists with an activity, toy, or object.
APL3.1b	Demonstrates focus on a specific task or activity.
APL3.1c	Tries a variety of approaches to getting what he/she wants.
APL3.1d	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.

APL4.1a	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.

APL5.1a	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.

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

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

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

STRAND: Expressive Language

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

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

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

CLL4.1a	Experiments with spontaneous vocal play.
CLL4.1b	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.

CLL5.1a	With prompting and support, makes sounds that relate to pictures in books.
CLL5.1b	Shows preference for familiar stories.
CLL5.1c	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).

CLL6.1a	Listens to and participates in familiar nursery rhymes, songs, and finger plays with a group.
CLL6.1b	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.

CLL8.1a	Asks to have books read to him/her.
CLL8.1b	Touches or identifies pictures when prompted.
CLL8.1c	With assistance, holds book upright and helps turn pages one at a time.
CLL8.1d	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.

CLL9.1a	Makes random marks and scribbles.
CLL9.1b	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.

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

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

CD-MA2.1a	Counts groups of one and two objects with adult guidance.
CD-MA2.1b	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.

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

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

CD-MA4.1a	Orders several objects on the basis of one characteristic through trial and error.
CD-MA4.1b	Differentiates between two objects with different characteristics with adult guidance.
CD-MA4.1c	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.

CD-MA5.1a	When modeled by an adult, attempts to move objects in different directions, such as up, down, around or under.
CD-MA5.1b	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.

CD-MA6.1a	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.

CD-SC1.1a	Observes and explores the nature of sensory materials.
CD-SC1.1b	Uses simple tools to explore.
CD-SC1.1c	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.

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

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

STRAND: Physical Science

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

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

CD-SC5.1a	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.

CD-SS1.1a	Uses simple words to show recognition of immediate family members.
CD-SS1.1b	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.

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

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

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

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

CD-SS4.1a	Completes a task with assistance.
CD-SS4.1b	Recognizes that familiar people perform different occupations.
CD-SS4.1c	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.

CD-SS5.1a	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.

CD-CR1.1a	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.

CD-CR2.1a	Expresses self creatively with simple art materials.
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CD-CR2.1b	Looks at pictures, photographs and mirror images.
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CD-CR2.1c	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.

CD-CR3.1a	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-CR4.1a	Listens to rhymes, finger-plays, and stories with props.
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CD-CR4.1b	When prompted pretends to take on the characteristics of a character or animal as part of a group.
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CD-CR4.1c	Experiments with voice inflection.
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CD-CR4.1d	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.

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

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

CD-CP2.1a	Uses objects as intended.
CD-CP2.1b	Imitates simple actions, gestures, sounds, and words.
CD-CP2.1c	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.

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