

### Physical Development and Motor Skills (PDM)

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

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

<b>PDM1.0a</b>	Sleeps well and shows alertness during waking periods.
<b>PDM1.0b</b>	Initiates active play and engages in some physical activity.
<b>PDM1.0c</b>	Responds to verbal or physical signals of danger.
<b>PDM1.0d</b>	Reacts to simple directions to support safety.
<b>PDM1.0e</b>	Shows beginning awareness of personal health and self-care needs.

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

<b>PDM2.0a</b>	Explores food with fingers.
<b>PDM2.0b</b>	Shows preference for 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.**

<b>PDM3.0a</b>	Moves body through space.
<b>PDM3.0b</b>	Exhibits body awareness and starts to move intentionally.

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

<b>PDM4.0a</b>	Responds to what he/she sees, hears, touches, tastes, and smells.
<b>PDM4.0b</b>	Manipulates objects to see what will happen.

#### *STRAND: Motor Skills*

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

<b>PDM5.0a</b>	Develops control of head and back, progressing to arms and legs.
<b>PDM5.0b</b>	Demonstrates beginning coordination and balance, often with support.

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

<b>PDM6.0a</b>	Develops grasp reflex.
<b>PDM6.0b</b>	Coordinates motions using eyes and hands.

### Social and Emotional Development (SED)

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

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

<b>SED1.0a</b>	Responds to image of self.
<b>SED1.0b</b>	Responds to his/her name.
<b>SED1.0c</b>	Aware of his/her own abilities/preferences.

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

<b>SED2.0a</b>	Makes sounds, facial expressions or body movements to express needs and feelings of comfort or discomfort.
<b>SED2.0b</b>	Uses sounds, facial expressions, or body movements to express simple emotions of contentment or discontentment.

#### *STRAND: Self-Regulation*

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

<b>SED3.0a</b>	Depends on simple routines adult(s) provide.
<b>SED3.0b</b>	Self-soothes when an adult holds, rocks, or talks to him/her.
<b>SED3.0c</b>	Responds to negative and positive reactions.
<b>SED3.0d</b>	Develops an awareness of transitions and schedule/routines with adult prompts.

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

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

<b>SED4.0a</b>	Responds differently to familiar and unfamiliar adults.
<b>SED4.0b</b>	Develops trust and attachment toward significant adults.
<b>SED4.0c</b>	Imitates examples of affection with familiar adults.

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

<b>SED5.0a</b>	Demonstrates interest/excitement when other children enter the room.
<b>SED5.0b</b>	Engages in solitary play around other children.
<b>SED5.0c</b>	Shows awareness of possible conflicts by crying, turning away, or showing distress.
<b>SED5.0d</b>	Observes peers who are experiencing a need or discomfort.

### Approaches to Play and Learning (APL)

#### *STRAND: Initiative and Exploration*

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

<b>APL1.0a</b>	Exhibits interest in people and things in his/her surroundings.
<b>APL1.0b</b>	Occasionally demonstrates desire to complete simple tasks by self.
<b>APL1.0c</b>	Selects an item of interest by pointing and/or reaching for object.

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

<b>APL2.0a</b>	Shows eagerness and delight in self, others, and surroundings.
<b>APL2.0b</b>	Show curiosity/interest in his/her surroundings.

#### *STRAND: Attentiveness and Persistence*

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

<b>APL3.0a</b>	Examines a toy, rattle or face for a brief period of time.
<b>APL3.0b</b>	Explores a person or object for a minimum of one to three minutes.
<b>APL3.0c</b>	Continues to express distress when needs are not met.
<b>APL3.0d</b>	Repeats actions to make something happen again.

#### *STRAND: Play*

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

<b>APL4.0a</b>	Manipulates objects and imitates actions he/she observes.
----------------	---

##### **Standard APL5: The child will demonstrate a cooperative and flexible approach to play.**

<b>APL5.0a</b>	Engages in solitary play around other children.
----------------	---

### 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>CLL1.0a</b>	Reacts to environmental sounds and verbal communication.
<b>CLL1.0b</b>	Responds to simple directions.
<b>CLL1.0c</b>	Responds to simple words and phrases.

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

<b>CLL2.0a</b>	Responds to the names of familiar people and objects.
<b>CLL2.0b</b>	Responds to talking, singing, and/or reading.

#### *STRAND: Expressive Language*

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

<b>CLL3.0a</b>	Communicates needs and wants through nonverbal gestures and facial expressions.
<b>CLL3.0b</b>	Communicates feelings through facial expressions.

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

<b>CLL4.0a</b>	Engages in back and forth vocal play with adult.
<b>CLL4.0b</b>	Uses crying and other vocal signals to communicate.

#### *STRAND: Early Reading*

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

<b>CLL5.0a</b>	Shows interest in shared reading experiences and looking at books.
----------------	--

**Standard CLL6: The child will develop early phonological awareness (awareness of units of sound).**

<b>CLL6.0a</b>	Listens to simple nursery rhymes, songs, and chants.
----------------	--

**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>CLL8.0a</b>	Shows interest in books by reaching for books and explores books through touch.
<b>CLL8.0b</b>	Imitates adults by pointing to pictures.

#### *STRAND: Early Writing*

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

<b>CLL9.0a</b>	Makes some random marks.
<b>CLL9.0b</b>	Holds simple writing tools with adult help and supervision.

### 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-MA1.0a</b>	Observes simple songs or finger-plays that involve numbers and quantity.
<b>CD-MA1.0b</b>	Is exposed to printed numerals on pictures, books, objects, etc.
<b>CD-MA1.0c</b>	Uses words and/or gestures to request “more” in reference to food or play.

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

<b>CD-MA2.0a</b>	Participates in simple counting of objects when led by an adult.
------------------	--

#### *STRAND: Measurement and Comparison*

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

<b>CD-MA3.0a</b>	Plays with toys and objects with different sizes and shapes.
<b>CD-MA3.0b</b>	Shows awareness of consistent daily routines.

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

<b>CD-MA4.0a</b>	Explores objects with different characteristics.
<b>CD-MA4.0b</b>	Begins to imitate simple sounds and movements.

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

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

<b>CD-MA5.0a</b>	Explores relationships between objects through play.
<b>CD-MA5.0b</b>	Explores simple objects to make them fit.

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

<b>CD-MA6.0a</b>	Explores objects with different shapes.
------------------	---

#### *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-SC1.0a</b>	Observes and explores objects using all senses.
<b>CD-SC1.0b</b>	Attempts to use objects as tools.
<b>CD-SC1.0c</b>	Responds to what he/she sees, hears, tastes, and smells.

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

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

<b>CD-SC2.0a</b>	Touches water with adult support and supervision.
<b>CD-SC2.0b</b>	Touches sand and mud with adult support and supervision.
<b>CD-SC2.0c</b>	Observes the sun, clouds, and transition from day to night with adult support.
<b>CD-SC2.0d</b>	Observes different types of weather.

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

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

<b>CD-SC3.0a</b>	Shows curiosity about people, plants, and animals.
<b>CD-SC3.0b</b>	Discovers body parts.

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

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

<b>CD-SC4.0a</b>	Demonstrates ability to move objects.
<b>CD-SC4.0b</b>	Touches objects to gain knowledge about them.

#### ***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-SC5.0a</b>	Identifies familiar people and objects in his/her environment.
------------------	--

### 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-SS1.0a</b>	Using sounds, facial expressions or body movements when recognizing family members.
------------------	---

#### *STRAND: People and Community*

**Standard CD-SS2: The child will demonstrate an understanding of his/her community and an emerging awareness of other's culture and ethnicity.**

<b>CD-SS2.0a</b>	Begins to understand acceptable and unacceptable behavior.
------------------	--

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

<b>CD-SS3.0a</b>	Recognizes personal objects.
------------------	------------------------------

<b>CD-SS3.0b</b>	Shows familiarity with aspects of classroom and home environment.
------------------	---

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

<b>CD-SS4.0a</b>	Assists with simple tasks.
------------------	----------------------------

<b>CD-SS4.0b</b>	Observes key community occupations.
------------------	-------------------------------------

<b>CD-SS4.0c</b>	Understands concept of "more."
------------------	--------------------------------

#### *STRAND: History and Events*

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

<b>CD-SS5.0a</b>	Responds to changes in routine or schedule.
------------------	---

### **Cognitive Development: Creative Development (CD-CR)**

#### ***STRAND: Creative Movement and Dance***

**Standard CD-CR1: The child participate in dance to express creativity.**

<b>CD-CR1.0a</b>	Responds to music.
------------------	--------------------

#### ***STRAND: Visual Arts***

**Standard CD-CR2: The child will create, observe, and analyze visual art forms to develop artistic expression.**

<b>CD-CR2.0a</b>	Explores simple art materials.
------------------	--------------------------------

<b>CD-CR2.0b</b>	Attends to bright or contrasting colors.
------------------	--

<b>CD-CR2.0c</b>	Shows preference for particular visual stimuli.
------------------	---

#### ***STRAND: Music***

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

<b>CD-CR3.0a</b>	Experiments with vocalization and sounds.
------------------	---

#### ***STRAND: Drama***

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

<b>CD-CR4.0a</b>	Shows interest in rhymes, finger-plays and stories with props.
------------------	--

<b>CD-CR4.0b</b>	Participates in finger play.
------------------	------------------------------

<b>CD-CR4.0c</b>	Responds to volume in tones and inflection.
------------------	---



### **Cognitive Development: Cognitive Processes (CD-CP)**

#### ***STRAND: Thinking Skills***

**Standard CD-CP1: The child will demonstrate awareness of cause and effect.**

<b>CD-CP1.0a</b>	Acts on an object to make a pleasing sight, sound or motion.
------------------	--

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

<b>CD-CP2.0a</b>	Experiments with objects.
------------------	---------------------------

<b>CD-CP2.0b</b>	Imitates sounds and movements.
------------------	--------------------------------

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

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

<b>CD-CP3.0a</b>	Interacts with a toy or object to understand it.
------------------	--