

# The Vine Assessment System™

by LifeCubby

*A Fully Integrated Platform for Observation,  
Daily Reporting, Communications and Assessment*

For Early Childhood Professionals and the Families that they Serve

Alignment Document for:  
**Montana Early Learning Standards**



*Healthy People. Healthy Communities.*

Department of Public Health & Human Services

## References



Early Childhood Services Bureau of the Montana Department of Public Health and Human Services. (2014). *Montana early learning standards*. MT: Author. Retrieved from <http://opi.mt.gov/pdf/EarlyChildhood/14EarlyLearningStandards.pdf>

Montana Early Learning Standards	Vine Assessments by LifeCubby
<b>Core Domain 1: Emotional and Social</b>	<b>Vine Indicators</b>
Culture, Family, and Community	
Culture	
Standard 1.1: Children develop an awareness of and appreciation for the similarities and differences between themselves and others.	
a. Distinguish primary caregiver from others	<p><b>SED 5-1 Bonds with Adults</b></p> <p><u>1-3 mos:</u> Enjoys interactions with familiar adults; smiles and laughs</p> <p><u>4-7 mos:</u> Knows and responds positively to familiar faces; begins to know if someone is a stranger</p> <p><u>8-12 mos:</u> Looks to familiar adults for emotional support and encouragement; sits with or hugs familiar adults; reacts when separated from familiar adults; sees familiar adults as resources; responds differently to familiar and unfamiliar adults</p>
b. Notice others' physical characteristics	<p><b>SED 6-2 Bonds with Peers</b></p> <p><u>1-Year Old:</u> Participates in simple back and forth interactions with children; participates in simple imitation games, such as making similar sounds; plays next to other children (parallel play)</p> <p><u>2-Year Old:</u> Enjoys being with other children; joins group play with other children; knows some names of peers</p>
c. Interact with diverse groups and individuals	<p><b>SED 6-2 Bonds with Peers</b></p> <p><u>4-7 mos:</u> Enjoys social play; may reach, touch, or make sounds toward other children</p> <p><u>8-12 mos:</u> Enjoys social interactions; begins to develop friendships; plays next to other children (parallel play)</p> <p><u>1-Year Old:</u> Participates in simple back and forth interactions with children; participates in simple imitation games, such as making similar sounds; plays next to other children (parallel play)</p> <p><u>2-Year Old:</u> Enjoys being with other children; joins group play with other children; knows some names of peers</p> <p><u>3-Year Old:</u> Interacts positively with other children in the group; begins to make friends; may have a favorite friend</p>
d. Know poems, songs, and stories from a variety of cultures and people, including his or her own family	<p><b>SS 16-1 Explores Cultures</b></p> <p><u>1-12 mos:</u> Participates in experiential opportunities that are culturally diverse</p> <p><u>1-2-Year Old:</u> Participates in experiential opportunities that are culturally diverse</p> <p><u>3-Year Old:</u> Learns about cultural differences, including clothing, food, art, and work</p> <p><u>Pre-K:</u> Is learning that there are many different cultures and that people express culture in their dress, food, art, and work</p>
e. Explore gender roles through dramatic play	<p><b>CCA 21-4 Participates in Dramatic Play</b></p> <p><u>1-Year Old:</u> Uses imitation or pretend play to express creativity and imagination</p> <p><u>2-Year Old:</u> Engages in role-playing and dress up; uses pretend and imaginary objects or people in play or interaction with others</p> <p><u>3-Year Old:</u> Engages in more elaborate pretend play with friends using props and/or dress-up clothes; learns about social roles and relationships through role-play</p>

	<u>Pre-K</u> : Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers
f. Demonstrate awareness and appreciation for own cultural background and heritage	<b>SED 4-1 Develops Awareness of Self</b> <u>2-Year Old</u> : Identifies some physical characteristics of self, such as hair color, age, gender or size; identifies self as a member of a family <u>3-Year Old</u> : Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family <u>Pre-K</u> : Recognizes similarities and differences between self and others (e.g., gender, physical characteristics, likes/dislikes); identifies self as part of a group, (e.g., family, community, culture, faith, class)
g. Ask questions about other children and adults	<b>ATL 1-4 Is Curious</b> <u>1-Year Old</u> : Shows interest in learning about new objects or experiences <u>2-Year Old</u> : Shows interest in new objects or activities; tries different ways of using objects or materials <u>3-Year Old</u> : Shows interest in new toys or experiences; asks questions about new opportunities
h. Demonstrate respect for similarities and differences	<b>SS 16-1 Explores Cultures</b> <u>1-12 mos</u> : Participates in experiential opportunities that are culturally diverse <u>1-2-Year Old</u> : Participates in experiential opportunities that are culturally diverse <u>3-Year Old</u> : Learns about cultural differences, including clothing, food, art, and work <u>Pre-K</u> : Is learning that there are many different cultures and that people express culture in their dress, food, art, and work
i. Describe differences between people in different ages and stages	<b>SED 4-1 Develops Awareness of Self</b> <u>2-Year Old</u> : Identifies some physical characteristics of self, such as hair color, age, gender or size; identifies self as a member of a family <u>3-Year Old</u> : Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family <u>Pre-K</u> : Recognizes similarities and differences between self and others (e.g., gender, physical characteristics, likes/dislikes); identifies self as part of a group, (e.g., family, community, culture, faith, class)
j. Demonstrate knowledge as well as awareness and appreciation for own culture	<b>SED 4-1 Develops Awareness of Self</b> <u>2-Year Old</u> : Identifies some physical characteristics of self, such as hair color, age, gender or size; identifies self as a member of a family <u>3-Year Old</u> : Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family <u>Pre-K</u> : Recognizes similarities and differences between self and others (e.g., gender, physical characteristics, likes/dislikes); identifies self as part of a group, (e.g., family, community, culture, faith, class)

k. Recognize stereotypes that are culturally or linguistically unfair as well as other biased behaviors	<p><b>SS 16-1 Explores Cultures</b>  <u>1-12 mos:</u> Participates in experiential opportunities that are culturally diverse  <u>1-2-Year Old:</u> Participates in experiential opportunities that are culturally diverse  <u>3-Year Old:</u> Learns about cultural differences, including clothing, food, art, and work  <u>Pre-K:</u> Is learning that there are many different cultures and that people express culture in their dress, food, art, and work</p>
l. Demonstrate awareness, knowledge, and appreciation for another culture	<p><b>SS 16-1 Explores Cultures</b>  <u>1-12 mos:</u> Participates in experiential opportunities that are culturally diverse  <u>1-2-Year Old:</u> Participates in experiential opportunities that are culturally diverse  <u>3-Year Old:</u> Learns about cultural differences, including clothing, food, art, and work  <u>Pre-K:</u> Is learning that there are many different cultures and that people express culture in their dress, food, art, and work</p>
<b>Family</b>	
Standard 1.2: Children develop an awareness of and appreciation for the functions, contributions, and diverse characteristics of families.	
a. Focus on and respond to familiar voices or faces	<p><b>SED 5-1 Bonds with Adults</b>  <u>1-3 mos:</u> Enjoys interactions with familiar adults; smiles and laughs  <u>4-7 mos:</u> Knows and responds positively to familiar faces; begins to know if someone is a stranger  <u>8-12 mos:</u> Looks to familiar adults for emotional support and encouragement; sits with or hugs familiar adults; reacts when separated from familiar adults; sees familiar adults as resources; responds differently to familiar and unfamiliar adults</p>
b. Show preference for and seek comfort from a familiar adult	<p><b>SED 5-1 Bonds with Adults</b>  <u>8-12 mos:</u> Looks to familiar adults for emotional support and encouragement; sits with or hugs familiar adults; reacts when separated from familiar adults; sees familiar adults as resources; responds differently to familiar and unfamiliar adults  <u>1-Year Old:</u> Has positive relationships with familiar adults; laughs and plays with familiar adults; seeks familiar adults for comfort when distressed or tired; seeks help from trusted adults when needing assistance with a difficult task</p>
c. Exhibit separation anxiety or discomfort at the departure of a familiar adult	<p><b>SED 5-1 Bonds with Adults</b>  <u>8-12 mos:</u> Looks to familiar adults for emotional support and encouragement; sits with or hugs familiar adults; reacts when separated from familiar adults; sees familiar adults as resources; responds differently to familiar and unfamiliar adults  <u>1-Year Old:</u> Has positive relationships with familiar adults; laughs and plays with familiar adults; seeks familiar adults for comfort when distressed or tired; seeks help from trusted adults when needing assistance with a difficult task</p>
d. Use gestures, words, or glances to stay connected with familiar adults	<p><b>SED 5-1 Bonds with Adults</b>  <u>8-12 mos:</u> Looks to familiar adults for emotional support and encouragement; sits with or hugs familiar adults; reacts when</p>

	<p>separated from familiar adults; sees familiar adults as resources; responds differently to familiar and unfamiliar adults</p> <p><u>1-Year Old:</u> Has positive relationships with familiar adults; laughs and plays with familiar adults; seeks familiar adults for comfort when distressed or tired; seeks help from trusted adults when needing assistance with a difficult task</p>
e. Respond when approached by an unfamiliar adult	<p><b>SED 5-1 Bonds with Adults</b></p> <p><u>8-12 mos:</u> Looks to familiar adults for emotional support and encouragement; sits with or hugs familiar adults; reacts when separated from familiar adults; sees familiar adults as resources; responds differently to familiar and unfamiliar adults</p> <p><u>1-Year Old:</u> Has positive relationships with familiar adults; laughs and plays with familiar adults; seeks familiar adults for comfort when distressed or tired; seeks help from trusted adults when needing assistance with a difficult task</p>
f. Identify family members verbally and through gestures	<p><b>SED 5-1 Bonds with Adults</b></p> <p><u>1-Year Old:</u> Has positive relationships with familiar adults; laughs and plays with familiar adults; seeks familiar adults for comfort when distressed or tired; seeks help from trusted adults when needing assistance with a difficult task</p> <p><u>2-Year Old:</u> Shows emotional bonding with familiar adults; turns to familiar adults for security; seeks assistance from familiar adults in new or difficult situations, such as moving an object that is too heavy</p> <p><u>3-Year Old:</u> Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems</p>
g. Describe family members' roles and responsibilities and their contribution to the function of the family	<p><b>SS 16-4 Learns about Community Roles and Jobs</b></p> <p><u>3-Year Old:</u> Learns about family roles and relationships</p>
h. Describe family relationships	<p><b>SED 4-1 Develops Awareness of Self</b></p> <p><u>2-Year Old:</u> Identifies some physical characteristics of self, such as hair color, age, gender or size; identifies self as a member of a family</p> <p><u>3-Year Old:</u> Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family</p> <p><u>Pre-K:</u> Recognizes similarities and differences between self and others (e.g., gender, physical characteristics, likes/dislikes); identifies self as part of a group, (e.g., family, community, culture, faith, class)</p>
i. Identify oneself as a member of a family and describe her family in a variety of ways	<p><b>SED 4-1 Develops Awareness of Self</b></p> <p><u>3-Year Old:</u> Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family</p> <p><u>Pre-K:</u> Recognizes similarities and differences between self and others (e.g., gender, physical characteristics, likes/dislikes); identifies self as part of a group, (e.g., family, community, culture, faith, class)</p>
J. Recognize similarities and differences between his family and other families	<p><b>SED 4-1 Develops Awareness of Self</b></p> <p><u>Pre-K:</u> Recognizes similarities and differences between self and others (e.g., gender, physical characteristics, likes/dislikes);</p>

	identifies self as part of a group, (e.g., family, community, culture, faith, class)
<b>Community</b>	
Standard 1.3: Children develop an understanding of the basic principles of how communities function, including work roles and commerce.	
a. Watch other children	<b>SED 6-2 Bonds with Peers</b> <u>4-7 mos:</u> Enjoys social play; may reach, touch, or make sounds toward other children <u>8-12 mos:</u> Enjoys social interactions; begins to develop friendships; plays next to other children (parallel play)
b. Interact with other children	<b>SED 6-2 Bonds with Peers</b> <u>1-Year Old:</u> Participates in simple back and forth interactions with children; participates in simple imitation games, such as making similar sounds; plays next to other children (parallel play)
c. Participate in parallel play next to another child	<b>SED 6-2 Bonds with Peers</b> <u>4-7 mos:</u> Enjoys social play; may reach, touch, or make sounds toward other children <u>8-12 mos:</u> Enjoys social interactions; begins to develop friendships; plays next to other children (parallel play)
d. Recognize and use the names of peers	<b>SED 6-2 Bonds with Peers</b> <u>2-Year Old:</u> Enjoys being with other children; joins group play with other children; knows some names of peers
e. Play the role of different family or community members	<b>CCA 21-4 Participates in Dramatic Play</b> <u>3-Year Old:</u> Engages in more elaborate pretend play with friends using props and/or dress-up clothes; learns about social roles and relationships through role-play <u>Pre-K:</u> Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers
f. Demonstrate a beginning awareness of the function of money and commerce	<b>SS 16-5 Learns about Government and Economics</b> <u>3-Year Old:</u> Uses pretend money in games and play; pretends societal roles in play <u>Pre-K:</u> Demonstrates a growing awareness of community rules and types of governance; learns about how money is used to obtain goods or services; learns about different types of money, including coins, paper bills, checks, credit cards, and digital transactions
g. Recognize community workers and describe their jobs	<b>SS 16-4 Learns about Community Roles and Jobs</b> <u>3-Year Old:</u> Learns about family roles and relationships <u>Pre-K:</u> Learns about community helpers; studies different types of careers and jobs; understands the need for various roles in a society; learns about important contributions of historical figures
h. Demonstrate community-building skills	<b>SED 6-3 Cooperates with Peers</b> <u>1-Year Old:</u> May begin to play with other children (e.g., passing a toy back and forth) <u>2-Year Old:</u> Begins to cooperate with others (e.g. shares toys, works toward a common goal, such as building a block tower); is learning to take turns; is learning to use words with peers <u>3-Year Old:</u> Cooperates with other children in play and daily activities and routines; may attempt a compromise to resolve conflict; is beginning to role-play in games; is learning to take turns

i. Describe what she wants to be when grown up	<b>SS 16-4 Learns about Community Roles and Jobs</b> <u>3-Year Old:</u> Learns about family roles and relationships <u>Pre-K:</u> Learns about community helpers; studies different types of careers and jobs; understands the need for various roles in a society; learns about important contributions of historical figures
<b>Self-Concept</b>	
Standard 1.4: Children develop an awareness and appreciation of themselves as unique, competent, and capable individuals.	
a. Explore hands and feet with fascination	<b>SED 4-1 Develops Awareness of Self</b> <u>1-3 mos:</u> Shows interest in self, such as watching own hands or playing with feet <u>4-7 mos:</u> Learns about self by exploring hands, feet, body, and movement
b. Notice and prefer people's faces	<b>SED 5-1 Bonds with Adults</b> <u>4-7 mos:</u> Knows and responds positively to familiar faces; begins to know if someone is a stranger
c. React to hearing his or her own name	<b>SED 4-1 Develops Awareness of Self</b> <u>1-Year Old:</u> Recognizes own reflection; can point to some body parts when prompted; develops awareness of self as separate from others <u>2-Year Old:</u> Identifies some physical characteristics of self, such as hair color, age, gender or size; identifies self as a member of a family
	<b>LC 7-1 Develops Receptive Communication</b> <u>1-3 mos:</u> Turns head in the direction of a familiar voice <u>4-7 mos:</u> Listens and responds with interest to verbal and nonverbal communication of others <u>8-12 mos:</u> Begins to understand gestures, words, questions, or routines
d. Recognize own body as belonging to self	<b>SED 4-1 Develops Awareness of Self</b> <u>4-7 mos:</u> Learns about self by exploring hands, feet, body, and movement <u>8-12 mos:</u> Enjoys watching self in mirror <u>1-Year Old:</u> Recognizes own reflection; can point to some body parts when prompted; develops awareness of self as separate from others <u>2-Year Old:</u> Identifies some physical characteristics of self, such as hair color, age, gender or size; identifies self as a member of a family
e. Show pleasure or pride when achieving a skill	<b>SED 4-2 Becomes Confident</b> <u>1-Year Old:</u> Shows confidence in own abilities; is proud to demonstrate abilities <u>2-Year Old:</u> Shows confidence in increasing abilities; enjoys showing others what he/she can do <u>3-Year Old:</u> Is pleased to complete daily routines and learn new skills
f. Use the words, "me" and "mine" to claim his or her property	<b>SED 4-1 Develops Awareness of Self</b> <u>1-Year Old:</u> Recognizes own reflection; can point to some body parts when prompted; develops awareness of self as separate from others



	<p><u>2-Year Old</u>: Identifies some physical characteristics of self, such as hair color, age, gender or size; identifies self as a member of a family</p> <p><u>3-Year Old</u>: Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family</p>
g. Name different body parts	<p><b>LC 7-4 Expands Vocabulary</b></p> <p><u>8-12 mos</u>: Points to body parts when prompted; uses or signs an increasing number of words</p> <p><u>1-Year Old</u>: Locates body parts or colors when prompted; begins to use the names of objects, body parts and familiar people; begins to ask questions, such as "what's that?"</p>
h. Engage in play that he or she has chosen	<p><b>ATL 1-5 Shows Initiative</b></p> <p><u>8-12 mos</u>: Initiates activities, such as getting a toy independently from a low shelf or basket</p> <p><u>1-Year Old</u>: Points to desired people, objects or places; initiates activities (e.g., looking for a favorite toy, bringing a book to an adult to read)</p>
i. Describe personal preferences and interests	<p><b>SED 4-1 Develops Awareness of Self</b></p> <p><u>3-Year Old</u>: Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family</p> <p><u>Pre-K</u>: Recognizes similarities and differences between self and others (e.g., gender, physical characteristics, likes/dislikes); identifies self as part of a group, (e.g., family, community, culture, faith, class)</p>
<b>Self-Efficacy</b>	
<b>Standard 1.5: Children demonstrate a belief in their abilities.</b>	
a. Respond to attention	<p><b>SED 5-1 Bonds with Adults</b></p> <p><u>1-3 mos</u>: Enjoys interactions with familiar adults; smiles and laughs</p> <p><u>4-7 mos</u>: Knows and responds positively to familiar faces; begins to know if someone is a stranger</p>
b. Smile at a mirrored image	<p><b>SED 4-1 Develops Awareness of Self</b></p> <p><u>8-12 mos</u>: Enjoys watching self in mirror</p> <p><u>1-Year Old</u>: Recognizes own reflection; can point to some body parts when prompted; develops awareness of self as separate from others</p>
c. Show likes and dislikes	<p><b>ATL 1-5 Shows Initiative</b></p> <p><u>4-7 mos</u>: Accepts, reaches for, grasps, or handles familiar toys</p> <p><u>8-12 mos</u>: Initiates activities, such as getting a toy independently from a low shelf or basket</p> <p><u>1-Year Old</u>: Points to desired people, objects or places; initiates activities (e.g., looking for a favorite toy, bringing a book to an adult to read)</p>
d. Repeat an action to get an effect	<p><b>CS 14-1 Solves Problems</b></p> <p><u>4-7 mos</u>: Engages in simple repeated actions to reach a goal, such as trying to get whole hand in mouth</p>
e. Recognize self in a picture or mirror	<p><b>SED 4-1 Develops Awareness of Self</b></p> <p><u>1-Year Old</u>: Recognizes own reflection; can point to some body parts when prompted; develops awareness of self as separate from others</p>



	<u>2-Year Old</u> : Identifies some physical characteristics of self, such as hair color, age, gender or size; identifies self as a member of a family
f. Accept and adjust when things do not go his way	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b> <u>1-Year Old</u> : Begins to cope with strong emotions with help from familiar adults <u>2-Year Old</u> : Able to use routines, favorite objects, or familiar adults to help in coping with strong feelings and emotions <u>3-Year Old</u> : Able to cope with frustration (may need adult assistance with intense situations); is learning to control impulsive behaviors and outbursts; takes turns, such as in games
g. Act as though her experiences and needs are a priority to everyone or can be generalized to everyone	<b>SED 3-1 Expresses Emotion</b> <u>1-3 mos</u> : Begins to show emotions with face and body; may begin to smile <u>4-7 mos</u> : Becomes more assertive in conveying likes and dislikes <u>8-12 mos</u> : Expresses a variety of emotions through facial expressions, sounds, and gestures <u>1-Year Old</u> : Expresses a range of emotions, including surprise, joy or pride; notices the effects of emotions on others
h. Take risks to try new things	<b>SED 4-2 Becomes Confident</b> <u>3-Year Old</u> : Is pleased to complete daily routines and learn new skills
i. Exhibit independence	<b>ATL 1-5 Shows Initiative</b> <u>3-Year Old</u> : Enjoys new experiences; works independently for brief periods of time without adult prompting Pre-K: Makes and conveys choices to friends and teachers
<b>Self-Regulation</b>	
Standard 1.6: Children manage their internal states, feelings, and behavior, and develop the ability to adapt to diverse situations and environments.	
a. Fuss or cry when hungry, tired, wet, or over-stimulated	<b>SED 3-1 Expresses Emotion</b> <u>1-3 mos</u> : Begins to show emotions with face and body; may begin to smile <u>4-7 mos</u> : Becomes more assertive in conveying likes and dislikes <u>8-12 mos</u> : Expresses a variety of emotions through facial expressions, sounds, and gestures
b. Calm and relax when comforted	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b> <u>1-3 mos</u> : Calms when held, gently rocked or talked to by familiar adults; brings objects to mouth to calm self
c. Develop increasing consistency in sleeping, eating, and waking patterns	<b>ATL 2-1 Understands Routines</b> <u>1-3 mos</u> : Is sleeping and eating on a developmentally-appropriate schedule ( <i>for questions, consult pediatric guides</i> )
d. Follow a few consistently set rules and routines	<b>ATL 2-1 Understands Routines</b> <u>8-12 mos</u> : Remembers daily routines; knows how to use familiar objects <u>1-Year Old</u> : Anticipates daily routines based on actions (e.g., putting on my bib means we are going to eat) <u>2-Year Old</u> : Able to follow daily routines; easily makes common transitions that are part of a daily schedule

	<u>3-Year Old</u> : Follows daily routines, such as sitting for circle time; adjusts to changes in routines or usual activities when informed ahead of time
e. Rely on adults for reassurance and help in controlling feelings and behaviors	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b> <u>8-12 mos</u> : Regulates feelings through behaviors, such as sucking thumb or carrying a favorite blanket or toy; looks to familiar adults for help with strong emotions <u>1-Year Old</u> : Begins to cope with strong emotions with help from familiar adults <u>2-Year Old</u> : Able to use routines, favorite objects, or familiar adults to help in coping with strong feelings and emotions
f. Strive for independence	<b>ATL 1-5 Shows Initiative</b> <u>3-Year Old</u> : Enjoys new experiences; works independently for brief periods of time without adult prompting <u>Pre-K</u> : Makes and conveys choices to friends and teachers
g. Recognize own needs and take steps to fulfill them	<b>PMP 19-2 Develops Self-Care Skills</b> <u>1-3 mos</u> : Lets caregivers know when there is a need, such as crying when awake or needing to be changed <u>4-7 mos</u> : Uses different cries for different needs, such as when tired or when needing to be changed <u>8-12 mos</u> : Helps with daily routines, such as washing hands and getting dressed <u>1-Year Old</u> : Shows increasing independence, such as dressing with help <u>2-Year Old</u> : Shows increasing independence with self-care, such as helping wash hands or brush teeth <u>3-Year Old</u> : Understands and can complete health and safety routines, such as washing hands and brushing teeth; mostly independent with dressing, including pulling up pants, putting on shoes, and putting on coat
h. Explore social cause and effect	<b>SED 6-1 Builds Empathy</b> <u>1-Year Old</u> : Observes emotions of others; may respond to another's preferences, such as offering different objects until one is accepted
i. Show empathy for others when he or she sees the consequences of his or her actions	<b>SED 6-1 Builds Empathy</b> <u>1-Year Old</u> : Observes emotions of others; may respond to another's preferences, such as offering different objects until one is accepted <u>2-Year Old</u> : Begins to care for the feelings and needs of others <u>3-Year Old</u> : Recognizes the feelings of others; asks an adult for help when another child is in distress <u>Pre-K</u> : Shares in the joy of others; expresses sadness when another adult or child is sad
j. Participate in developing program rules and guidelines for group games and interactive play and pay attention when rules are not followed	<b>ATL 2-2 Shows Responsibility</b> <u>3-Year Old</u> : Follows adult directives; follows class rules; does not damage materials intentionally; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege <u>Pre-K</u> : Follows class rules; treats classroom property appropriately; puts objects away properly; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege
Expression of Emotions	

Standard 1.7: Children express a wide and varied range of feelings through their facial expressions, gestures, behaviors, and words.	
a. Release tension and get needs met by fussing, crying, babbling, yawning, laughing, or trembling	<b>SED 3-1 Expresses Emotion</b> <u>1-3 mos:</u> Begins to show emotions with face and body; may begin to smile <u>4-7 mos:</u> Becomes more assertive in conveying likes and dislikes <u>8-12 mos:</u> Expresses a variety of emotions through facial expressions, sounds, and gestures
b. Calm self when upset	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b> <u>4-7 mos:</u> Can briefly calm self; brings hands to mouth; is able to be calmed by familiar adults <u>8-12 mos:</u> Regulates feelings through behaviors, such as sucking thumb or carrying a favorite blanket or toy; looks to familiar adults for help with strong emotions
c. Shift attention away from a distressing event to manage emotions	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b> <u>4-7 mos:</u> Can briefly calm self; brings hands to mouth; is able to be calmed by familiar adults <u>8-12 mos:</u> Regulates feelings through behaviors, such as sucking thumb or carrying a favorite blanket or toy; looks to familiar adults for help with strong emotions
d. Use gestures, words, or facial expressions to communicate feelings and seek help in order to calm him or herself	<b>SED 3-1 Expresses Emotion</b> <u>8-12 mos:</u> Expresses a variety of emotions through facial expressions, sounds, and gestures <u>1-Year Old:</u> Expresses a range of emotions, including surprise, joy or pride; notices the effects of emotions on others <u>2-Year Old:</u> Expresses a variety of emotions; modifies expression according to reactions of familiar adults
e. Use words and dramatic play to describe, understand, and control impulses and feelings	<b>SED 3-1 Expresses Emotion</b> <u>3-Year Old:</u> Displays a range of emotions; can say how he/she is feeling (e.g., glad, sad, or mad); explores emotions through play, art, music, dance
f. Respond to another's emotional reactions	<b>SED 6-1 Builds Empathy</b> <u>8-12 mos:</u> Responds to the emotions of others; may share emotional reactions (e.g., smiling when an adult smiles) <u>1-Year Old:</u> Observes emotions of others; may respond to another's preferences, such as offering different objects until one is accepted <u>2-Year Old:</u> Begins to care for the feelings and needs of others <u>3-Year Old:</u> Recognizes the feelings of others; asks an adult for help when another child is in distress
g. Seek adult assistance for help resolving strong emotions	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b> <u>2-Year Old:</u> Able to use routines, favorite objects, or familiar adults to help in coping with strong feelings and emotions
h. Associate emotions with words and facial expressions and communicate his or her feelings	<b>SED 3-1 Expresses Emotion</b> <u>2-Year Old:</u> Expresses a variety of emotions; modifies expression according to reactions of familiar adults <u>3-Year Old:</u> Displays a range of emotions; can say how he/she is feeling (e.g., glad, sad, or mad); explores emotions through play, art, music, dance
i. Express a deeper and wider range of emotions	<b>SED 3-1 Expresses Emotion</b>

	<p><u>3-Year Old:</u> Displays a range of emotions; can say how he/she is feeling (e.g., glad, sad, or mad); explores emotions through play, art, music, dance</p> <p><u>Pre-K:</u> Expresses a range of emotions; says how he/she is feeling and why; identifies emotions in photos (e.g., happy, sad, or confused)</p>
j. Modify behaviors and emotions based on the environment and situation	<p><b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b></p> <p><u>3-Year Old:</u> Able to cope with frustration (may need adult assistance with intense situations); is learning to control impulsive behaviors and outbursts; takes turns, such as in games</p> <p><u>Pre-K:</u> Has methods for coping with intense feelings (getting a comfort item; using words; counting to 5); seeks adult assistance in intense situations; is learning to control impulses and emotions; is able to wait turn</p>
<b>Interaction with Adults</b>	
<b>Standard 1.8: Children show trust, develop emotional bonds, and interact comfortably with adults.</b>	
a. Show preference for and seek comfort from a familiar adult	<p><b>SED 5-1 Bonds with Adults</b></p> <p><u>1-3 mos:</u> Enjoys interactions with familiar adults; smiles and laughs</p> <p><u>4-7 mos:</u> Knows and responds positively to familiar faces; begins to know if someone is a stranger</p> <p><u>8-12 mos:</u> Looks to familiar adults for emotional support and encouragement; sits with or hugs familiar adults; reacts when separated from familiar adults; sees familiar adults as resources; responds differently to familiar and unfamiliar adults</p>
b. Establish and maintain positive interactions with caregivers	<p><b>SED 5-1 Bonds with Adults</b></p> <p><u>8-12 mos:</u> Looks to familiar adults for emotional support and encouragement; sits with or hugs familiar adults; reacts when separated from familiar adults; sees familiar adults as resources; responds differently to familiar and unfamiliar adults</p> <p><u>1-Year Old:</u> Has positive relationships with familiar adults; laughs and plays with familiar adults; seeks familiar adults for comfort when distressed or tired; seeks help from trusted adults when needing assistance with a difficult task</p>
c. Demonstrate feeling safe with familiar adults	<p><b>SED 5-1 Bonds with Adults</b></p> <p><u>8-12 mos:</u> Looks to familiar adults for emotional support and encouragement; sits with or hugs familiar adults; reacts when separated from familiar adults; sees familiar adults as resources; responds differently to familiar and unfamiliar adults</p> <p><u>1-Year Old:</u> Has positive relationships with familiar adults; laughs and plays with familiar adults; seeks familiar adults for comfort when distressed or tired; seeks help from trusted adults when needing assistance with a difficult task</p>
d. Respond appropriately to familiar adults' greetings	<p><b>SED 5-2 Learns from Adults</b></p> <p><u>1-Year Old:</u> Demonstrates interest in adult behavior, such as by saying "hello" and "goodbye" when coming and going</p>
e. Respond to requests made by familiar adults	<p><b>LC 7-1 Develops Receptive Communication</b></p> <p><u>1-Year Old:</u> Responds to simple instructions such as "come here" or "bring me a book"</p> <p><u>2-Year Old:</u> Follows adult directives; follows simple 1- or 2-step instructions</p>

	<u>3-Year Old</u> : Follows adult directives; begins to follow 2-3 step instructions; understands verbal and nonverbal cues
f. Use pretend play as a way of making sense of relationships	<b>CCA 21-4 Participates in Dramatic Play</b> <u>2-Year Old</u> : Engages in role-playing and dress up; uses pretend and imaginary objects or people in play or interaction with others <u>3-Year Old</u> : Engages in more elaborate pretend play with friends using props and/or dress-up clothes; learns about social roles and relationships through role-play
g. Initiate and maintain interactions with adults using conversation or play	<b>SED 5-1 Bonds with Adults</b> <u>2-Year Old</u> : Shows emotional bonding with familiar adults; turns to familiar adults for security; seeks assistance from familiar adults in new or difficult situations, such as moving an object that is too heavy <u>3-Year Old</u> : Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems
h. Express appropriate affection for significant adults	<b>SED 5-1 Bonds with Adults</b> <u>2-Year Old</u> : Shows emotional bonding with familiar adults; turns to familiar adults for security; seeks assistance from familiar adults in new or difficult situations, such as moving an object that is too heavy <u>3-Year Old</u> : Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems
i. Seek adult affirmations	<b>SED 5-1 Bonds with Adults</b> <u>3-Year Old</u> : Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems <u>Pre-K</u> : Establishes secure relationships with adults; offers to help adult with a task; seeks guidance from trusted adults
<b>Interaction with Peers</b>	
Standard 1.9: Children interact and build relationships with peers as they expand their world beyond the family and develop skills in cooperation, negotiation, and showing empathy.	
a. Show interest in other children	<b>SED 6-2 Bonds with Peers</b> <u>4-7 mos</u> : Enjoys social play; may reach, touch, or make sounds toward other children <u>8-12 mos</u> : Enjoys social interactions; begins to develop friendships; plays next to other children (parallel play)
b. Respond to the emotions and actions of other children	<b>SED 6-1 Builds Empathy</b> <u>1-3 mos</u> : May cry when someone seems upset or when another child cries <u>4-7 mos</u> : Shows interest in the emotions of others; may copy others (e.g., crying when another child cries) <u>8-12 mos</u> : Responds to the emotions of others; may share emotional reactions (e.g., smiling when an adult smiles)
c. Interact with familiar peers	<b>SED 6-2 Bonds with Peers</b> <u>8-12 mos</u> : Enjoys social interactions; begins to develop friendships; plays next to other children (parallel play)

	<b>1-Year Old:</b> Participates in simple back and forth interactions with children; participates in simple imitation games, such as making similar sounds; plays next to other children (parallel play)
d. Play side by side with another child	<b>SED 6-2 Bonds with Peers</b> <b>8-12 mos:</b> Enjoys social interactions; begins to develop friendships; plays next to other children (parallel play)
e. Participate in turn-taking when assisted by an adult	<b>SED 6-3 Cooperates with Peers</b> <b>2-Year Old:</b> Begins to cooperate with others (e.g. shares toys, works toward a common goal, such as building a block tower); is learning to take turns; is learning to use words with peers
f. React to another child's attempts to take away a toy, and look to an adult for assistance	<b>SED 6-3 Cooperates with Peers</b> <b>2-Year Old:</b> Begins to cooperate with others (e.g. shares toys, works toward a common goal, such as building a block tower); is learning to take turns; is learning to use words with peers
g. Prefer certain playmates and develop warm bonds with peers	<b>SED 6-2 Bonds with Peers</b> <b>2-Year Old:</b> Enjoys being with other children; joins group play with other children; knows some names of peers <b>3-Year Old:</b> Interacts positively with other children in the group; begins to make friends; may have a favorite friend <b>Pre-K:</b> Shows affection for friends; may have a favorite friend; knows some likes or dislikes of peers; participates in group song, dance, acting/role-play
h. Negotiate play with small groups of children	<b>SED 6-3 Cooperates with Peers</b> <b>3-Year Old:</b> Cooperates with other children in play and daily activities and routines; may attempt a compromise to resolve conflict; is beginning to role-play in games; is learning to take turns <b>Pre-K:</b> Engages in play that requires cooperation with other children, including games with rules; recognizes negative behaviors in self, others or stories; is able to compromise in a group setting to resolve conflict; uses constructive language
i. Cooperate with others	<b>SED 6-3 Cooperates with Peers</b> <b>Pre-K:</b> Engages in play that requires cooperation with other children, including games with rules; recognizes negative behaviors in self, others or stories; is able to compromise in a group setting to resolve conflict; uses constructive language
j. Use problem-solving strategies when conflicts arise with peers	<b>SED 6-3 Cooperates with Peers</b> <b>Pre-K:</b> Engages in play that requires cooperation with other children, including games with rules; recognizes negative behaviors in self, others or stories; is able to compromise in a group setting to resolve conflict; uses constructive language

<b>Core Domain 2: Physical</b>	
Fine Motor Skills	
Standard 2.1: Children develop small muscle strength, coordination, and skills.	
a. Grasp a person's finger	<b>PMP 18-2 Develops Fine Hand-Eye Coordination</b> <b>1-3 mos:</b> Grasps objects <b>4-7 mos:</b> Grasps and releases objects from grasp
b. Explore toys and objects with hands and mouth	<b>CS 13-1 Explores Objects</b>



	<u>1-7 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping
c. Exhibit a variety of small motor skills	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b> <u>1-3 mos:</u> Opens and shuts hands <u>4-7 mos:</u> Turns objects in hands; uses hands or feet to make contact with objects or people <u>8-12 mos:</u> Uses hands for more complex tasks, such as rotating objects, releasing objects, and feeling textures <u>1-Year Old:</u> Adjusts grasp to use different tools for different purposes, including spoon, paint brush or marker <u>2-Year Old:</u> Uses hands for complex tasks such as building a block tower or removing a lid; works with clay; uses thumbs and fingers to manipulate objects
d. Scribble with a crayon or marker	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b> <u>1-Year Old:</u> Adjusts grasp to use different tools for different purposes, including spoon, paint brush or marker
e. Engage in self-help skills	<b>PMP 19-2 Develops Self-Care Skills</b> <u>Pre-K:</u> Knows to wash hands with soap before eating, after toileting, and after wiping nose; independently brushes teeth; shows preference for certain clothing and prefers to dress and undress self; able to zip, button, and snap; may be able to tie shoes
f. Perform increasingly more sophisticated actions requiring eye-hand coordination	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b> <u>3-Year Old:</u> Works with buttons, snaps, levers, etc.; strings large beads; cuts with scissors; creases paper; plays with dough and clay <u>Pre-K:</u> Holds a crayon or marker using a tripod grasp; strings beads; cuts with scissors; has established right- or left-handedness
<b>Gross Motor Skills</b>	
Standard 2.2: Children develop large muscle strength, coordination, and skills.	
a. Exhibit physical reflexes in response to stimulation	<b>PMP 17-1 Develops Perception &amp; Balance</b> <u>1-3 mos:</u> From stomach position is able to lift head; follows moving objects with eyes
b. Develop muscle tone and strength in trunk, neck, head, arms, and legs	<b>PMP 17-2 Develops Lower Body Strength</b> <b>PMP 17-3 Develops Upper Body Strength</b>
c. Use developing motor skills to move more independently	<b>PMP 17-1 Develops Perception &amp; Balance</b> <u>8-12 mos:</u> Balances body in seated, crawling, or supported standing positions; moves toward out-of-reach object <u>1-Year Old:</u> Increasingly gains balance, going from sitting to standing to running and even jumping
d. Develop coordination to use motor skills with toys	<b>PMP 17-4 Develops Gross Hand-Eye Coordination</b> <u>4-7 mos:</u> Transfers objects from hand to hand <u>8-12 mos:</u> Bangs objects together; transfers objects from hand to hand <u>1-Year Old:</u> Plays with ball, learning to throw and catch
e. Demonstrate skills to move in the environment	<b>PMP 17-2 Develops Lower Body Strength</b> <u>4-7 mos:</u> Explores new body positions; rolls over; crawls; supports weight on legs; kicks at objects



	<p><u>8-12 mos:</u> Progresses from rolling to sitting to crawling to pulling up to cruising; stands; takes first steps; may begin walking</p> <p><u>1-Year Old:</u> Begins to run before second year</p>
f. Refine motor coordination and skills to play with toys and people	<p><b>PMP 17-5 Develops Large Motor Coordination Skills</b></p> <p><u>1-Year Old:</u> Climbs on furniture and crawls up and down stairs unassisted; can easily change body positions</p> <p><u>2-Year Old:</u> Walks up and down stairs with help; participates in physical activities indoors and outdoors</p> <p><u>3-Year Old:</u> Goes upstairs and downstairs without help; can pedal a tricycle; participates in increasingly strenuous physical activities indoors and outdoors</p>
g. Demonstrate increased ability to use skills requiring balance	<p><b>PMP 17-1 Develops Perception &amp; Balance</b></p> <p><u>1-Year Old:</u> Increasingly gains balance, going from sitting to standing to running and even jumping</p> <p><u>2-Year Old:</u> Adjusts sitting or standing position based on situation; maintains good posture and balance; avoids obstacles when in motion</p> <p><u>3-Year Old:</u> Stands on 1 foot for about 3 seconds; jumps with two feet</p>
h. Perform large motor movement alone or with others	<p><b>PMP 17-5 Develops Large Motor Coordination Skills</b></p> <p><u>3-Year Old:</u> Goes upstairs and downstairs without help; can pedal a tricycle; participates in increasingly strenuous physical activities indoors and outdoors</p> <p><u>Pre-K:</u> Walks up and down stairs with alternating feet; can pedal a tricycle, climb a ladder, and or swing without assistance; can kick, throw, bounce or catch a ball; skips or claps</p>
i. Manipulate objects with large muscles	<p><b>PMP 17-4 Develops Gross Hand-Eye Coordination</b></p> <p><u>3-Year Old:</u> Can go up climbing wall; catches a ball that has been bounced; throws a ball overhead</p> <p><u>Pre-K:</u> Can use monkey bars; catches a ball that has been bounced; throws a ball overhead</p>
<b>Sensorimotor Development</b>	
Standard 2.3: Children use all the senses to explore the environment and develop skills through sight, smell, touch, taste, and sound.	
a. Respond to touch, movement, and sound	<p><b>CS 13-1 Explores Objects</b></p> <p><u>1-7 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping</p>
b. Focus eyes on near and far objects	<p><b>PMP 17-1 Develops Perception &amp; Balance</b></p> <p><u>1-3 mos:</u> From stomach position is able to lift head; follows moving objects with eyes</p>
c. Calm with assistance	<p><b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b></p> <p><u>1-3 mos:</u> Calms when held, gently rocked or talked to by familiar adults; brings objects to mouth to calm self</p> <p><u>4-7 mos:</u> Can briefly calm self; brings hands to mouth; is able to be calmed by familiar adults</p> <p><u>8-12 mos:</u> Regulates feelings through behaviors, such as sucking thumb or carrying a favorite blanket or toy; looks to familiar adults for help with strong emotions</p>

d. Explore the environment with mouth and hands and respond to different textures	<b>CS 13-1 Explores Objects</b> <u>1-7 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping
e. Manipulate materials to explore sound	<b>CS 13-1 Explores Objects</b> <u>1-7 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping <u>1-Year Old:</u> Observes and experiments with how things work, such as pushing a button on a toy to hear a sound
f. Demonstrate an awareness of her body in space	<b>CM 12-2 Develops Spatial Awareness</b> <u>8-12 mos:</u> Explores ways objects and people move and fit in space <u>1-Year Old:</u> Is learning how shapes fit together, such as working with shape sorters or knob puzzles
g. Practice sensory integration	<b>CS 13-1 Explores Objects</b> <u>1-7 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping <u>8-12 mos:</u> Becomes increasingly aware of colors, shapes, patterns, or pictures; works with objects to make something happen, such as pulling a lever or pushing a button <u>1-Year Old:</u> Observes and experiments with how things work, such as pushing a button on a toy to hear a sound <u>2-Year Old:</u> Becomes increasingly aware object differentiation, such as the difference between solids and non-solids, living and non-living
h. Adapt movements to specific situations	<b>PMP 17-1 Develops Perception &amp; Balance</b> <u>1-Year Old:</u> Increasingly gains balance, going from sitting to standing to running and even jumping <u>2-Year Old:</u> Adjusts sitting or standing position based on situation; maintains good posture and balance; avoids obstacles when in motion
i. Demonstrate concepts through movement	<b>CCA 21-3 Explores Movement and Dance</b> <u>3-Year Old:</u> Participates in dance or creative movement activities <u>Pre-K:</u> Begins to show individual expression in creative movement activities
<b>Daily Living Skills</b>	
Standard 2.4: Children demonstrate personal health and hygiene skills as they develop and practice basic care routines.	
a. React to participation in daily routines	<b>ATL 2-1 Understands Routines</b> <u>1-3 mos:</u> Is sleeping and eating on a developmentally-appropriate schedule ( <i>for questions, consult pediatric guides</i> ) <u>4-7 mos:</u> Demonstrates awareness of daily routines with behavior; may open mouth for feeding or lift arms to be picked up <u>8-12 mos:</u> Remembers daily routines; knows how to use familiar objects
b. Demonstrate increased ability to self-soothe and fall asleep	<b>PMP 19-4 Develops Naptime Independence</b> <u>1-Year Old:</u> Can put self to sleep at naptime
c. Indicate needs and wants	<b>PMP 19-2 Develops Self-Care Skills</b>

	<p><u>1-3 mos:</u> Lets caregivers know when there is a need, such as crying when awake or needing to be changed</p> <p><u>4-7 mos:</u> Uses different cries for different needs, such as when tired or when needing to be changed</p>
d. Take an interest in meeting physical needs	<p><b>PMP 19-2 Develops Self-Care Skills</b></p> <p><u>8-12 mos:</u> Helps with daily routines, such as washing hands and getting dressed</p> <p><u>1-Year Old:</u> Shows increasing independence, such as dressing with help</p> <p><u>2-Year Old:</u> Shows increasing independence with self-care, such as helping wash hands or brush teeth</p>
e. Participate in healthy routines	<p><b>PMP 19-2 Develops Self-Care Skills</b></p> <p><u>2-Year Old:</u> Shows increasing independence with self-care, such as helping wash hands or brush teeth</p> <p><u>3-Year Old:</u> Understands and can complete health and safety routines, such as washing hands and brushing teeth; mostly independent with dressing, including pulling up pants, putting on shoes, and putting on coat</p> <p><u>Pre-K:</u> Knows to wash hands with soap before eating, after toileting, and after wiping nose; independently brushes teeth; shows preference for certain clothing and prefers to dress and undress self; able to zip, button, and snap; may be able to tie shoes</p>
f. Communicate with an adult when not feeling well	<p><b>LC 7-2 Develops Expressive Communication</b></p> <p><u>2-Year Old:</u> Expresses needs and wants verbally and nonverbally (is exposed to sign language); speaks with sentences or phrases reaching 3-5 words or more</p> <p><u>3-Year Old:</u> Expresses needs, wants, and ideas verbally and nonverbally (is exposed to sign language); is progressing to verbal cues in English or home language; is able to convey 2-3 pieces of information on a single topic</p>
g. Participate in bathroom routines with growing independence	<p><b>PMP 19-3 Becomes Toilet Trained</b></p> <p><u>1-Year Old:</u> Shows interest in the process of toileting</p> <p><u>2-Year Old:</u> Toilet training is underway</p> <p><u>3-Year Old:</u> Is fully or nearly toilet trained</p> <p><u>Pre-K:</u> Is completely independent with toileting</p>
<b>Nutrition</b>	
Standard 2.5: Children eat and enjoy a variety of nutritional foods and develop healthy eating practices.	
a. Eat to satisfaction	<p><b>PMP 20-1 Learns about Nutrition</b></p> <p><u>1-3 mos:</u> Is receiving a nutritious, age-appropriate diet of breastmilk and/or formula on an appropriate schedule</p> <p><u>4-7 mos:</u> Diet includes some cereals and healthy baby food on an appropriate schedule</p> <p><u>8-12 mos:</u> Diet includes healthy, nutritionally balanced solid food on an appropriate schedule</p>
b. Explore foods with fingers	<p><b>PMP 19-1 Develops Meal Time Independence</b></p> <p><u>8-12 mos:</u> Shows interest in new foods; begins to finger-feed self; holds own bottle or cup; responds well when physical needs are met</p>
c. Consume a variety of healthy foods from all five food groups	<p><b>PMP 20-1 Learns about Nutrition</b></p>

	<p><u>1-3 mos:</u> Is receiving a nutritious, age-appropriate diet of breastmilk and/or formula on an appropriate schedule</p> <p><u>4-7 mos:</u> Diet includes some cereals and healthy baby food on an appropriate schedule</p> <p><u>8-12 mos:</u> Diet includes healthy, nutritionally balanced solid food on an appropriate schedule</p> <p><u>1-Year Old:</u> Is on a consistent schedule of three healthy meals per day, and may include a light, nutritious snack</p> <p><u>2-Year Old:</u> Is on a consistent schedule of three healthy meals-per-day, and may include a light, nutritious snack</p> <p><u>3-Year Old:</u> Is learning the role of food and nutrition in daily routines; tries different kinds of nutritious foods</p>
d. Consume appropriate amounts of healthy beverages	<p><b>PMP 20-1 Learns about Nutrition</b></p> <p><u>2-Year Old:</u> Is on a consistent schedule of three healthy meals-per-day, and may include a light, nutritious snack</p> <p><u>3-Year Old:</u> Is learning the role of food and nutrition in daily routines; tries different kinds of nutritious foods</p>
e. Participate in meals	<p><b>PMP 19-1 Develops Meal Time Independence</b></p> <p><u>1-Year Old:</u> Begins to feed self with spoon or drink from a sippy cup</p> <p><u>2-Year Old:</u> Uses spoon or fork for feeding; drinks from cup without lid</p> <p><u>3-Year Old:</u> Is independent with eating and drinking at meal times; uses utensils; uses cup</p> <p><u>Pre-K:</u> Able to serve portions to self; uses utensils; adds own condiments, cuts food with table knife</p>
f. Identify healthy foods options	<p><b>PMP 20-1 Learns about Nutrition</b></p> <p><u>3-Year Old:</u> Is learning the role of food and nutrition in daily routines; tries different kinds of nutritious foods</p> <p><u>Pre-K:</u> Understands the difference between healthy and unhealthy food; eats a variety of nutritious foods; is willing to try foods with various tastes, colors, and textures</p>
<b>Physical Fitness</b>	
Standard 2.6: Children demonstrate healthy behaviors that contribute to lifelong well-being through physical activity.	
a. Attempt new large and small motor activities	<p><b>PMP 17-5 Develops Large Motor Coordination Skills</b></p> <p><b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b></p>
b. Participate in simple movement games	<p><b>PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times</b></p> <p><u>3-Year Old:</u> Is able to play for longer periods of time without needing to rest</p> <p><u>Pre-K:</u> Can play for up to an hour of gross motor activity; is graduating off afternoon nap; understands the importance of exercise</p>
c. Initiate active play, exploration, and engagement with the environment	<p><b>PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times</b></p> <p><u>3-Year Old:</u> Is able to play for longer periods of time without needing to rest</p> <p><u>Pre-K:</u> Can play for up to an hour of gross motor activity; is graduating off afternoon nap; understands the importance of exercise</p>

d. Participate in simple games, dance, outdoor play, and other forms of movement	<b>CCA 21-3 Explores Movement and Dance</b> <u>3-Year Old:</u> Participates in dance or creative movement activities <u>Pre-K:</u> Begins to show individual expression in creative movement activities
e. Engage in activities requiring new skills, without adult assistance	<b>PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times</b> <u>3-Year Old:</u> Is able to play for longer periods of time without needing to rest <u>Pre-K:</u> Can play for up to an hour of gross motor activity; is graduating off afternoon nap; understands the importance of exercise
f. Participate in physically active games with peers	<b>PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times</b> <u>3-Year Old:</u> Is able to play for longer periods of time without needing to rest <u>Pre-K:</u> Can play for up to an hour of gross motor activity; is graduating off afternoon nap; understands the importance of exercise
g. Recognize the positive feelings experienced during and after physical activity	<b>PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times</b> <u>3-Year Old:</u> Is able to play for longer periods of time without needing to rest <u>Pre-K:</u> Can play for up to an hour of gross motor activity; is graduating off afternoon nap; understands the importance of exercise
<b>Safety Practices and Awareness of Rules</b>	
Standard 2.7: Children develop an awareness and understanding of safety rules as they learn to make safe and appropriate choices.	
a. Show a preference for familiar people and recognize the difference between familiar people and strangers	<b>SED 5-1 Bonds with Adults</b> <u>4-7 mos:</u> Knows and responds positively to familiar faces; begins to know if someone is a stranger <u>8-12 mos:</u> Looks to familiar adults for emotional support and encouragement; sits with or hugs familiar adults; reacts when separated from familiar adults; sees familiar adults as resources; responds differently to familiar and unfamiliar adults
b. Respond to cues from a caregiver regarding obvious signs of danger or previous warnings	<b>PMP 20-2 Learns Safety Rules</b> <u>1-12 mos:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; is learning classroom rules <u>1-2-Year Old:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands safety rules; follows teacher's instructions with assistance <u>3-Year Old:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions when prompted
c. Respond to warnings and redirection for unsafe behaviors and situations, although not consistently	<b>PMP 20-2 Learns Safety Rules</b> <u>1-12 mos:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; is learning classroom rules

	<p><u>1-2-Year Old:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands safety rules; follows teacher's instructions with assistance</p> <p><u>3-Year Old:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands &amp; follows safety rules; follows teacher's instructions when prompted</p>
d. Recognize rules and follow basic safety instructions	<p><b>PMP 20-2 Learns Safety Rules</b></p> <p><u>3-Year Old:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands &amp; follows safety rules; follows teacher's instructions when prompted</p> <p><u>Pre-K:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands &amp; follows safety rules; follows teacher's instructions</p>
e. Identify who has hurt or made him or her feel bad	<p><b>PMP 20-2 Learns Safety Rules</b></p> <p><u>3-Year Old:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands &amp; follows safety rules; follows teacher's instructions when prompted</p> <p><u>Pre-K:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands &amp; follows safety rules; follows teacher's instructions</p>
f. Understand and anticipate potential consequences of disregarding rules	<p><b>ATL 2-2 Shows Responsibility</b></p> <p><u>3-Year Old:</u> Follows adult directives; follows class rules; does not damage materials intentionally; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege</p> <p><u>Pre-K:</u> Follows class rules; treats classroom property appropriately; puts objects away properly; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege</p>
g. Recognize and describe the reasons for rules	<p><b>ATL 2-2 Shows Responsibility</b></p> <p><u>3-Year Old:</u> Follows adult directives; follows class rules; does not damage materials intentionally; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege</p> <p><u>Pre-K:</u> Follows class rules; treats classroom property appropriately; puts objects away properly; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege</p>
h. Make choices about behaviors or activities when presented with alternatives	<p><b>ATL 2-2 Shows Responsibility</b></p> <p><u>3-Year Old:</u> Follows adult directives; follows class rules; does not damage materials intentionally; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege</p> <p><u>Pre-K:</u> Follows class rules; treats classroom property appropriately; puts objects away properly; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege</p>
i. Control or appropriately express intense emotions most of the time	<p><b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b></p> <p><u>3-Year Old:</u> Able to cope with frustration (may need adult assistance with intense situations); is learning to control impulsive behaviors and outbursts; takes turns, such as in games</p> <p><u>Pre-K:</u> Has methods for coping with intense feelings (getting a comfort item; using words; counting to 5); seeks adult assistance</p>



	in intense situations; is learning to control impulses and emotions; is able to wait turn
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<b>Core Domain 3: Communication</b>	
<b>Receptive Communication (Listening and Understanding)</b>	
Standard 3.1: Children use listening and observation skills to make sense of and respond to spoken language and other forms of communication. Children enter into the exchange of information around what they see, hear, and experience. They begin to acquire an understanding of the concepts of language that contribute to learning.	
a. React to familiar voices, sounds, words, facial expressions, and gestures	<b>LC 7-1 Develops Receptive Communication</b> <u>1-3 mos:</u> Turns head in the direction of a familiar voice <u>4-7 mos:</u> Listens and responds with interest to verbal and nonverbal communication of others <u>8-12 mos:</u> Begins to understand gestures, words, questions, or routines
b. React to simple, familiar words and actions	<b>LC 7-1 Develops Receptive Communication</b> <u>8-12 mos:</u> Begins to understand gestures, words, questions, or routines <u>1-Year Old:</u> Responds to simple instructions such as “come here” or “bring me a book”
c. Respond to simple “where” questions with words, gestures, or actions	<b>LC 7-1 Develops Receptive Communication</b> <u>1-Year Old:</u> Responds to simple instructions such as “come here” or “bring me a book” <u>2-Year Old:</u> Follows adult directives; follows simple 1- or 2-step instructions <u>3-Year Old:</u> Follows adult directives; begins to follow 2-3 step instructions; understands verbal and nonverbal cues
d. Follow simple one-step directions related to her immediate and visible context	<b>LC 7-1 Develops Receptive Communication</b> <u>2-Year Old:</u> Follows adult directives; follows simple 1- or 2-step instructions <u>3-Year Old:</u> Follows adult directives; begins to follow 2-3 step instructions; understands verbal and nonverbal cues
e. Use one or two words to respond to “what,” “who,” “whose,” and “where” questions in context	<b>LC 7-2 Develops Expressive Communication</b> <u>8-12 mos:</u> Progresses from babbling with inflection to first words; uses exclamations like “uh-oh”; may sign certain words; may shake head for “no”; uses sounds, gestures, or actions to express needs and wants <u>1-Year Old:</u> Says or signs several single words; from 18-24 months, begins to say 2-3 word phrases, such as “my book,” “more juice,” or “I want down”
f. Respond to songs, rhymes, or stories	<b>LC 7-3 Develops Phonemic Awareness</b> <u>4-7 mos:</u> Pays attention during songs and chanted rhymes



	<p><u>8-12 mos:</u> Listens and responds to rhymes and rhythms, including songs and chanted rhymes</p> <p><u>1-Year Old:</u> Participates in group time with songs and chanted rhymes</p> <p><u>2-Year Old:</u> Follows along or repeats parts of songs or nursery rhymes</p>
g. Follow a two-step interrelated direction	<p><b>LC 7-1 Develops Receptive Communication</b></p> <p><u>3-Year Old:</u> Follows adult directives; begins to follow 2-3 step instructions; understands verbal and nonverbal cues</p>
h. Demonstrate an understanding of words that describe spatial concepts	<p><b>CM 12-2 Develops Spatial Awareness</b></p> <p><u>3-Year Old:</u> Understands conditional locations such as over/under, inside/outside, in front/behind</p> <p><u>Pre-K:</u> Uses location words (in, on, under, etc.); uses standard or nonstandard units of measurement to determine length, height, capacity etc. of object(s); compares length, height, capacity of a container, such as how many scoops are needed to fill a bucket</p>
i. Use and respond to “how,” “why,” and “when” questions appropriately	<p><b>LC 7-1 Develops Receptive Communication</b></p> <p><u>3-Year Old:</u> Follows adult directives; begins to follow 2-3 step instructions; understands verbal and nonverbal cues</p> <p><u>Pre-K:</u> Follows class rules and routines; can follow multi-step directions of increasing complexity; listens to stories, directions, and conversations</p>
j. Follow three and four-step directions	<p><b>LC 7-1 Develops Receptive Communication</b></p> <p><u>3-Year Old:</u> Follows adult directives; begins to follow 2-3 step instructions; understands verbal and nonverbal cues</p> <p><u>Pre-K:</u> Follows class rules and routines; can follow multi-step directions of increasing complexity; listens to stories, directions, and conversations</p>
k. Focus on the meaning of words to enhance understanding and build vocabulary	<p><b>LC 7-4 Expands Vocabulary</b></p> <p><u>3-Year Old:</u> Correctly names common objects used in the classroom, such as colors, shapes, animals in photos, etc.; shows continuous growth in number of words or signs used in conversation with others; asks meanings of words</p> <p><u>Pre-K:</u> Asks questions about new words; uses new words on a regular basis; shows growth in number of words or signs used in conversation with others; asks meanings of words; understands that some words mean the same thing and some words are opposites (e.g., house/home and big/little)</p>
Expressive Communication (Speaking and Signing)	
Standard 3.2: Children develop skills in using sounds, facial expressions, gestures, and words for a variety of purposes, such as to help adults and others understand their needs, ask questions, express feelings and ideas, and solve problems.	
a. Use a variety of sounds to communicate	<p><b>LC 7-2 Develops Expressive Communication</b></p> <p><u>1-3 mos:</u> Alerts caregivers when there is a need, such as crying when awake or needing to be changed; begins to babble, coo or gurgle; may imitate some sounds</p>

	<p><u>4-7 mos:</u> Imitates sounds or gestures; uses different cries for different needs, such as when tired or when needing to be changed; uses vocal tone to express joy and displeasure</p>
b. Make sounds or signs in response to people and the environment	<p><b>LC 7-2 Develops Expressive Communication</b>  <u>8-12 mos:</u> Progresses from babbling with inflection to first words; uses exclamations like "uh-oh"; may sign certain words; may shake head for "no"; uses sounds, gestures, or actions to express needs and wants  <u>1-Year Old:</u> Says or signs several single words; from 18-24 months, begins to say 2-3 word phrases, such as "my book," "more juice," or "I want down"</p>
c. Experiment making different sounds	<p><b>LC 7-2 Develops Expressive Communication</b>  <u>1-3 mos:</u> Alerts caregivers when there is a need, such as crying when awake or needing to be changed; begins to babble, coo or gurgle; may imitate some sounds  <u>4-7 mos:</u> Imitates sounds or gestures; uses different cries for different needs, such as when tired or when needing to be changed; uses vocal tone to express joy and displeasure</p>
d. Combine words and gestures	<p><b>LC 7-2 Develops Expressive Communication</b>  <u>8-12 mos:</u> Progresses from babbling with inflection to first words; uses exclamations like "uh-oh"; may sign certain words; may shake head for "no"; uses sounds, gestures, or actions to express needs and wants  <u>1-Year Old:</u> Says or signs several single words; from 18-24 months, begins to say 2-3 word phrases, such as "my book," "more juice," or "I want down"</p>
e. Use consistent combinations of sounds or signs to indicate specific objects or people	<p><b>LC 7-2 Develops Expressive Communication</b>  <u>8-12 mos:</u> Progresses from babbling with inflection to first words; uses exclamations like "uh-oh"; may sign certain words; may shake head for "no"; uses sounds, gestures, or actions to express needs and wants  <u>1-Year Old:</u> Says or signs several single words; from 18-24 months, begins to say 2-3 word phrases, such as "my book," "more juice," or "I want down"</p>
f. Respond to simple requests or comments with non-verbal or verbal answer	<p><b>LC 7-2 Develops Expressive Communication</b>  <u>8-12 mos:</u> Progresses from babbling with inflection to first words; uses exclamations like "uh-oh"; may sign certain words; may shake head for "no"; uses sounds, gestures, or actions to express needs and wants  <u>1-Year Old:</u> Says or signs several single words; from 18-24 months, begins to say 2-3 word phrases, such as "my book," "more juice," or "I want down"</p>
g. Use single words to communicate	<p><b>LC 7-2 Develops Expressive Communication</b>  <u>8-12 mos:</u> Progresses from babbling with inflection to first words; uses exclamations like "uh-oh"; may sign certain words; may shake head for "no"; uses sounds, gestures, or actions to express needs and wants  <u>1-Year Old:</u> Says or signs several single words; from 18-24 months, begins to say 2-3 word phrases, such as "my book," "more juice," or "I want down"</p>
h. Ask others to label unfamiliar objects	<p><b>LC 7-4 Expands Vocabulary</b>  <u>8-12 mos:</u> Points to body parts when prompted; uses or signs an increasing number of words</p>

	<p><u>1-Year Old:</u> Locates body parts or colors when prompted; begins to use the names of objects, body parts and familiar people; begins to ask questions, such as "what's that?"</p>
i. Produce two-word phrases	<p><b>LC 7-2 Develops Expressive Communication</b>  <u>1-Year Old:</u> Says or signs several single words; from 18-24 months, begins to say 2-3 word phrases, such as "my book," "more juice," or "I want down"  <u>2-Year Old:</u> Expresses needs and wants verbally and nonverbally (is exposed to sign language); speaks with sentences or phrases reaching 3-5 words or more</p>
j. Talk or vocalize to self during play	<p><b>LC 7-2 Develops Expressive Communication</b>  <u>1-Year Old:</u> Says or signs several single words; from 18-24 months, begins to say 2-3 word phrases, such as "my book," "more juice," or "I want down"  <u>2-Year Old:</u> Expresses needs and wants verbally and nonverbally (is exposed to sign language); speaks with sentences or phrases reaching 3-5 words or more</p>
k. Use multi-word phrases and full sentences	<p><b>LC 7-2 Develops Expressive Communication</b>  <u>3-Year Old:</u> Expresses needs, wants, and ideas verbally and nonverbally (is exposed to sign language); is progressing to verbal cues in English or home language; is able to convey 2-3 pieces of information on a single topic</p>
l. Express feelings with words	<p><b>LC 7-2 Develops Expressive Communication</b>  <u>3-Year Old:</u> Expresses needs, wants, and ideas verbally and nonverbally (is exposed to sign language); is progressing to verbal cues in English or home language; is able to convey 2-3 pieces of information on a single topic</p>
m. Initiate and participate in conversations with peers and adults	<p><b>LC 7-6 Learns Conversation Structure</b>  <u>3-Year Old:</u> Asks questions about events that happen; shares opinions; participates in a conversation lasting 2 to 3 back-and-forths; takes turns talking; makes eye contact</p>
n. Use increasingly longer sentences	<p><b>LC 7-2 Develops Expressive Communication</b>  <u>3-Year Old:</u> Expresses needs, wants, and ideas verbally and nonverbally (is exposed to sign language); is progressing to verbal cues in English or home language; is able to convey 2-3 pieces of information on a single topic</p>
o. Demonstrate correct grammar usage more consistently	<p><b>LC 7-5 Expands Grammar and Pronunciation</b>  <u>3-Year Old:</u> Can rhyme words (e.g., cat, sat); uses verbs in correct tense (e.g., she <u>walks</u> vs. she <u>walked</u>); may overcorrect grammar (e.g. "goed," "mouses," etc.)  <u>Pre-K:</u> Speaks with proper pronunciation; can be understood by adults and peers; speaks in sentences using grammar that is age-appropriate</p>
p. Use new words	<p><b>LC 7-4 Expands Vocabulary</b>  <u>3-Year Old:</u> Correctly names common objects used in the classroom, such as colors, shapes, animals in photos, etc.; shows continuous growth in number of words or signs used in conversation with others; asks meanings of words  <u>Pre-K:</u> Asks questions about new words; uses new words on a regular basis; shows growth in number of words or signs used in conversation with others; asks meanings of words; understands that some words mean the same thing and some words are opposites (e.g., house/home and big/little)</p>

q. Relate a story or event with increasing detail and coherence	<b>LC 7-2 Develops Expressive Communication</b> Pre-K: Asks questions and communicates information using increasing detail and more complex words; uses multiple clauses in sentences (e.g., if/then, what/then); connects phrases and sentences to build ideas
<b>Social Communication</b>	
Standard 3.3: Children develop skills that help them interact and communicate with others in effective ways.	
a. Gaze at familiar adults	<b>SED 5-1 Bonds with Adults</b> <u>1-3 mos:</u> Enjoys interactions with familiar adults; smiles and laughs <u>4-7 mos:</u> Knows and responds positively to familiar faces; begins to know if someone is a stranger
b. Respond when name is said	<b>LC 7-1 Develops Receptive Communication</b> <u>1-3 mos:</u> Turns head in the direction of a familiar voice <u>4-7 mos:</u> Listens and responds with interest to verbal and nonverbal communication of others
c. Use gestures and sounds to communicate and interact with others	<b>LC 7-2 Develops Expressive Communication</b> <u>1-3 mos:</u> Alerts caregivers when there is a need, such as crying when awake or needing to be changed; begins to babble, coo or gurgle; may imitate some sounds <u>4-7 mos:</u> Imitates sounds or gestures; uses different cries for different needs, such as when tired or when needing to be changed; uses vocal tone to express joy and displeasure
d. Engage in give-and-take interactions	<b>LC 7-6 Learns Conversation Structure</b> <u>1-Year Old:</u> May participate in back-and-forths; may make eye contact
e. Respond to speech by attending to who is speaking	<b>LC 7-1 Develops Receptive Communication</b> <u>1-3 mos:</u> Turns head in the direction of a familiar voice <u>4-7 mos:</u> Listens and responds with interest to verbal and nonverbal communication of others
f. Laugh, smile, or giggle at something funny	<b>LC 7-1 Develops Receptive Communication</b> <u>8-12 mos:</u> Begins to understand gestures, words, questions, or routines
g. Initiate communication with others	<b>LC 7-6 Learns Conversation Structure</b> <u>1-Year Old:</u> May participate in back-and-forths; may make eye contact <u>2-Year Old:</u> Asks questions frequently; engages in back-and-forths; learns to take turns in conversations; makes eye contact
h. Demonstrate turn-taking in play and conversation	<b>LC 7-6 Learns Conversation Structure</b> <u>3-Year Old:</u> Asks questions about events that happen; shares opinions; participates in a conversation lasting 2 to 3 back-and-forths; takes turns talking; makes eye contact
i. Use language appropriately with different audiences	<b>LC 7-6 Learns Conversation Structure</b> <u>3-Year Old:</u> Asks questions about events that happen; shares opinions; participates in a conversation lasting 2 to 3 back-and-forths; takes turns talking; makes eye contact <u>Pre-K:</u> Participates in multi-turn conversations with friends and adults; mirrors tone, volume and tense; uses verbal and nonverbal conversational rules (e.g., takes turns, eye contact, loud and soft

	voice as appropriate, etc.); connects phrases and sentences to build ideas
j. Use language appropriately depending on the situation	<p><b>LC 7-6 Learns Conversation Structure</b>  <u>3-Year Old:</u> Asks questions about events that happen; shares opinions; participates in a conversation lasting 2 to 3 back-and-forths; takes turns talking; makes eye contact  <u>Pre-K:</u> Participates in multi-turn conversations with friends and adults; mirrors tone, volume and tense; uses verbal and nonverbal conversational rules (e.g., takes turns, eye contact, loud and soft voice as appropriate, etc.); connects phrases and sentences to build ideas</p>
k. Adjust intonation and volume of speech for a variety of settings	<p><b>LC 7-6 Learns Conversation Structure</b>  <u>3-Year Old:</u> Asks questions about events that happen; shares opinions; participates in a conversation lasting 2 to 3 back-and-forths; takes turns talking; makes eye contact  <u>Pre-K:</u> Participates in multi-turn conversations with friends and adults; mirrors tone, volume and tense; uses verbal and nonverbal conversational rules (e.g., takes turns, eye contact, loud and soft voice as appropriate, etc.); connects phrases and sentences to build ideas</p>
English Language Learners: Dual Language Acquisition	
Standard 3.4: Children develop competency in their home language while becoming proficient in English.	
a. Use home or first language	<p><b>LC 7-2 Develops Expressive Communication</b>  <u>1-Year Old:</u> Says or signs several single words; from 18-24 months, begins to say 2-3 word phrases, such as "my book," "more juice," or "I want down"  <u>2-Year Old:</u> Expresses needs and wants verbally and nonverbally (is exposed to sign language); speaks with sentences or phrases reaching 3-5 words or more  <u>3-Year Old:</u> Expresses needs, wants, and ideas verbally and nonverbally (is exposed to sign language); is progressing to verbal cues in English or home language; is able to convey 2-3 pieces of information on a single topic</p>
b. Demonstrate a period of adjustment to learning a new language	<p><b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>  <u>8-12 mos:</u> Able to participate in new activities; uses classroom toys in creative ways, such as using a wooden block as a car or a bucket as a hat  <u>1-Year Old:</u> Able to shift focus; participates in new activities; demonstrates imagination in using materials to create something new  <u>2-Year Old:</u> Accepts changes in routines or usual activities when informed ahead of time by adults; shows creativity, flexibility, and inventiveness in play experiences</p>
c. Follow simple directions in home language or in English	<p><b>LC 7-1 Develops Receptive Communication</b>  <u>2-Year Old:</u> Follows adult directives; follows simple 1- or 2-step instructions  <u>3-Year Old:</u> Follows adult directives; begins to follow 2-3 step instructions; understands verbal and nonverbal cues</p>

	<u>Pre-K</u> : Follows class rules and routines; can follow multi-step directions of increasing complexity; listens to stories, directions, and conversations
d. Speak in short phrases in English	<b>LC 7-2 Develops Expressive Communication</b> <u>2-Year Old</u> : Expresses needs and wants verbally and nonverbally (is exposed to sign language); speaks with sentences or phrases reaching 3-5 words or more <u>3-Year Old</u> : Expresses needs, wants, and ideas verbally and nonverbally (is exposed to sign language); is progressing to verbal cues in English or home language; is able to convey 2-3 pieces of information on a single topic
e. Use English for informal purposes and rely on home language for formal learning	<b>LC 7-2 Develops Expressive Communication</b> <u>2-Year Old</u> : Expresses needs and wants verbally and nonverbally (is exposed to sign language); speaks with sentences or phrases reaching 3-5 words or more <u>3-Year Old</u> : Expresses needs, wants, and ideas verbally and nonverbally (is exposed to sign language); is progressing to verbal cues in English or home language; is able to convey 2-3 pieces of information on a single topic
f. Adjust communication form for the audience	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b> <u>3-Year Old</u> : Accepts changes in routines or usual activities; accepts a twist or change in rules of a typical game; applies knowledge to a new situation <u>Pre-K</u> : Able to transition thinking and behavior, such as during group play in response to a friend's suggestion or idea; generates creative ideas, suggestions
<b>Early Reading and Book Appreciation</b>	
Standard 3.5: Children develop an understanding, skills, and interest in the symbols, sounds, and rhythms of written language as they also develop interest in reading, enjoyment from books, and awareness that the printed word can be used for various purposes.	
a. Focus intently on a book	<b>LKS 8-1 Develops Early Literacy</b> <u>1-3 mos</u> : Experiences stories by being read to by caregivers <u>4-7 mos</u> : Explores books with caregivers; enjoys being read to by others <u>8-12 mos</u> : Holds books; turns pages; looks at pictures; shows interest in songs, rhymes, and stories
b. React when being read a book	<b>LKS 8-1 Develops Early Literacy</b> <u>1-3 mos</u> : Experiences stories by being read to by caregivers <u>4-7 mos</u> : Explores books with caregivers; enjoys being read to by others <u>8-12 mos</u> : Holds books; turns pages; looks at pictures; shows interest in songs, rhymes, and stories
c. Explore books with mouth and hands	<b>LKS 8-1 Develops Early Literacy</b> <u>8-12 mos</u> : Holds books; turns pages; looks at pictures; shows interest in songs, rhymes, and stories



	<u>1-Year Old</u> : Holds books; turns pages; pretends to read; demonstrates pleasure in having books read to him/her; shows interest in photos, pictures, and drawings
d. Maintain attention when being read a book	<b>LKS 8-1 Develops Early Literacy</b> <u>8-12 mos</u> : Holds books; turns pages; looks at pictures; shows interest in songs, rhymes, and stories <u>1-Year Old</u> : Holds books; turns pages; pretends to read; demonstrates pleasure in having books read to him/her; shows interest in photos, pictures, and drawings <u>2-Year Old</u> : Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures
e. Vocalize when being read a book	<b>LKS 8-1 Develops Early Literacy</b> <u>8-12 mos</u> : Holds books; turns pages; looks at pictures; shows interest in songs, rhymes, and stories <u>1-Year Old</u> : Holds books; turns pages; pretends to read; demonstrates pleasure in having books read to him/her; shows interest in photos, pictures, and drawings <u>2-Year Old</u> : Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures
f. Choose familiar books and repeat words or vocalizations in books	<b>LKS 8-1 Develops Early Literacy</b> <u>8-12 mos</u> : Holds books; turns pages; looks at pictures; shows interest in songs, rhymes, and stories <u>1-Year Old</u> : Holds books; turns pages; pretends to read; demonstrates pleasure in having books read to him/her; shows interest in photos, pictures, and drawings <u>2-Year Old</u> : Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures
g. Point at or name objects, animals, or people in pictures, books or drawings	<b>LKS 8-1 Develops Early Literacy</b> <u>8-12 mos</u> : Holds books; turns pages; looks at pictures; shows interest in songs, rhymes, and stories <u>1-Year Old</u> : Holds books; turns pages; pretends to read; demonstrates pleasure in having books read to him/her; shows interest in photos, pictures, and drawings <u>2-Year Old</u> : Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures
h. Indicate that the pictures on a page are related to the text	<b>LKS 8-1 Develops Early Literacy</b> <u>3-Year Old</u> : Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book
i. Purposefully explore books with respect to proper position and use	<b>LKS 8-1 Develops Early Literacy</b> <u>3-Year Old</u> : Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book
j. Demonstrate interest in books and reading	<b>LKS 8-1 Develops Early Literacy</b> <u>1-Year Old</u> : Holds books; turns pages; pretends to read; demonstrates pleasure in having books read to him/her; shows interest in photos, pictures, and drawings
k. Repeat simple songs, rhymes, or stories	<b>LC 7-3 Develops Phonemic Awareness</b> <u>1-Year Old</u> : Participates in group time with songs and chanted rhymes <u>2-Year Old</u> : Follows along or repeats parts of songs or nursery rhymes



	<u>3-Year Old</u> : Can say rhymes; can give a rhyming word when prompted
i. Use books, magazines, and other printed materials to enhance play	<b>LKS 8-1 Develops Early Literacy</b> <u>3-Year Old</u> : Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book
m. Recognize print or symbols in the neighborhood, community, and environment	<b>LKS 8-3 Develops Emergent Reading</b> <u>3-Year Old</u> : Recognizes own name in print; understands left to right, top to bottom process of reading <u>Pre-K</u> : Recognizes a few common sight words; understands structure: beginning, middle, end of a story; shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning and recognizes that different text forms are used for different purposes
n. Demonstrate an understanding that print progresses from left to right	<b>LKS 8-3 Develops Emergent Reading</b> <u>3-Year Old</u> : Recognizes own name in print; understands left to right, top to bottom process of reading
o. Identify the title of a book	<b>LKS 8-1 Develops Early Literacy</b> <u>Pre-K</u> : Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story
p. Demonstrate an understanding that letters make up words, words make up sentences, and sentences make up stories	<b>LKS 8-3 Develops Emergent Reading</b> <u>Pre-K</u> : Recognizes a few common sight words; understands structure: beginning, middle, end of a story; shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning and recognizes that different text forms are used for different purposes
q. Sustain attention to increasingly longer books and stories	<b>ATL 1-1 Is Attentive</b> <u>3-Year Old</u> : Pays attention during story time; focuses on an activity for 10 or more minutes <u>Pre-K</u> : Pays attention during story time and other teacher-led activities such as circle time; focuses on an activity for 15 or more minutes
<b>Print Development/Writing</b>	
Standard 3.6: Children develop interest and skills in using symbols as a meaningful form of communication.	
a. Experiment with grasp	<b>LKS 9-1 Develops Emergent Writing</b> 8-12 mos: Can use a fat paint brush or celery stalk to “paint”
b. Watch others write and draw	<b>LKS 9-1 Develops Emergent Writing</b> 8-12 mos: Can use a fat paint brush or celery stalk to “paint” <u>1-Year Old</u> : Makes marks on paper with large crayon or marker <u>2-Year Old</u> : Draws pictures using scribbles; makes or copies lines and curves, including letter-like marks with pencil or crayon; understands that people use writing to communicate
c. Scribble on paper spontaneously	<b>LKS 9-1 Develops Emergent Writing</b> 1-Year Old: Makes marks on paper with large crayon or marker

	<u>2-Year Old:</u> Draws pictures using scribbles; makes or copies lines and curves, including letter-like marks with pencil or crayon; understands that people use writing to communicate
d. Demonstrate a pincer grasp	<b>PMP 18-2 Develops Fine Hand-Eye Coordination</b> <u>8-12 mos:</u> Uses pincer grasp (thumb and forefinger) to pick up food or objects
e. Experiment with a variety of writing tools	<b>LKS 9-1 Develops Emergent Writing</b> <u>1-Year Old:</u> Makes marks on paper with large crayon or marker <u>2-Year Old:</u> Draws pictures using scribbles; makes or copies lines and curves, including letter-like marks with pencil or crayon; understands that people use writing to communicate
f. Imitate others who are writing or drawing shapes	<b>LKS 9-1 Develops Emergent Writing</b> <u>2-Year Old:</u> Draws pictures using scribbles; makes or copies lines and curves, including letter-like marks with pencil or crayon; understands that people use writing to communicate <u>3-Year Old:</u> Draws simple shapes, such as circles and squares; copies letters and designs; can trace dot letters; shows interest in written expression through scribbling and describing what was “written”
g. Demonstrate controlled linear scribbles	<b>LKS 9-1 Develops Emergent Writing</b> <u>2-Year Old:</u> Draws pictures using scribbles; makes or copies lines and curves, including letter-like marks with pencil or crayon; understands that people use writing to communicate <u>3-Year Old:</u> Draws simple shapes, such as circles and squares; copies letters and designs; can trace dot letters; shows interest in written expression through scribbling and describing what was “written”
h. Write letters, letter-like shapes, and inventive words	<b>LKS 9-1 Develops Emergent Writing</b> <u>3-Year Old:</u> Draws simple shapes, such as circles and squares; copies letters and designs; can trace dot letters; shows interest in written expression through scribbling and describing what was “written” <u>Pre-K:</u> Prints own name, either through tracing, copying, or writing independently and may make mistakes; attempts to copy simple words from classroom labels and other materials; shows awareness that a word is made up of letters
i. Use print in play	<b>LKS 9-1 Develops Emergent Writing</b> <u>3-Year Old:</u> Draws simple shapes, such as circles and squares; copies letters and designs; can trace dot letters; shows interest in written expression through scribbling and describing what was “written” <u>Pre-K:</u> Prints own name, either through tracing, copying, or writing independently and may make mistakes; attempts to copy simple words from classroom labels and other materials; shows awareness that a word is made up of letters
j. Demonstrate an understanding that print holds meaning and that thoughts and ideas can be written down	<b>LKS 9-1 Develops Emergent Writing</b> <u>3-Year Old:</u> Draws simple shapes, such as circles and squares; copies letters and designs; can trace dot letters; shows interest in written expression through scribbling and describing what was “written” <u>Pre-K:</u> Prints own name, either through tracing, copying, or writing independently and may make mistakes; attempts to copy simple words from classroom labels and other materials; shows awareness that a word is made up of letters

k. Form letters to approximate conventional forms	<p><b>LKS 9-1 Develops Emergent Writing</b>  <u>3-Year Old:</u> Draws simple shapes, such as circles and squares; copies letters and designs; can trace dot letters; shows interest in written expression through scribbling and describing what was “written”  <u>Pre-K:</u> Prints own name, either through tracing, copying, or writing independently and may make mistakes; attempts to copy simple words from classroom labels and other materials; shows awareness that a word is made up of letters</p>
l. Write his or her own name	<p><b>LKS 9-1 Develops Emergent Writing</b>  <u>Pre-K:</u> Prints own name, either through tracing, copying, or writing independently and may make mistakes; attempts to copy simple words from classroom labels and other materials; shows awareness that a word is made up of letters</p>
m. Write familiar words using accepted writing format	<p><b>LKS 9-1 Develops Emergent Writing</b>  <u>Pre-K:</u> Prints own name, either through tracing, copying, or writing independently and may make mistakes; attempts to copy simple words from classroom labels and other materials; shows awareness that a word is made up of letters</p>
<b>Print Concepts</b>	
Standard 3.7: Children develop an understanding that print carries a message through symbols and words, and that there is a connection between sounds and letters (the alphabetic principle).	
a. Show interest when stories are read	<p><b>LKS 8-1 Develops Early Literacy</b>  <u>4-7 mos:</u> Explores books with caregivers; enjoys being read to by others  <u>8-12 mos:</u> Holds books; turns pages; looks at pictures; shows interest in songs, rhymes, and stories</p>
b. Imitate sounds when looking at words in a book	<p><b>LKS 8-1 Develops Early Literacy</b>  <u>2-Year Old:</u> Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures</p>
c. Point to words in the book	<p><b>LKS 8-1 Develops Early Literacy</b>  <u>2-Year Old:</u> Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures</p>
d. Demonstrate an understanding that print represents words	<p><b>LKS 8-3 Develops Emergent Reading</b>  <u>3-Year Old:</u> Recognizes own name in print; understands left to right, top to bottom process of reading  <u>Pre-K:</u> Recognizes a few common sight words; understands structure: beginning, middle, end of a story; shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning and recognizes that different text forms are used for different purposes</p>
e. Respond to print in the environment	<p><b>LKS 8-3 Develops Emergent Reading</b>  <u>Pre-K:</u> Recognizes a few common sight words; understands structure: beginning, middle, end of a story; shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning and recognizes that different text forms are used for different purposes</p>

f. Demonstrate an awareness that letters of the alphabet can be individually named	<b>LKS 8-2 Develops Alphabetic Knowledge</b> <u>2-Year Old:</u> Partially sings ABCs <u>3-Year Old:</u> Says or sings ABCs <u>Pre-K:</u> Sings, says, or signs ABCs as a memorized chant; knows the names or sounds of most letters; begins to recognize letters in print
g. Identify letters	<b>LKS 8-2 Develops Alphabetic Knowledge</b> <u>Pre-K:</u> Sings, says, or signs ABCs as a memorized chant; knows the names or sounds of most letters; begins to recognize letters in print
h. Match letters and their sound	<b>LKS 8-2 Develops Alphabetic Knowledge</b> <u>Pre-K:</u> Sings, says, or signs ABCs as a memorized chant; knows the names or sounds of most letters; begins to recognize letters in print
<b>Phonological Awareness</b>	
Standard 3.8: Children develop an awareness of the sounds of letters and the combination of letters that make up words and use this awareness to manipulate syllables and sounds of speech.	
a. Respond to the sound of spoken language	<b>LC 7-3 Develops Phonemic Awareness</b> <u>4-7 mos:</u> Pays attention during songs and chanted rhymes <u>8-12 mos:</u> Listens and responds to rhymes and rhythms, including songs and chanted rhymes
b. Imitate sounds in stories, songs, and rhymes	<b>LC 7-3 Develops Phonemic Awareness</b> <u>1-Year Old:</u> Participates in group time with songs and chanted rhymes <u>2-Year Old:</u> Follows along or repeats parts of songs or nursery rhymes
c. Engage in familiar word games, songs, or finger plays	<b>LC 7-3 Develops Phonemic Awareness</b> <u>1-Year Old:</u> Participates in group time with songs and chanted rhymes <u>2-Year Old:</u> Follows along or repeats parts of songs or nursery rhymes
d. Imitate rhyming patterns	<b>LC 7-3 Develops Phonemic Awareness</b> <u>2-Year Old:</u> Follows along or repeats parts of songs or nursery rhymes <u>3-Year Old:</u> Can say rhymes; can give a rhyming word when prompted
e. Discriminate and identify sounds in spoken language	<b>LC 7-3 Develops Phonemic Awareness</b> <u>3-Year Old:</u> Can say rhymes; can give a rhyming word when prompted <u>Pre-K:</u> Can “clap” syllables in words; recognizes words that rhyme, associates sounds with letters and words; recognizes alliteration (words that start with the same sound)
f. Demonstrate an increased awareness of beginning and ending sounds of words	<b>LC 7-3 Develops Phonemic Awareness</b> <u>3-Year Old:</u> Can say rhymes; can give a rhyming word when prompted <u>Pre-K:</u> Can “clap” syllables in words; recognizes words that rhyme, associates sounds with letters and words; recognizes alliteration (words that start with the same sound)

g. Demonstrate progress in rhyming words	<p><b>LC 7-3 Develops Phonemic Awareness</b>  <u>3-Year Old:</u> Can say rhymes; can give a rhyming word when prompted  <u>Pre-K:</u> Can “clap” syllables in words; recognizes words that rhyme, associates sounds with letters and words; recognizes alliteration (words that start with the same sound)</p>
h. Hear and separate words into syllables	<p><b>LC 7-3 Develops Phonemic Awareness</b>  <u>Pre-K:</u> Can “clap” syllables in words; recognizes words that rhyme, associates sounds with letters and words; recognizes alliteration (words that start with the same sound)</p>

<b>Core Domain 4: Cognition</b>	
<b>Curiosity</b>	
Standard 4.1: Children develop imagination, inventiveness, originality, and interest as they explore and experience new things.	
a. Notice and imitate gestures	<p><b>SED 5-2 Learns from Adults</b>  <u>1-3 mos:</u> Imitates some facial expressions  <u>4-7 mos:</u> Participates in reciprocal imitation games; copies adult sounds, movements, or facial expressions  <u>8-12 mos:</u> Mirrors caregiver's non-verbal communication, such as looking where the caregiver is looking or pointing where the caregiver is pointing</p>
b. Repeat actions again and again to see effects	<p><b>CS 14-2 Makes Predictions</b>  <u>8-12 mos:</u> Interacts purposefully with objects to cause an expected result, such as pushing a button on a toy to make a sound  <u>1-Year Old:</u> Observes and experiments with cause and effect, such as pushing over a block tower</p>
c. Attend to and examine small objects	<p><b>ATL 1-4 Is Curious</b>  <u>8-12 mos:</u> Shows interest in new toys; explores surroundings  <u>1-Year Old:</u> Shows interest in learning about new objects or experiences  <u>2-Year Old:</u> Shows interest in new objects or activities; tries different ways of using objects or materials</p>
d. Investigate how things move	<p><b>CS 13-1 Explores Objects</b>  <u>1-7 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping  <u>8-12 mos:</u> Becomes increasingly aware of colors, shapes, patterns, or pictures; works with objects to make something happen, such as pulling a lever or pushing a button  <u>1-Year Old:</u> Observes and experiments with how things work, such as pushing a button on a toy to hear a sound</p>
e. Ask simple questions	<p><b>ATL 1-4 Is Curious</b>  <u>3-Year Old:</u> Shows interest in new toys or experiences; asks questions about new opportunities</p>
f. Show interest in new activities	<p><b>ATL 1-4 Is Curious</b>  <u>2-Year Old:</u> Shows interest in new objects or activities; tries different ways of using objects or materials</p>

	<u>3-Year Old</u> : Shows interest in new toys or experiences; asks questions about new opportunities
g. Study materials to find how they work	<b>CS 13-1 Explores Objects</b> <u>8-12 mos</u> : Becomes increasingly aware of colors, shapes, patterns, or pictures; works with objects to make something happen, such as pulling a lever or pushing a button <u>1-Year Old</u> : Observes and experiments with how things work, such as pushing a button on a toy to hear a sound
h. Ask more complex questions	<b>ATL 1-4 Is Curious</b> <u>3-Year Old</u> : Shows interest in new toys or experiences; asks questions about new opportunities <u>Pre-K</u> : Shows interest in new experiences; demonstrates eagerness to learn
i. Develop personal interests	<b>ATL 1-4 Is Curious</b> <u>3-Year Old</u> : Shows interest in new toys or experiences; asks questions about new opportunities <u>Pre-K</u> : Shows interest in new experiences; demonstrates eagerness to learn
<b>Initiative and Self-Direction</b>	
Standard 4.2: Children develop an eagerness to engage in new tasks and to take risks in learning new skills or information.	
a. Use sounds, gestures, and movements to impact the environment and interactions with others	<b>ATL 1-5 Shows Initiative</b> <u>4-7 mos</u> : Accepts, reaches for, grasps, or handles familiar toys <u>8-12 mos</u> : Initiates activities, such as getting a toy independently from a low shelf or basket
b. Engage familiar adults and children in interactions	<b>ATL 1-5 Shows Initiative</b> <u>2-Year Old</u> : Initiates play with others
c. Express a desire to take care of self	<b>PMP 19-2 Develops Self-Care Skills</b> <u>8-12 mos</u> : Helps with daily routines, such as washing hands and getting dressed <u>1-Year Old</u> : Shows increasing independence, such as dressing with help <u>2-Year Old</u> : Shows increasing independence with self-care, such as helping wash hands or brush teeth
d. Approach tasks and activities with increased flexibility, imagination and inventiveness	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b> <u>8-12 mos</u> : Able to participate in new activities; uses classroom toys in creative ways, such as using a wooden block as a car or a bucket as a hat <u>1-Year Old</u> : Able to shift focus; participates in new activities; demonstrates imagination in using materials to create something new <u>2-Year Old</u> : Accepts changes in routines or usual activities when informed ahead of time by adults; shows creativity, flexibility, and inventiveness in play experiences <u>3-Year Old</u> : Accepts changes in routines or usual activities; accepts a twist or change in rules of a typical game; applies knowledge to a new situation
e. Begin to take a few risks and try new ways of doing things	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>



	<p><b>1-Year Old:</b> Able to shift focus; participates in new activities; demonstrates imagination in using materials to create something new</p> <p><b>2-Year Old:</b> Accepts changes in routines or usual activities when informed ahead of time by adults; shows creativity, flexibility, and inventiveness in play experiences</p> <p><b>3-Year Old:</b> Accepts changes in routines or usual activities; accepts a twist or change in rules of a typical game; applies knowledge to a new situation</p>
f. Make decisions and choices	<p><b>ATL 1-5 Shows Initiative</b></p> <p><b>Pre-K:</b> Makes and conveys choices to friends and teachers</p>
g. Develop procedures and thinking skills for investigating the world and making decisions	<p><b>CS 14-3 Makes Plans</b></p> <p><b>3-Year Old:</b> Has own ideas for play time and makes plans to carry out ideas; makes choices during free time</p> <p><b>Pre-K:</b> Has own ideas on what to do during free choice time or free play, and carries out steps to follow the plan</p>
h. Plan and achieve a goal	<p><b>CS 14-3 Makes Plans</b></p> <p><b>3-Year Old:</b> Has own ideas for play time and makes plans to carry out ideas; makes choices during free time</p> <p><b>Pre-K:</b> Has own ideas on what to do during free choice time or free play, and carries out steps to follow the plan</p>
<b>Persistence and Attentiveness</b>	
Standard 4.3: Children develop the ability to focus their attention and concentrate to complete tasks and increase their learning.	
a. Stare intently at faces, objects, and pictures	<p><b>ATL 1-1 Is Attentive</b></p> <p><b>1-3 mos:</b> Watches faces</p>
b. Hold the attention of an adult	<p><b>ATL 1-1 Is Attentive</b></p> <p><b>1-3 mos:</b> Watches faces</p> <p><b>4-7 mos:</b> Pays attention to people, objects, and sounds</p> <p><b>8-12 mos:</b> Pays attention to a task or activity for a few minutes</p>
c. Repeat an action that has produced a reaction in the past	<p><b>ATL 1-3 Is Persistent</b></p> <p><b>8-12 mos:</b> Repeats actions to achieve a goal</p>
d. Explore objects by repeating and varying the approach	<p><b>CS 14-1 Solves Problems</b></p> <p><b>4-7 mos:</b> Engages in simple repeated actions to reach a goal, such as trying to get whole hand in mouth</p> <p><b>8-12 mos:</b> Acts intentionally to achieve a goal (e.g., trying different ways to reach a toy under a table)</p> <p><b>1-Year Old:</b> Tries several times to solve challenging problems, often using more than one approach</p>
e. Exhibit increased attention span with chosen activities	<p><b>ATL 1-1 Is Attentive</b></p> <p><b>2-Year Old:</b> Maintains focus and attention on a simple task or activity for a short period of time; focuses on an activity for 5 or more minutes</p> <p><b>3-Year Old:</b> Pays attention during story time; focuses on an activity for 10 or more minutes</p>
f. Develop skills through repetitive practice	<p><b>ATL 1-3 Is Persistent</b></p> <p><b>8-12 mos:</b> Repeats actions to achieve a goal</p> <p><b>1-Year Old:</b> Works to complete a task</p> <p><b>2-Year Old:</b> Finishes self-selected tasks, such as completing a puzzle or listening to a storybook</p>



g. Persist in meeting a challenge, despite distractions or frustrations	<b>ATL 1-3 Is Persistent</b> <u>3-Year Old:</u> Continues efforts to finish a challenging activity or task, even when frustrated, with or without adult support <u>Pre-K:</u> Completes reasonable tasks despite frustration, either by persisting independently or seeking help from a friend or adult
h. Sustain attention when peers or adults are the focus of the activity	<b>ATL 1-1 Is Attentive</b> <u>3-Year Old:</u> Pays attention during story time; focuses on an activity for 10 or more minutes <u>Pre-K:</u> Pays attention during story time and other teacher-led activities such as circle time; focuses on an activity for 15 or more minutes
i. Work on a task that extends over a period of time	<b>ATL 1-3 Is Persistent</b> <u>3-Year Old:</u> Continues efforts to finish a challenging activity or task, even when frustrated, with or without adult support <u>Pre-K:</u> Completes reasonable tasks despite frustration, either by persisting independently or seeking help from a friend or adult
<b>Reflection and Interpretation</b>	
Standard 4.4: Children develop skills in thinking about their learning in order to inform future decisions.	
a. Track faces and objects by moving eyes and/or head as the person or object moves	<b>PMP 17-1 Develops Perception &amp; Balance</b> <u>1-3 mos:</u> From stomach position is able to lift head; follows moving objects with eyes
b. Play interactive games with adults or older children that involve repetition	<b>SED 5-2 Learns from Adults</b> <u>4-7 mos:</u> Participates in reciprocal imitation games; copies adult sounds, movements, or facial expressions
c. Anticipate actions based on previous experience	<b>CS 14-2 Makes Predictions</b> <u>8-12 mos:</u> Interacts purposefully with objects to cause an expected result, such as pushing a button on a toy to make a sound <u>1-Year Old:</u> Observes and experiments with cause and effect, such as pushing over a block tower <u>2-Year Old:</u> Makes predictions based on experience; explores materials and makes observations
d. Experiment with play materials using familiar approaches with new objects	<b>CS 14-1 Solves Problems</b> <u>1-Year Old:</u> Tries several times to solve challenging problems, often using more than one approach <u>2-Year Old:</u> Able to solve problems by trying more than one approach; continues efforts to complete a challenging task
e. Alter present behavior based on past results (or lack of results)	<b>CS 14-1 Solves Problems</b> <u>1-Year Old:</u> Tries several times to solve challenging problems, often using more than one approach <u>2-Year Old:</u> Able to solve problems by trying more than one approach; continues efforts to complete a challenging task
f. Relate an experience from the past to guide present behavior	<b>CS 14-2 Makes Predictions</b> <u>2-Year Old:</u> Makes predictions based on experience; explores materials and makes observations <u>3-Year Old:</u> Makes simple predictions about what will happen next, such as during activities or when hearing a story
g. Tell others about events in the past	<b>ATL 1-2 Develops Memory</b> <u>3-Year Old:</u> Recalls some elements of a story

	<u>Pre-K</u> : Recalls part or all of a story, including characters and main events
h. Work out a problem or a challenge mentally	<b>CS 14-1 Solves Problems</b> <u>3-Year Old</u> : Explores objects in the classroom to conduct experiments (e.g., testing objects in the water table to see if they will sink or float) <u>Pre-K</u> : Uses creative solutions to reach goals; experiments with objects such as puzzles or blocks to build structures to solve problems
i. Use a variety of methods to express thoughts and feelings	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b> <u>3-Year Old</u> : Able to cope with frustration (may need adult assistance with intense situations); is learning to control impulsive behaviors and outbursts; takes turns, such as in games <u>Pre-K</u> : Has methods for coping with intense feelings (getting a comfort item; using words; counting to 5); seeks adult assistance in intense situations; is learning to control impulses and emotions; is able to wait turn
<b>Reasoning and Representational Thought</b>	
Standard 4.5: Children develop skills in causation, critical and analytical thinking, problem solving, and representational thought.	
a. Act on an object to make sound or movement	<b>CS 14-2 Makes Predictions</b> <u>8-12 mos</u> : Interacts purposefully with objects to cause an expected result, such as pushing a button on a toy to make a sound
b. Repeat simple motions or activities	<b>CS 14-1 Solves Problems</b> <u>4-7 mos</u> : Engages in simple repeated actions to reach a goal, such as trying to get whole hand in mouth
c. Search for an object that moves out of sight	<b>ATL 1-2 Develops Memory</b> <u>8-12 mos</u> : Looks for someone or something that is missing <u>1-Year Old</u> : Finds hidden or missing people or objects; looks in multiple locations for missing objects
d. Use objects and people as tools to accomplish a means to an end	<b>CS 14-1 Solves Problems</b> <u>2-Year Old</u> : Able to solve problems by trying more than one approach; continues efforts to complete a challenging task
e. Use one object to represent another	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b> <u>8-12 mos</u> : Able to participate in new activities; uses classroom toys in creative ways, such as using a wooden block as a car or a bucket as a hat
f. Experiment with cause and effect	<b>CS 14-2 Makes Predictions</b> <u>1-Year Old</u> : Observes and experiments with cause and effect, such as pushing over a block tower
g. Try several methods to solve a problem before asking for assistance	<b>CS 14-1 Solves Problems</b> <u>1-Year Old</u> : Tries several times to solve challenging problems, often using more than one approach <u>2-Year Old</u> : Able to solve problems by trying more than one approach; continues efforts to complete a challenging task <u>3-Year Old</u> : Explores objects in the classroom to conduct experiments (e.g., testing objects in the water table to see if they will sink or float)

h. Notice and describe how items are the same or different	<b>CS 13-2 Classifies or Sorts Objects</b> <u>3-Year Old:</u> Sorts or matches objects based on simple attributes, such as color, size, weight, texture or function <u>Pre-K:</u> Compares objects based on attributes, such as weight, odor, color, texture, function or sound
i. Explain the effects that actions might have upon objects	<b>CS 14-4 Draws Conclusions and Sorts Results</b> <u>3-Year Old:</u> Is able to draw conclusions about experiments (e.g., since the wood block floated, other wood blocks will float) <u>Pre-K:</u> Can explain the results of an experiment and plan next steps; can sort experiment results into groups (e.g., works/doesn't work, sinks/floats); uses "if/then" and "cause/effect" reasoning, with or without adult help
<b>Creative Movement and Dance</b>	
Standard 4.6: Children produce rhythmic movements spontaneously and in imitation, with growing technical and artistic abilities.	
a. Move arms and legs in response to music	<b>CCA 21-3 Explores Movement and Dance</b> <u>8-12 mos:</u> May move when music is playing <u>1-Year Old:</u> May move when music is playing and "bounce" to the music <u>2-Year Old:</u> Moves when music is playing; begins to move in time to music
b. Engage with people through touch and attention	<b>ATL 1-1 Is Attentive</b> <u>1-3 mos:</u> Watches faces <u>4-7 mos:</u> Pays attention to people, objects, and sounds
c. Use body for self-expression	<b>CCA 21-3 Explores Movement and Dance</b> <u>3-Year Old:</u> Participates in dance or creative movement activities <u>Pre-K:</u> Begins to show individual expression in creative movement activities
d. Move to a beat	<b>CCA 21-3 Explores Movement and Dance</b> <u>3-Year Old:</u> Participates in dance or creative movement activities <u>Pre-K:</u> Begins to show individual expression in creative movement activities
e. Explore a variety of ways of moving with and without music	<b>CCA 21-3 Explores Movement and Dance</b> <u>8-12 mos:</u> May move when music is playing <u>1-Year Old:</u> May move when music is playing and "bounce" to the music <u>2-Year Old:</u> Moves when music is playing; begins to move in time to music <u>3-Year Old:</u> Participates in dance or creative movement activities <u>Pre-K:</u> Begins to show individual expression in creative movement activities
f. Alter movements according to the tempo (fast/slow) and dynamics (soft/loud) of music	<b>CCA 21-3 Explores Movement and Dance</b> <u>3-Year Old:</u> Participates in dance or creative movement activities <u>Pre-K:</u> Begins to show individual expression in creative movement activities
g. Move with balance and coordination	<b>PMP 17-1 Develops Perception &amp; Balance</b> <u>8-12 mos:</u> Balances body in seated, crawling, or supported standing positions; moves toward out-of-reach object <u>1-Year Old:</u> Increasingly gains balance, going from sitting to standing to running and even jumping

	<p><u>2-Year Old:</u> Adjusts sitting or standing position based on situation; maintains good posture and balance; avoids obstacles when in motion</p> <p><u>3-Year Old:</u> Stands on 1 foot for about 3 seconds; jumps with two feet</p> <p><u>Pre-K:</u> Stands on 1 foot for about 6 seconds; does a front roll (somersault); walks backwards without losing balance; walks heel-to-toe, on tiptoe, and on a straight line; can walk on a balance board; hops on one foot</p>
h. Participate in guided movement activities	<p><b>CCA 21-3 Explores Movement and Dance</b></p> <p><u>3-Year Old:</u> Participates in dance or creative movement activities</p> <p><u>Pre-K:</u> Begins to show individual expression in creative movement activities</p>
i. Watch dance and creative movement performances with attention	<p><b>CCA 21-3 Explores Movement and Dance</b></p> <p><u>3-Year Old:</u> Participates in dance or creative movement activities</p> <p><u>Pre-K:</u> Begins to show individual expression in creative movement activities</p>
<b>Drama</b>	
Standard 4.7: Children show appreciation and awareness of drama through observation and imitation, and by participating in simple dramatic plots, assuming roles related to their life experiences as well as their fantasies.	
a. Copy facial expressions	<p><b>SED 5-2 Learns from Adults</b></p> <p><u>1-3 mos:</u> Imitates some facial expressions</p>
b. Imitate familiar actions	<p><b>SED 5-2 Learns from Adults</b></p> <p><u>8-12 mos:</u> Mirrors caregiver's non-verbal communication, such as looking where the caregiver is looking or pointing where the caregiver is pointing</p> <p><u>1-Year Old:</u> Demonstrates interest in adult behavior, such as by saying "hello" and "goodbye" when coming and going</p>
c. Engage in solitary play	<p><b>ATL 1-5 Shows Initiative</b></p> <p><u>4-7 mos:</u> Accepts, reaches for, grasps, or handles familiar toys</p> <p><u>8-12 mos:</u> Initiates activities, such as getting a toy independently from a low shelf or basket</p>
d. Engage in rough and tumble play	<p><b>SED 6-2 Bonds with Peers</b></p> <p><u>2-Year Old:</u> Enjoys being with other children; joins group play with other children; knows some names of peers</p> <p><u>3-Year Old:</u> Interacts positively with other children in the group; begins to make friends; may have a favorite friend</p>
e. Imitate real life experiences in play	<p><b>CCA 21-4 Participates in Dramatic Play</b></p> <p><u>1-Year Old:</u> Uses imitation or pretend play to express creativity and imagination</p> <p><u>2-Year Old:</u> Engages in role-playing and dress up; uses pretend and imaginary objects or people in play or interaction with others</p> <p><u>3-Year Old:</u> Engages in more elaborate pretend play with friends using props and/or dress-up clothes; learns about social roles and relationships through role-play</p>
f. Role-play using stories from books, poems, or imaginary themes	<p><b>CCA 21-4 Participates in Dramatic Play</b></p>

including the elements of drama, such as character, place, theme, and idea	<p><u>2-Year Old:</u> Engages in role-playing and dress up; uses pretend and imaginary objects or people in play or interaction with others</p> <p><u>3-Year Old:</u> Engages in more elaborate pretend play with friends using props and/or dress-up clothes; learns about social roles and relationships through role-play</p> <p><u>Pre-K:</u> Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers</p>
g. Engage in cooperative peer play in which there is a shared purpose	<p><b>SED 6-3 Cooperates with Peers</b></p> <p><u>3-Year Old:</u> Cooperates with other children in play and daily activities and routines; may attempt a compromise to resolve conflict; is beginning to role-play in games; is learning to take turns</p> <p><u>Pre-K:</u> Engages in play that requires cooperation with other children, including games with rules; recognizes negative behaviors in self, others or stories; is able to compromise in a group setting to resolve conflict; uses constructive language</p>
h. Create and direct complex scenarios based on individual and group ideas or past experiences	<p><b>CCA 21-4 Participates in Dramatic Play</b></p> <p><u>3-Year Old:</u> Engages in more elaborate pretend play with friends using props and/or dress-up clothes; learns about social roles and relationships through role-play</p> <p><u>Pre-K:</u> Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers</p>
<b>Music</b>	
Standard 4.8: Children engage in a variety of musical or rhythmic activities with growing skills for a variety of purposes, including enjoyment, self-expression, and creativity	
a. Demonstrate interest in sounds, music, and voices	<p><b>CCA 21-2 Explores Music</b></p> <p><u>1-3 mos:</u> Listens and responds to singing and music</p> <p><u>4-7 mos:</u> Explores musical instruments; bangs toy piano; rattles maracas</p>
b. Experiment with a variety of sounds	<p><b>CCA 21-2 Explores Music</b></p> <p><u>8-12 mos:</u> Plays with musical toys; may show preference for different sounds</p> <p><u>1-Year Old:</u> Shows interest in and participates in a wide variety of music and songs</p>
c. Respond to rhythms, songs, and different elements of music	<p><b>CCA 21-2 Explores Music</b></p> <p><u>1-Year Old:</u> Shows interest in and participates in a wide variety of music and songs</p> <p><u>2-Year Old:</u> Joins in class exploration of musical instruments; may try to join in singing songs; may play with instruments or props during music time</p> <p><u>3-Year Old:</u> Joins in class exploration of musical instruments; knows and sings songs; uses music across learning domains; explores with sound, melody, tone, rhythm, beat</p>
d. Begin to clap on beat or echo clap	<p><b>CCA 21-2 Explores Music</b></p> <p><u>3-Year Old:</u> Joins in class exploration of musical instruments; knows and sings songs; uses music across learning domains; explores with sound, melody, tone, rhythm, beat</p>

	<u>Pre-K</u> : Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.
e. Show interest in musical instruments	<b>CCA 21-2 Explores Music</b> <u>8-12 mos</u> : Plays with musical toys; may show preference for different sounds <u>1-Year Old</u> : Shows interest in and participates in a wide variety of music and songs <u>2-Year Old</u> : Joins in class exploration of musical instruments; may try to join in singing songs; may play with instruments or props during music time <u>3-Year Old</u> : Joins in class exploration of musical instruments; knows and sings songs; uses music across learning domains; explores with sound, melody, tone, rhythm, beat
f. Sing along to familiar songs	<b>CCA 21-2 Explores Music</b> <u>2-Year Old</u> : Joins in class exploration of musical instruments; may try to join in singing songs; may play with instruments or props during music time <u>3-Year Old</u> : Joins in class exploration of musical instruments; knows and sings songs; uses music across learning domains; explores with sound, melody, tone, rhythm, beat
g. Change vocalizations to accommodate the tempo (fast/slow) and dynamics (soft/loud) of music	<b>CCA 21-2 Explores Music</b> <u>3-Year Old</u> : Joins in class exploration of musical instruments; knows and sings songs; uses music across learning domains; explores with sound, melody, tone, rhythm, beat <u>Pre-K</u> : Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.
h. Experiment with musical words and sounds	<b>CCA 21-2 Explores Music</b> <u>3-Year Old</u> : Joins in class exploration of musical instruments; knows and sings songs; uses music across learning domains; explores with sound, melody, tone, rhythm, beat <u>Pre-K</u> : Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.
i. Imitate and produce rhythmic patterns to familiar songs	<b>CCA 21-2 Explores Music</b> <u>3-Year Old</u> : Joins in class exploration of musical instruments; knows and sings songs; uses music across learning domains; explores with sound, melody, tone, rhythm, beat <u>Pre-K</u> : Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.
j. Use conventional symbols to represent musical notes or invent symbols to represent sounds	<b>CCA 21-2 Explores Music</b> <u>3-Year Old</u> : Joins in class exploration of musical instruments; knows and sings songs; uses music across learning domains; explores with sound, melody, tone, rhythm, beat <u>Pre-K</u> : Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.
<b>Visual Arts</b>	
<b>Standard 4.9: Children demonstrate a growing understanding and appreciation for the creative process</b>	



as they use the visual arts to express personal interests, ideas, and feelings, and share opinions about artwork and artistic experiences.	
a. Gaze at photos, pictures, and mirror images	<b>CCA 21-1 Explores Art Media</b> <u>1-3 mos:</u> Is learning in a creative environment with opportunity to study colors and shapes
b. Use hands and mouth for sensory exploration of objects	<b>CS 13-1 Explores Objects</b> <u>1-7 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping
c. Gain control in grasping a crayon, pen, or paint brush	<b>CCA 21-1 Explores Art Media</b> <u>1-Year Old:</u> Uses art materials; makes marks with a crayon; finger paints
d. Demonstrate interest in shapes, textures, and colors	<b>CCA 21-1 Explores Art Media</b> <u>1-3 mos:</u> Is learning in a creative environment with opportunity to study colors and shapes <u>4-7 mos:</u> Uses age-appropriate art materials, such as “edible art” or other safe materials
e. Mark paper with drawing tools	<b>CCA 21-1 Explores Art Media</b> <u>1-Year Old:</u> Uses art materials; makes marks with a crayon; finger paints
f. Experiment with a variety of art materials and develop increasing ability to use art media	<b>CCA 21-1 Explores Art Media</b> <u>1-3 mos:</u> Is learning in a creative environment with opportunity to study colors and shapes <u>4-7 mos:</u> Uses age-appropriate art materials, such as “edible art” or other safe materials <u>8-12 mos:</u> Uses age-appropriate art materials, such as “edible art” or other safe materials <u>1-Year Old:</u> Uses art materials; makes marks with a crayon; finger paints <u>2-Year Old:</u> Uses a variety of art materials to create artwork or other inventions <u>3-Year Old:</u> Uses a variety of art materials and media to convey an idea; creates something different from what other children create
g. Use different colors, surface textures, and shapes to create form and meaning	<b>CCA 21-1 Explores Art Media</b> <u>2-Year Old:</u> Uses a variety of art materials to create artwork or other inventions <u>3-Year Old:</u> Uses a variety of art materials and media to convey an idea; creates something different from what other children create
h. Display a sense of wonder and ask questions about works of art	<b>CCA 21-1 Explores Art Media</b> <u>3-Year Old:</u> Uses a variety of art materials and media to convey an idea; creates something different from what other children create <u>Pre-K:</u> Uses a variety of art materials independently to create original artwork; appreciates artistic creations of others and art events; shares opinions, likes, and dislikes
i. Express feelings, ideas, and concepts about art	<b>CCA 21-1 Explores Art Media</b> <u>3-Year Old:</u> Uses a variety of art materials and media to convey an idea; creates something different from what other children create

	<u>Pre-K</u> : Uses a variety of art materials independently to create original artwork; appreciates artistic creations of others and art events; shares opinions, likes, and dislikes
j. Create and appreciate works of art representing cultural lifestyles	<b>CCA 21-1 Explores Art Media</b> <u>3-Year Old</u> : Uses a variety of art materials and media to convey an idea; creates something different from what other children create <u>Pre-K</u> : Uses a variety of art materials independently to create original artwork; appreciates artistic creations of others and art events; shares opinions, likes, and dislikes
<b>Number Sense and Operations</b>	
Standard 4.10: Children develop the ability to think and work with numbers to understand their uses, and describe numerical relationships through structured and everyday experiences.	
a. Understand the concept of “more” in reference to food and play	<b>CM 11-1 Learns Measurement and Quantities</b> <u>4-7 mos</u> : Plays with more than one object at a time <u>8-12 mos</u> : Uses words to identify amounts, such as asking for "more" or saying "all gone" <u>1-Year Old</u> : Begins to say numbers for amounts; begins to use quantity phrases (e.g., "more")
b. Use simple numerical concepts in everyday experiences	<b>CM 11-1 Learns Measurement and Quantities</b> <u>4-7 mos</u> : Plays with more than one object at a time <u>8-12 mos</u> : Uses words to identify amounts, such as asking for "more" or saying "all gone" <u>1-Year Old</u> : Begins to say numbers for amounts; begins to use quantity phrases (e.g., "more")
c. Use names of a few numbers	<b>CM 10-1 Begins Counting</b> <u>1-Year Old</u> : Can say numbers 1-3 with help; shows interest in and awareness of numbers and counting during daily routines and activities <u>2-Year Old</u> : Can count up to 5
d. Use correct terms to describe simple mathematical concepts	<b>CM 10-1 Begins Counting</b> <u>1-Year Old</u> : Can say numbers 1-3 with help; shows interest in and awareness of numbers and counting during daily routines and activities <u>2-Year Old</u> : Can count up to 5 <u>3-Year Old</u> : Counts by rote to 10; counts sets of objects up to 10; may be able to count into the teens; understands and uses 1-1 correspondence
e. Move from inventive counting to accurate rote counting	<b>CM 10-1 Begins Counting</b> <u>1-Year Old</u> : Can say numbers 1-3 with help; shows interest in and awareness of numbers and counting during daily routines and activities <u>2-Year Old</u> : Can count up to 5 <u>3-Year Old</u> : Counts by rote to 10; counts sets of objects up to 10; may be able to count into the teens; understands and uses 1-1 correspondence
f. Count objects demonstrating one-to-one correspondence and meaning	<b>CM 10-1 Begins Counting</b>

	<p><b>3-Year Old:</b> Counts by rote to 10; counts sets of objects up to 10; may be able to count into the teens; understands and uses 1-1 correspondence</p> <p><b>Pre-K:</b> Counts by rote to 20; can count objects up to 20; understands and uses ordinal terms (1st, 2nd, 3rd); may be able to skip count by 2, 5, or 10</p>
g. Match numerals with the correct amount of objects	<p><b>CM 10-2 Builds and Observes Sets</b></p> <p><b>3-Year Old:</b> Begins to see groups of 2 or 3 objects and knows the amount without counting (subitizing); counts and builds sets</p> <p><b>Pre-K:</b> Can look at groups of objects up to 5 and indicate how many items without having to count them; compares quantities in sets and uses appropriate vocabulary: equal, more, less</p>
h. Set up simple addition and subtraction problems	<p><b>CM 10-3 Learns Addition, Subtraction and Division</b></p> <p><b>3-Year Old:</b> When counting objects, understands that the last number counted represents the total</p> <p><b>Pre-K:</b> Can add "1" to a set of objects and know that it is 1 more; can subtract 1 from a set of objects and know that it is 1 less; can split a set of objects equally to divide by 2</p>
<b>Measurement</b>	
Standard 4.11: Children develop skills in using measurement instruments to explore and discover measurement relationships and characteristics, such as length, quantity, volume, distance, weight, area, and time.	
a. Fill and empty containers	<p><b>CM 11-1 Learns Measurement and Quantities</b></p> <p><b>4-7 mos:</b> Plays with more than one object at a time</p> <p><b>8-12 mos:</b> Uses words to identify amounts, such as asking for "more" or saying "all gone"</p> <p><b>1-Year Old:</b> Begins to say numbers for amounts; begins to use quantity phrases (e.g., "more")</p> <p><b>2-Year Old:</b> Begins to notice differences in size, quantity, and distance (more, all gone, big, little, near, far, long, short, etc.)</p>
b. Make simple comparisons	<p><b>CM 11-1 Learns Measurement and Quantities</b></p> <p><b>2-Year Old:</b> Begins to notice differences in size, quantity, and distance (more, all gone, big, little, near, far, long, short, etc.)</p>
c. Arrange a few objects in order by size, with assistance	<p><b>CM 11-1 Learns Measurement and Quantities</b></p> <p><b>2-Year Old:</b> Begins to notice differences in size, quantity, and distance (more, all gone, big, little, near, far, long, short, etc.)</p> <p><b>3-Year Old:</b> Understands quantities of length, height, weight, time, or compares amounts between two or more groups (by pointing to pictures or using words depicting little/big, short/tall, slow/fast, thin/fat, less/more, empty/full, few/many, heavy/light, shallow/deep, narrow/wide)</p>
d. Explore measuring tools	<p><b>CM 11-1 Learns Measurement and Quantities</b></p> <p><b>Pre-K:</b> Explores and observes ways to use tools to measure objects (e.g., erasers, paper clips, ruler, scale, thermometer, measuring cups, etc.); develops growing abilities to collect, describe, and record measurement in different ways, such as charting results or measuring distance on a map</p>

e. Use appropriate terms/language to describe measurable attributes	<b>CM 11-1 Learns Measurement and Quantities</b> <u>3-Year Old:</u> Understands quantities of length, height, weight, time, or compares amounts between two or more groups (by pointing to pictures or using words depicting little/big, short/tall, slow/fast, thin/fat, less/more, empty/full, few/many, heavy/light, shallow/deep, narrow/wide)
f. Recognize time as a sequence of events that relates to the routines of daily life	<b>SS 16-2 Understands Time</b> <u>3-Year Old:</u> Understands the concept of different days of the week (e.g., school days, non-school days, music class day, the day dad picks up from school) <u>Pre-K:</u> Understands basic concepts of time including past-present-future; may understand basic units of time, including hours-minutes-days; learns about calendars, including week-month-year
g. Organize objects without assistance	<b>CS 13-2 Classifies or Sorts Objects</b> <u>3-Year Old:</u> Sorts or matches objects based on simple attributes, such as color, size, weight, texture or function <u>Pre-K:</u> Compares objects based on attributes, such as weight, odor, color, texture, function or sound
h. Estimate measurement characteristics of familiar objects or events	<b>CM 11-1 Learns Measurement and Quantities</b> <u>Pre-K:</u> Explores and observes ways to use tools to measure objects (e.g., erasers, paper clips, ruler, scale, thermometer, measuring cups, etc.); develops growing abilities to collect, describe, and record measurement in different ways, such as charting results or measuring distance on a map
i. Measure length by laying units end to end	<b>CM 11-1 Learns Measurement and Quantities</b> <u>Pre-K:</u> Explores and observes ways to use tools to measure objects (e.g., erasers, paper clips, ruler, scale, thermometer, measuring cups, etc.); develops growing abilities to collect, describe, and record measurement in different ways, such as charting results or measuring distance on a map
<b>Data Analysis</b>	
Standard 4.12: Children apply mathematical skills in data analysis, such as counting, sorting, and comparing objects.	
a. Group a few objects together by similarity	<b>CS 13-2 Classifies or Sorts Objects</b> <u>1-Year Old:</u> Helps with cleanup; begins to group objects, such as blocks in one pile and stuffed animals in another
b. Collect items that have common characteristics	<b>CS 13-2 Classifies or Sorts Objects</b> <u>2-Year Old:</u> Recognizes similarities or differences between familiar and unfamiliar people, objects or events <u>3-Year Old:</u> Sorts or matches objects based on simple attributes, such as color, size, weight, texture or function
c. Match, sort, put in order, and regroup objects using one or two attributes	<b>CS 13-2 Classifies or Sorts Objects</b> <u>2-Year Old:</u> Recognizes similarities or differences between familiar and unfamiliar people, objects or events <u>3-Year Old:</u> Sorts or matches objects based on simple attributes, such as color, size, weight, texture or function
d. Convey the concepts and use correct terms associated with classification and comparison	<b>CS 13-2 Classifies or Sorts Objects</b> <u>3-Year Old:</u> Sorts or matches objects based on simple attributes, such as color, size, weight, texture or function

	<u>Pre-K</u> : Compares objects based on attributes, such as weight, odor, color, texture, function or sound
e. Identify how items in a group are similar	<b>CS 13-2 Classifies or Sorts Objects</b> <u>3-Year Old</u> : Sorts or matches objects based on simple attributes, such as color, size, weight, texture or function <u>Pre-K</u> : Compares objects based on attributes, such as weight, odor, color, texture, function or sound
<b>Algebraic Thinking</b>	
Standard 4.13: Children learn to identify, describe, produce, and create patterns using mathematical language and materials.	
a. Imitate a series of simple actions with assistance	<b>SED 5-2 Learns from Adults</b> <u>2-Year Old</u> : Uses role play to imitate behaviors by familiar adults <u>3-Year Old</u> : Imitates behaviors demonstrated by familiar adults; may say words or phrases often said by familiar adults <u>Pre-K</u> : Mirrors adult behavior in daily routines; seeks help or information when needed from adults
b. Classify, label, and sort familiar objects into a known group	<b>CS 13-2 Classifies or Sorts Objects</b> <u>1-Year Old</u> : Helps with cleanup; begins to group objects, such as blocks in one pile and stuffed animals in another <u>2-Year Old</u> : Recognizes similarities or differences between familiar and unfamiliar people, objects or events <u>3-Year Old</u> : Sorts or matches objects based on simple attributes, such as color, size, weight, texture or function
c. Recognize patterns using a variety of materials	<b>CM 11-2 Understands Patterns</b> <u>3-Year Old</u> : Can complete simple patterns, such as red-blue-red-blue-red-blue; can tell what comes next <u>Pre-K</u> : Can create, duplicate or extend more complex patterns, such as red-blue-green-red-blue-green; can fill in a missing piece of a pattern; seriates a group of like objects (small, medium, large, or light, medium, dark)
d. Predict what comes next in a simple pattern	<b>CM 11-2 Understands Patterns</b> <u>3-Year Old</u> : Can complete simple patterns, such as red-blue-red-blue-red-blue; can tell what comes next <u>Pre-K</u> : Can create, duplicate or extend more complex patterns, such as red-blue-green-red-blue-green; can fill in a missing piece of a pattern; seriates a group of like objects (small, medium, large, or light, medium, dark)
e. Reproduce simple patterns of concrete objects	<b>CM 11-2 Understands Patterns</b> <u>3-Year Old</u> : Can complete simple patterns, such as red-blue-red-blue-red-blue; can tell what comes next <u>Pre-K</u> : Can create, duplicate or extend more complex patterns, such as red-blue-green-red-blue-green; can fill in a missing piece of a pattern; seriates a group of like objects (small, medium, large, or light, medium, dark)
f. Reproduce simple patterns of sound and movement	<b>CM 11-2 Understands Patterns</b> <u>3-Year Old</u> : Can complete simple patterns, such as red-blue-red-blue-red-blue; can tell what comes next <u>Pre-K</u> : Can create, duplicate or extend more complex patterns, such as red-blue-green-red-blue-green; can fill in a missing piece of a pattern; seriates a group of like objects (small, medium, large, or light, medium, dark)

g. Describe a sequence of events	<p><b>SS 16-2 Understands Time</b></p> <p><u>1-Year Old:</u> Is learning that the day follows a routine of time, such as “time for snack”</p> <p><u>2-Year Old:</u> Understands that the day is separated into different segments, such as snack time, naptime, bed time, morning, and evening</p> <p><u>3-Year Old:</u> Understands the concept of different days of the week (e.g., school days, non-school days, music class day, the day dad picks up from school)</p> <p><u>Pre-K:</u> Understands basic concepts of time including past-present-future; may understand basic units of time, including hours-minutes-days; learns about calendars, including week-month-year</p>
<b>Geometry and Spatial Reasoning</b>	
Standard 4.14: Children build the foundation for recognizing and describing shapes by manipulating, playing with, tracing, and making common shapes. Children learn spatial reasoning and directional words as they become aware of their bodies and personal space within the physical environment.	
a. Develop an awareness of shapes	<p><b>CM 12-1 Learns Shapes &amp; Sizes</b></p> <p><u>8-12 mos:</u> Works with shape sorter or size stacker</p> <p><u>1-Year Old:</u> Identifies shapes; begins to sort by size</p> <p><u>2-Year Old:</u> Sorts objects by shape, size, and/or weight</p> <p><u>3-Year Old:</u> Identifies and names simple shapes; understands that shapes remain the same when flipped or rotated</p>
b. Move body and materials in space	<p><b>CM 12-2 Develops Spatial Awareness</b></p> <p><u>8-12 mos:</u> Explores ways objects and people move and fit in space</p>
c. Recognize and describe two-dimensional shapes	<p><b>CM 12-1 Learns Shapes &amp; Sizes</b></p> <p><u>3-Year Old:</u> Identifies and names simple shapes; understands that shapes remain the same when flipped or rotated</p> <p><u>Pre-K:</u> Names and describes shapes; understands that two of the same shape can have different sizes; understands symmetry</p>
d. Describe different two and three-dimensional shapes and name common characteristics	<p><b>CM 12-1 Learns Shapes &amp; Sizes</b></p> <p><u>3-Year Old:</u> Identifies and names simple shapes; understands that shapes remain the same when flipped or rotated</p> <p><u>Pre-K:</u> Names and describes shapes; understands that two of the same shape can have different sizes; understands symmetry</p>
e. Create geometric shapes	<p><b>CM 12-1 Learns Shapes &amp; Sizes</b></p> <p><u>3-Year Old:</u> Identifies and names simple shapes; understands that shapes remain the same when flipped or rotated</p> <p><u>Pre-K:</u> Names and describes shapes; understands that two of the same shape can have different sizes; understands symmetry</p>
f. Use position words that indicate where objects are located in space	<p><b>CM 12-2 Develops Spatial Awareness</b></p> <p><u>3-Year Old:</u> Understands conditional locations such as over/under, inside/outside, in front/behind</p> <p><u>Pre-K:</u> Uses location words (in, on, under, etc.); uses standard or nonstandard units of measurement to determine length, height,</p>



	capacity etc. of object(s); compares length, height, capacity of a container, such as how many scoops are needed to fill a bucket
g. Demonstrate an understanding of size and shape relationships	<b>CM 12-1 Learns Shapes &amp; Sizes</b> <u>3-Year Old:</u> Identifies and names simple shapes; understands that shapes remain the same when flipped or rotated <u>Pre-K:</u> Names and describes shapes; understands that two of the same shape can have different sizes; understands symmetry
h. Experiment with mapping skills	<b>CM 12-2 Develops Spatial Awareness</b> <u>3-Year Old:</u> Understands conditional locations such as over/under, inside/outside, in front/behind <u>Pre-K:</u> Uses location words (in, on, under, etc.); uses standard or nonstandard units of measurement to determine length, height, capacity etc. of object(s); compares length, height, capacity of a container, such as how many scoops are needed to fill a bucket
<b>Scientific Thinking and Use of the Scientific Method</b>	
Standard 4.15: As children seek to understand their environment and test new knowledge, they engage in scientific investigations using their senses to observe, manipulate objects, ask questions, make predictions, and develop conclusions and generalizations.	
a. Observe objects and people in the environment	<b>CS 15-1 Explores the Natural Environment</b> <u>8-12 mos:</u> Observes objects of the natural environment through the senses by touching, mouthing, watching <u>1-Year Old:</u> Explores objects of the natural environment through the senses; shows interest in natural objects or processes
b. Use senses to examine objects in detail	<b>CS 13-1 Explores Objects</b> <u>1-7 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping <u>8-12 mos:</u> Becomes increasingly aware of colors, shapes, patterns, or pictures; works with objects to make something happen, such as pulling a lever or pushing a button
c. Explore the features of materials, objects, and processes using all the senses	<b>CS 15-1 Explores the Natural Environment</b> <u>8-12 mos:</u> Observes objects of the natural environment through the senses by touching, mouthing, watching <u>1-Year Old:</u> Explores objects of the natural environment through the senses; shows interest in natural objects or processes
d. Identify similarities and differences among objects	<b>CS 13-2 Classifies or Sorts Objects</b> <u>1-Year Old:</u> Helps with cleanup; begins to group objects, such as blocks in one pile and stuffed animals in another <u>2-Year Old:</u> Recognizes similarities or differences between familiar and unfamiliar people, objects or events <u>3-Year Old:</u> Sorts or matches objects based on simple attributes, such as color, size, weight, texture or function
e. Participate in simple teacher-initiated investigations to test observations, discuss and draw	<b>CS 14-4 Draws Conclusions and Sorts Results</b> <u>3-Year Old:</u> Is able to draw conclusions about experiments (e.g., since the wood block floated, other wood blocks will float)

conclusions, and form generalizations	<u>Pre-K</u> : Can explain the results of an experiment and plan next steps; can sort experiment results into groups (e.g., works/doesn't work, sinks/floats); uses "if/then" and "cause/effect" reasoning, with or without adult help
f. Collect, describe and record information through a variety of means	<b>CS 14-4 Draws Conclusions and Sorts Results</b> <u>3-Year Old</u> : Is able to draw conclusions about experiments (e.g., since the wood block floated, other wood blocks will float) <u>Pre-K</u> : Can explain the results of an experiment and plan next steps; can sort experiment results into groups (e.g., works/doesn't work, sinks/floats); uses "if/then" and "cause/effect" reasoning, with or without adult help
g. Develop procedures and thinking skills for investigating the world, solving problems, and making decisions	<b>CS 14-4 Draws Conclusions and Sorts Results</b> <u>3-Year Old</u> : Is able to draw conclusions about experiments (e.g., since the wood block floated, other wood blocks will float) <u>Pre-K</u> : Can explain the results of an experiment and plan next steps; can sort experiment results into groups (e.g., works/doesn't work, sinks/floats); uses "if/then" and "cause/effect" reasoning, with or without adult help
h. Formulate answers to own questions using the scientific method	<b>CS 14-4 Draws Conclusions and Sorts Results</b> <u>3-Year Old</u> : Is able to draw conclusions about experiments (e.g., since the wood block floated, other wood blocks will float) <u>Pre-K</u> : Can explain the results of an experiment and plan next steps; can sort experiment results into groups (e.g., works/doesn't work, sinks/floats); uses "if/then" and "cause/effect" reasoning, with or without adult help
<b>Life Science</b>	
Standard 4.16: Children develop understanding of and compassion for living things.	
a. Show interest in animals and other living things	<b>CS 15-1 Explores the Natural Environment</b> <u>8-12 mos</u> : Observes objects of the natural environment through the senses by touching, mouthing, watching <u>1-Year Old</u> : Explores objects of the natural environment through the senses; shows interest in natural objects or processes
b. Explore characteristics of living things	<b>CS 15-1 Explores the Natural Environment</b> <u>8-12 mos</u> : Observes objects of the natural environment through the senses by touching, mouthing, watching <u>1-Year Old</u> : Explores objects of the natural environment through the senses; shows interest in natural objects or processes <u>2-Year Old</u> : Uses objects of the natural environment in art, sensory, and play
c. Identify plants and animals in the neighborhood	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b> <u>3-Year Old</u> : Can name different types of plants and animals; helps in school garden; shows respect for living things
d. Describe simple behaviors of animals	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b> <u>3-Year Old</u> : Can name different types of plants and animals; helps in school garden; shows respect for living things
e. Engage with plants and animals in a respectful way, without adult prompting	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b>

	<u>3-Year Old</u> : Can name different types of plants and animals; helps in school garden; shows respect for living things
f. Identify the basic needs of living things	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b> <u>3-Year Old</u> : Can name different types of plants and animals; helps in school garden; show respect for living things <u>Pre-K</u> : Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things
g. Describe the relationship between living things and their habitat	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b> <u>3-Year Old</u> : Can name different types of plants and animals; helps in school garden; show respect for living things <u>Pre-K</u> : Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things
h. Observe and describe plants, insects, and animals as they go through predictable life cycles	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b> <u>3-Year Old</u> : Can name different types of plants and animals; helps in school garden; show respect for living things <u>Pre-K</u> : Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things
i. Investigate, describe, and compare the characteristics that differentiate living from non-living things	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b> <u>3-Year Old</u> : Can name different types of plants and animals; helps in school garden; show respect for living things <u>Pre-K</u> : Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things
<b>Physical Science</b>	
Standard 4.17: Children develop an understanding of the physical world (the nature and properties of energy, non-living matter, and the forces that give order to the natural world).	
a. Use all of the senses to actively explore objects and their properties	<b>CS 13-1 Explores Objects</b> <u>1-7 mos</u> : Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping
b. Observe natural physical forces and phenomena, such as gravity, sounds, and variations in light	<b>CS 13-1 Explores Objects</b> <u>1-7 mos</u> : Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping <u>8-12 mos</u> : Becomes increasingly aware of colors, shapes, patterns, or pictures; works with objects to make something happen, such as pulling a lever or pushing a button
c. Explore cause and effect	<b>CS 14-2 Makes Predictions</b>

	<p><u>8-12 mos:</u> Interacts purposefully with objects to cause an expected result, such as pushing a button on a toy to make a sound</p> <p><u>1-Year Old:</u> Observes and experiments with cause and effect, such as pushing over a block tower</p>
d. Explore how objects move	<p><b>CS 14-2 Makes Predictions</b></p> <p><u>8-12 mos:</u> Interacts purposefully with objects to cause an expected result, such as pushing a button on a toy to make a sound</p> <p><u>1-Year Old:</u> Observes and experiments with cause and effect, such as pushing over a block tower</p>
e. Use tools to explore the properties and characteristics of objects	<p><b>CS 13-1 Explores Objects</b></p> <p><u>2-Year Old:</u> Becomes increasingly aware object differentiation, such as the difference between solids and non-solids, living and non-living</p> <p><u>3-Year Old:</u> Asks why, where, when, how, what, and seeks answers through exploration</p> <p><u>Pre-K:</u> Identifies all 5 senses (smell, sight, sound, touch, taste) and uses them to explore objects in the environment; observes objects using tools such as color paddles, prisms and magnifying glasses</p>
f. Compare, contrast, and describe objects based upon their characteristics	<p><b>CS 13-2 Classifies or Sorts Objects</b></p> <p><u>1-Year Old:</u> Helps with cleanup; begins to group objects, such as blocks in one pile and stuffed animals in another</p> <p><u>2-Year Old:</u> Recognizes similarities or differences between familiar and unfamiliar people, objects or events</p> <p><u>3-Year Old:</u> Sorts or matches objects based on simple attributes, such as color, size, weight, texture or function</p> <p><u>Pre-K:</u> Compares objects based on attributes, such as weight, odor, color, texture, function or sound</p>
g. Notice and describe qualities of sound and light	<p><b>CS 13-1 Explores Objects</b></p> <p><u>2-Year Old:</u> Becomes increasingly aware object differentiation, such as the difference between solids and non-solids, living and non-living</p> <p><u>3-Year Old:</u> Asks why, where, when, how, what, and seeks answers through exploration</p> <p><u>Pre-K:</u> Identifies all 5 senses (smell, sight, sound, touch, taste) and uses them to explore objects in the environment; observes objects using tools such as color paddles, prisms and magnifying glasses</p>
h. Explore and describe how properties of objects and materials can be changed	<p><b>CS 13-1 Explores Objects</b></p> <p><u>2-Year Old:</u> Becomes increasingly aware object differentiation, such as the difference between solids and non-solids, living and non-living</p> <p><u>3-Year Old:</u> Asks why, where, when, how, what, and seeks answers through exploration</p> <p><u>Pre-K:</u> Identifies all 5 senses (smell, sight, sound, touch, taste) and uses them to explore objects in the environment; observes objects using tools such as color paddles, prisms and magnifying glasses</p>
i. Plan and carry out investigations on the behavior of moving things	<p><b>CS 14-2 Makes Predictions</b></p> <p><u>8-12 mos:</u> Interacts purposefully with objects to cause an expected result, such as pushing a button on a toy to make a sound</p>

	<p><u>1-Year Old:</u> Observes and experiments with cause and effect, such as pushing over a block tower</p> <p><u>2-Year Old:</u> Makes predictions based on experience; explores materials and makes observations</p>
j. Use vocabulary that demonstrates a basic understanding of scientific principles related to the physical world	<p><b>LC 7-4 Expands Vocabulary</b></p> <p><u>3-Year Old:</u> Correctly names common objects used in the classroom, such as colors, shapes, animals in photos, etc.; shows continuous growth in number of words or signs used in conversation with others; asks meanings of words</p> <p><u>Pre-K:</u> Asks questions about new words; uses new words on a regular basis; shows growth in number of words or signs used in conversation with others; asks meanings of words; understands that some words mean the same thing and some words are opposites (e.g., house/home and big/little)</p>
<b>Earth and Space</b>	
<b>Standard 4.18: Children develop an understanding of the earth and planets.</b>	
a. Express a sense of wonder for the natural world, including the sun, clouds, moon, and sky	<p><b>CS 15-1 Explores the Natural Environment</b></p> <p><u>8-12 mos:</u> Observes objects of the natural environment through the senses by touching, mouthing, watching</p> <p><u>1-Year Old:</u> Explores objects of the natural environment through the senses; shows interest in natural objects or processes</p>
b. Interact with natural materials	<p><b>CS 15-1 Explores the Natural Environment</b></p> <p><u>8-12 mos:</u> Observes objects of the natural environment through the senses by touching, mouthing, watching</p> <p><u>1-Year Old:</u> Explores objects of the natural environment through the senses; shows interest in natural objects or processes</p>
c. Identify characteristics of night and day	<p><b>CS 15-2 Develops an Understanding of and Care for the Natural World</b></p> <p><u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; shows respect for living things</p>
d. Identify or label earth's materials	<p><b>CS 15-2 Develops an Understanding of and Care for the Natural World</b></p> <p><u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; shows respect for living things</p>
e. Identify the weather and notice changes in the weather	<p><b>CS 15-2 Develops an Understanding of and Care for the Natural World</b></p> <p><u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; shows respect for living things</p>
f. Demonstrate curiosity and ask questions about the earth, sun, or moon	<p><b>CS 15-1 Explores the Natural Environment</b></p> <p><u>1-Year Old:</u> Explores objects of the natural environment through the senses; shows interest in natural objects or processes</p> <p><u>2-Year Old:</u> Uses objects of the natural environment in art, sensory, and play</p> <p><u>3-Year Old:</u> Examines objects of the natural environment; observes objects with magnifying glass; understands the difference between living and non-living things</p>
g. Develop vocabulary for the natural features of the earth and sky	<p><b>LC 7-4 Expands Vocabulary</b></p> <p><u>2-Year Old:</u> Begins to recognize and possibly name classmates, familiar objects, body parts, colors, and animals; shows rapid</p>

	<p>growth in number of words or signs used in conversation with others</p> <p><u>3-Year Old:</u> Correctly names common objects used in the classroom, such as colors, shapes, animals in photos, etc.; shows continuous growth in number of words or signs used in conversation with others; asks meanings of words</p>
h. Investigate properties of natural objects and the environment	<p><b>CS 15-1 Explores the Natural Environment</b></p> <p><u>1-Year Old:</u> Explores objects of the natural environment through the senses; shows interest in natural objects or processes</p> <p><u>2-Year Old:</u> Uses objects of the natural environment in art, sensory, and play</p> <p><u>3-Year Old:</u> Examines objects of the natural environment; observes objects with magnifying glass; understands the difference between living and non-living things</p>
i. Interact with and explore a variety of natural outdoor environments	<p><b>CS 15-1 Explores the Natural Environment</b></p> <p><u>1-Year Old:</u> Explores objects of the natural environment through the senses; shows interest in natural objects or processes</p> <p><u>2-Year Old:</u> Uses objects of the natural environment in art, sensory, and play</p> <p><u>3-Year Old:</u> Examines objects of the natural environment; observes objects with magnifying glass; understands the difference between living and non-living things</p>
j. Describe the change of seasons	<p><b>CS 15-2 Develops an Understanding of and Care for the Natural World</b></p> <p><u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; show respect for living things</p> <p><u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things</p>
k. Classify objects by attributes or characteristics	<p><b>CS 13-2 Classifies or Sorts Objects</b></p> <p><u>1-Year Old:</u> Helps with cleanup; begins to group objects, such as blocks in one pile and stuffed animals in another</p> <p><u>2-Year Old:</u> Recognizes similarities or differences between familiar and unfamiliar people, objects or events</p> <p><u>3-Year Old:</u> Sorts or matches objects based on simple attributes, such as color, size, weight, texture or function</p> <p><u>Pre-K:</u> Compares objects based on attributes, such as weight, odor, color, texture, function or sound</p>
l. Make observations of the moon, sun, clouds, and sky, and record them over time	<p><b>CS 15-1 Explores the Natural Environment</b></p> <p><u>3-Year Old:</u> Examines objects of the natural environment; observes objects with magnifying glass; understands the difference between living and non-living things</p> <p><u>Pre-K:</u> Investigates how the natural environment works, such as growing plants, having an ant farm, having a butterfly garden, etc.</p>
<b>Engineering</b>	
Standard 4.19: Children develop an understanding of the processes that assist people in designing and building.	
a. Investigate immediate surroundings	<b>CS 13-1 Explores Objects</b>



	<p><u>1-7 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping</p>
b. Attempt to solve a challenge encountered in play	<p><b>CS 14-1 Solves Problems</b>  <u>4-7 mos:</u> Engages in simple repeated actions to reach a goal, such as trying to get whole hand in mouth  <u>8-12 mos:</u> Acts intentionally to achieve a goal (e.g., trying different ways to reach a toy under a table)  <u>1-Year Old:</u> Tries several times to solve challenging problems, often using more than one approach</p>
c. Continue to try new ways to resolve a problem if the first solution does not work	<p><b>CS 14-1 Solves Problems</b>  <u>1-Year Old:</u> Tries several times to solve challenging problems, often using more than one approach  <u>2-Year Old:</u> Able to solve problems by trying more than one approach; continues efforts to complete a challenging task  <u>3-Year Old:</u> Explores objects in the classroom to conduct experiments (e.g., testing objects in the water table to see if they will sink or float)</p>
d. Use simple machines and materials during play	<p><b>CS 13-1 Explores Objects</b>  <u>8-12 mos:</u> Becomes increasingly aware of colors, shapes, patterns, or pictures; works with objects to make something happen, such as pulling a lever or pushing a button  <u>1-Year Old:</u> Observes and experiments with how things work, such as pushing a button on a toy to hear a sound  <u>2-Year Old:</u> Becomes increasingly aware object differentiation, such as the difference between solids and non-solids, living and non-living</p>
e. Design, build, and test solutions during play	<p><b>CS 14-1 Solves Problems</b>  <u>3-Year Old:</u> Explores objects in the classroom to conduct experiments (e.g., testing objects in the water table to see if they will sink or float)  <u>Pre-K:</u> Uses creative solutions to reach goals; experiments with objects such as puzzles or blocks to build structures to solve problems</p>
f. Design, build, and test solutions when presented with a challenge	<p><b>CS 14-1 Solves Problems</b>  <u>3-Year Old:</u> Explores objects in the classroom to conduct experiments (e.g., testing objects in the water table to see if they will sink or float)  <u>Pre-K:</u> Uses creative solutions to reach goals; experiments with objects such as puzzles or blocks to build structures to solve problems</p>
g. Use a formalized design process of investigation, invention, implementation, and evaluation with guidance	<p><b>CS 14-4 Draws Conclusions and Sorts Results</b>  <u>3-Year Old:</u> Is able to draw conclusions about experiments (e.g., since the wood block floated, other wood blocks will float)  <u>Pre-K:</u> Can explain the results of an experiment and plan next steps; can sort experiment results into groups (e.g., works/doesn't work, sinks/floats); uses "if/then" and "cause/effect" reasoning, with or without adult help</p>
h. Use a formalized design process of investigation, invention, implementation, and evaluation independently	<p><b>CS 14-4 Draws Conclusions and Sorts Results</b>  <u>3-Year Old:</u> Is able to draw conclusions about experiments (e.g., since the wood block floated, other wood blocks will float)  <u>Pre-K:</u> Can explain the results of an experiment and plan next steps; can sort experiment results into groups (e.g., works/doesn't</p>

	work, sinks/floats); uses “if/then” and “cause/effect” reasoning, with or without adult help
<b>Time (History)</b>	
Standard 4.20: Children develop an understanding of the concept of time, including past, present, and future as they are able to recognize recurring experiences that are part of the daily routine.	
a. Anticipate a predictable event	<p><b>ATL 2-1 Understands Routines</b></p> <p><u>1-3 mos:</u> Is sleeping and eating on a developmentally-appropriate schedule (<i>for questions, consult pediatric guides</i>)</p> <p><u>4-7 mos:</u> Demonstrates awareness of daily routines with behavior; may open mouth for feeding or lift arms to be picked up</p> <p><u>8-12 mos:</u> Remembers daily routines; knows how to use familiar objects</p>
b. Recognize the beginning and ending of an event	<p><b>SS 16-2 Understands Time</b></p> <p><u>8-12 mos:</u> Is on a daily schedule that regulates feeding and sleeping</p> <p><u>1-Year Old:</u> Is learning that the day follows a routine of time, such as “time for snack”</p> <p><u>2-Year Old:</u> Understands that the day is separated into different segments, such as snack time, naptime, bed time, morning, and evening</p>
c. Recall the immediate past	<p><b>ATL 1-2 Develops Memory</b></p> <p><u>1-3 mos:</u> Recognizes familiar objects and people</p> <p><u>4-7 mos:</u> Begins to develop object permanence (the understanding that people and objects out of sight still exist)</p> <p><u>8-12 mos:</u> Looks for someone or something that is missing</p> <p><u>1-Year Old:</u> Finds hidden or missing people or objects; looks in multiple locations for missing objects</p> <p><u>2-Year Old:</u> Remembers actions and locations of familiar adults, objects and routines; notices and responds to things that are different</p>
d. Anticipate recurring events	<p><b>ATL 2-1 Understands Routines</b></p> <p><u>1-Year Old:</u> Anticipates daily routines based on actions (e.g., putting on my bib means we are going to eat)</p> <p><u>2-Year Old:</u> Able to follow daily routines; easily makes common transitions that are part of a daily schedule</p>
e. Experiment with general terms related to the elements of time	<p><b>SS 16-2 Understands Time</b></p> <p><u>1-Year Old:</u> Is learning that the day follows a routine of time, such as “time for snack”</p>
f. Make simple predictions	<p><b>CS 14-2 Makes Predictions</b></p> <p><u>2-Year Old:</u> Makes predictions based on experience; explores materials and makes observations</p> <p><u>3-Year Old:</u> Makes simple predictions about what will happen next, such as during activities or when hearing a story</p>
g. Use terms relative to time sequence	<p><b>SS 16-2 Understands Time</b></p> <p><u>1-Year Old:</u> Is learning that the day follows a routine of time, such as “time for snack”</p> <p><u>2-Year Old:</u> Understands that the day is separated into different segments, such as snack time, naptime, bed time, morning, and evening</p>

	<u>3-Year Old</u> : Understands the concept of different days of the week (e.g., school days, non-school days, music class day, the day dad picks up from school)
h. Demonstrate an awareness of the past	<b>SS 16-2 Understands Time</b> <u>3-Year Old</u> : Understands the concept of different days of the week (e.g., school days, non-school days, music class day, the day dad picks up from school)
i. Use correct vocabulary for days of the week and names of the months, although not always correctly or in conventional order	<b>SS 16-2 Understands Time</b> <u>3-Year Old</u> : Understands the concept of different days of the week (e.g., school days, non-school days, music class day, the day dad picks up from school) <u>Pre-K</u> : Understands basic concepts of time including past-present-future; may understand basic units of time, including hours-minutes-days; learns about calendars, including week-month-year
Places, Regions, and Spatial Awareness (Geography)	
Standard 4.21: Children develop an understanding that each place has its own unique characteristics. Children develop an understanding of how they are affected by—and the effect that they can have upon—the world around them.	
a. Explore the environment	<b>ATL 1-4 Is Curious</b> <u>8-12 mos</u> : Shows interest in new toys; explores surroundings
b. Explore spatial relationships	<b>CM 12-2 Develops Spatial Awareness</b> <u>8-12 mos</u> : Explores ways objects and people move and fit in space <u>1-Year Old</u> : Is learning how shapes fit together, such as working with shape sorters or knob puzzles
c. Develop awareness of his or her physical body and the space it occupies	<b>CM 12-2 Develops Spatial Awareness</b> <u>8-12 mos</u> : Explores ways objects and people move and fit in space <u>1-Year Old</u> : Is learning how shapes fit together, such as working with shape sorters or knob puzzles
d. Demonstrate understanding of physical relationships	<b>CM 12-2 Develops Spatial Awareness</b> <u>2-Year Old</u> : Is learning how shapes fit together, such as working with shape sorters or knob puzzles <u>3-Year Old</u> : Understands conditional locations such as over/under, inside/outside, in front/behind
e. Create representations of locations and space	<b>SS 16-3 Explores Geography</b> <u>3-Year Old</u> : Learns about community places, such as home, school, park, etc. <u>Pre-K</u> : Learns about how the local community is a part of a broader world, such as state and country; may study maps to learn about far-away cultures
f. Experiment with maps, compasses, globes, or navigational charts	<b>SS 16-3 Explores Geography</b> <u>3-Year Old</u> : Learns about community places, such as home, school, park, etc.

	<u>Pre-K</u> : Learns about how the local community is a part of a broader world, such as state and country; may study maps to learn about far-away cultures
g. Identify where he or she lives	<b>SS 16-3 Explores Geography</b> <u>3-Year Old</u> : Learns about community places, such as home, school, park, etc. <u>Pre-K</u> : Learns about how the local community is a part of a broader world, such as state and country; may study maps to learn about far-away cultures
h. Use a simple map	<b>SS 16-3 Explores Geography</b> <u>3-Year Old</u> : Learns about community places, such as home, school, park, etc. <u>Pre-K</u> : Learns about how the local community is a part of a broader world, such as state and country; may study maps to learn about far-away cultures
<b>The Physical World (Ecology)</b>	
Standard 4.22: Children become mindful of their environment and their interdependence on the natural world; they learn how to care for the environment and why it is important.	
a. Use all the senses to explore the environment	<b>CS 13-1 Explores Objects</b> <u>1-7 mos</u> : Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping
b. Convey interest in nature	<b>CS 15-1 Explores the Natural Environment</b> <u>8-12 mos</u> : Observes objects of the natural environment through the senses by touching, mouthing, watching <u>1-Year Old</u> : Explores objects of the natural environment through the senses; shows interest in natural objects or processes <u>2-Year Old</u> : Uses objects of the natural environment in art, sensory, and play <u>3-Year Old</u> : Examines objects of the natural environment; observes objects with magnifying glass; understands the difference between living and non-living things
c. Express an interest in live animals and pictures of animals	<b>CS 15-1 Explores the Natural Environment</b> <u>8-12 mos</u> : Observes objects of the natural environment through the senses by touching, mouthing, watching <u>1-Year Old</u> : Explores objects of the natural environment through the senses; shows interest in natural objects or processes <u>2-Year Old</u> : Uses objects of the natural environment in art, sensory, and play <u>3-Year Old</u> : Examines objects of the natural environment; observes objects with magnifying glass; understands the difference between living and non-living things
d. Take simple actions to care for his or her environment	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b> <u>3-Year Old</u> : Can name different types of plants and animals; helps in school garden; show respect for living things <u>Pre-K</u> : Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things

e. Use natural objects for play	<p><b>CS 15-1 Explores the Natural Environment</b>  <u>2-Year Old:</u> Uses objects of the natural environment in art, sensory, and play  <u>3-Year Old:</u> Examines objects of the natural environment; observes objects with magnifying glass; understands the difference between living and non-living things</p>
f. Recognize changes in his or her home, neighborhood, or other familiar place	<p><b>CS 15-2 Develops an Understanding of and Care for the Natural World</b>  <u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; show respect for living things  <u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things</p>
g. Take responsibility for caring for living things	<p><b>CS 15-2 Develops an Understanding of and Care for the Natural World</b>  <u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; show respect for living things  <u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things</p>
h. Notice changes in the weather and seasons and discuss the changes and their impact	<p><b>CS 15-2 Develops an Understanding of and Care for the Natural World</b>  <u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; show respect for living things  <u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things</p>
i. Identify and describe natural features in the environment, and how natural resources are used	<p><b>CS 15-1 Explores the Natural Environment</b>  <u>2-Year Old:</u> Uses objects of the natural environment in art, sensory, and play  <u>3-Year Old:</u> Examines objects of the natural environment; observes objects with magnifying glass; understands the difference between living and non-living things</p>
j. Exhibit simple conservation behaviors	<p><b>CS 15-2 Develops an Understanding of and Care for the Natural World</b>  <u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; show respect for living things  <u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things</p>
<b>Technology</b>	
Standard 4.23: Children become aware of technological tools and explore and learn to use these resources in a developmentally appropriate manner.	
a. Pay attention to music	<p><b>CCA 21-2 Explores Music</b>  1-3 mos: Listens and responds to singing and music</p>

b. Demonstrate an interest in toys and objects with technologically produced effects	<p><b>CS 13-1 Explores Objects</b>  <u>8-12 mos:</u> Becomes increasingly aware of colors, shapes, patterns, or pictures; works with objects to make something happen, such as pulling a lever or pushing a button  <u>1-Year Old:</u> Observes and experiments with how things work, such as pushing a button on a toy to hear a sound</p>
c. Make a mechanical toy work	<p><b>CS 13-1 Explores Objects</b>  <u>8-12 mos:</u> Becomes increasingly aware of colors, shapes, patterns, or pictures; works with objects to make something happen, such as pulling a lever or pushing a button  <u>1-Year Old:</u> Observes and experiments with how things work, such as pushing a button on a toy to hear a sound</p>
d. Use technological resources to communicate with others	<p><b>CS 13-3 Learns Using Technology</b>  <u>3-Year Old:</u> Shows interest in technology; may understand how “swiping” and “clicking” work on an ipad or tablet  <u>Pre-K:</u> May be learning how to play educational games using a computer and keyboard or tablet</p>
e. Use correct terms and vocabulary to describe technological tools and procedures	<p><b>LC 7-4 Expands Vocabulary</b>  <u>2-Year Old:</u> Begins to recognize and possibly name classmates, familiar objects, body parts, colors, and animals; shows rapid growth in number of words or signs used in conversation with others  <u>3-Year Old:</u> Correctly names common objects used in the classroom, such as colors, shapes, animals in photos, etc.; shows continuous growth in number of words or signs used in conversation with others; asks meanings of words</p>
f. Identify ways in which technology is a tool	<p><b>CS 13-3 Learns Using Technology</b>  <u>3-Year Old:</u> Shows interest in technology; may understand how “swiping” and “clicking” work on an ipad or tablet  <u>Pre-K:</u> May be learning how to play educational games using a computer and keyboard or tablet</p>
g. Demonstrate appropriate use and care of technological tools	<p><b>CS 13-3 Learns Using Technology</b>  <u>3-Year Old:</u> Shows interest in technology; may understand how “swiping” and “clicking” work on an ipad or tablet  <u>Pre-K:</u> May be learning how to play educational games using a computer and keyboard or tablet</p>
h. Use technology as a tool for learning new information	<p><b>CS 13-3 Learns Using Technology</b>  <u>3-Year Old:</u> Shows interest in technology; may understand how “swiping” and “clicking” work on an ipad or tablet  <u>Pre-K:</u> May be learning how to play educational games using a computer and keyboard or tablet</p>

**DISCLAIMER:**

This Alignment Document provides information that is current as of the publication date, pursuant to the state information available at that time. If this document is out-of-date, please be aware that we are likely working on an updated version. Should you like to alert us to the need to update this alignment document pursuant to any new rules/regulations or updates, please contact us at:

[contact@lifecubby.me](mailto:contact@lifecubby.me)