



THE HIGHSCOPE
curriculum

AND

COR *Advantage*[®]

2020 Alaska Early Learning Guidelines

Infant-Toddler and Preschool

2026 HighScope Alignment

ALIGNMENT



Age Group	Domain	Goal	Indicator	COR Advantage Items	Key Developmental Indicators (KDIs)	Early Learning Goals (ELGs)
		Goal 1: Children engage in a variety of physical activities	Demonstrate reflexes such as grasping a finger and toes fanning when bottom of foot is stroked.	I. Gross-motor skills J. Fine-motor skills	12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking).	Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control. Physical Development and Health – 3.2.1 Children use their small muscles with increasing control.
		Goal 1: Children engage in a variety of physical activities	Learn how to self sooth with sucking and responds to signals for sleep (learns to sleep in bassinet, cradle or crib). Use new skills in different ways. For example, learns the pincer grasp and uses it on many different materials.	D. Emotions K. Personal care and healthy behavior J. Fine-motor skills	8. Emotions: Children express emotions. 3. Self-help: Children do things for themselves. 12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking).	Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support. Physical Development and Health – 3.3.3 Children participate in personal care routines with assistance. Physical Development and Health – 3.2.1 Children use their small muscles with increasing control.
		Goal 2: Children demonstrate strength and coordination of gross motor skills	Open and close fingers.	J. Fine-motor skills	12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking).	Physical Development and Health – 3.2.1 Children use their small muscles with increasing control.
		Goal 2: Children demonstrate strength and coordination of gross motor skills	Gain control of arm and leg movements.	I. Gross-motor skills	12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking).	Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control.
		Goal 2: Children demonstrate strength and coordination of gross motor skills	Kick legs and bat at dangling objects with hands.	I. Gross-motor skills	12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking).	Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control.
		Goal 2: Children demonstrate strength and coordination of gross motor skills	Reach for feet and bring them to mouth.	I. Gross-motor skills	12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking).	Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control.
		Goal 2: Children demonstrate strength and coordination of gross motor skills	Transfer objects from hand to hand.	J. Fine-motor skills	12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking).	Physical Development and Health – 3.2.1 Children use their small muscles with increasing control.
		Goal 2: Children demonstrate strength and coordination of gross motor skills	Clap hands.	I. Gross-motor skills	12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking).	Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control.

		Goal 2: Children demonstrate strength and coordination of gross motor skills	Roll over. Once able to roll over, lift head and chest while on tummy.	I. Gross-motor skills	13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing).	Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control.
		Goal 2: Children demonstrate strength and coordination of gross motor skills	Move into sitting position.	I. Gross-motor skills	13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing).	Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control.
		Goal 2: Children demonstrate strength and coordination of gross motor skills	Sit with support and later, sit without support.	I. Gross-motor skills	13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing).	Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control.
		Goal 2: Children demonstrate strength and coordination of gross motor skills	Rock back and forth on hands and knees and later, crawl.	I. Gross-motor skills	13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing).	Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control.
		Goal 3: Children demonstrate stamina and energy in daily activities	Show alertness during waking periods, which increases with age.	A. Initiative and planning	1. Initiative: Children express initiative.	Approaches to Learning – 1.2.1 Children sustain attention and engagement during routines and child-initiated experiences for short periods of time.
		Goal 3: Children demonstrate stamina and energy in daily activities	Cry persistently until needs are met.	D. Emotions L. Speaking	8. Emotions: Children express emotions. 17. Nonverbal communication: Children communicate nonverbally.	Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support. Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.
		Goal 3: Children demonstrate stamina and energy in daily activities	Lift head, make facial expressions.	I. Gross-motor skills D. Emotions	12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking). 8. Emotions: Children express emotions.	Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control. Social Emotional – 2.1.1 Children demonstrate awareness of self as a unique individual.
		Goal 3: Children demonstrate stamina and energy in daily activities	Initiate active play, exploring and interacting with environment.	I. Gross-motor skills A. Initiative and planning	13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing). 1. Initiative: Children express initiative.	Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control. Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences.
		Goal 3: Children demonstrate stamina and energy in daily activities	Sustain physical activity for at least three to five minutes at a time (recognizing the unique capabilities of the child).	I. Gross-motor skills	13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing).	Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control.

	Domain 1: Physical Wellbeing, Health, and Motor Development	Goal 3: Children demonstrate stamina and energy in daily activities	Sustain strength for increased periods of time as child ages.	I. Gross-motor skills	13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing).	Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control.
		Goal 4: Children demonstrate strength and coordination of fine motor skills	Track objects with eyes.	J. Fine-motor skills	12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking).	Physical Development and Health – 3.2.1 Children use their small muscles with increasing control.
		Goal 4: Children demonstrate strength and coordination of fine motor skills	Grasp caregivers' fingers.	J. Fine-motor skills	12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking).	Physical Development and Health – 3.2.1 Children use their small muscles with increasing control.
		Goal 4: Children demonstrate strength and coordination of fine motor skills	Consistently reach for toys, objects, and bottles with both hands.	J. Fine-motor skills	12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking).	Physical Development and Health – 3.2.1 Children use their small muscles with increasing control.
		Goal 4: Children demonstrate strength and coordination of fine motor skills	Grasp objects with fingers and palm.	J. Fine-motor skills	12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking).	Physical Development and Health – 3.2.1 Children use their small muscles with increasing control.
		Goal 4: Children demonstrate strength and coordination of fine motor skills	Transfer small objects from hand to hand.	J. Fine-motor skills	12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking).	Physical Development and Health – 3.2.1 Children use their small muscles with increasing control.
		Goal 4: Children demonstrate strength and coordination of fine motor skills	Pick up object with thumb and forefinger.	J. Fine-motor skills	12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking).	Physical Development and Health – 3.2.1 Children use their small muscles with increasing control.
		Goal 5: Children use their senses of sight, hearing, smell, taste and touch to guide and integrate their learning and interactions (Sensorimotor Skills)	Respond by turning toward lights, sound, movement, and touch.	DD. Natural and physical world M. Listening and comprehension	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose. 16. Listening and responding: Children listen and respond.	Science – 6.1.1 Children explore and investigate their environment through their senses.
		Goal 5: Children use their senses of sight, hearing, smell, taste and touch to guide and integrate their learning and interactions (Sensorimotor Skills)	Focus eyes on near and far objects. Enjoy gentle swinging and rocking.	DD. Natural and physical world Z. Movement	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose. 13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing).	Science – 6.1.1 Children explore and investigate their environment through their senses. Physical Development and Health – 3.1.2 Children use their senses and spatial awareness to understand where their body is in relation to the environment.

		Goal 5: Children use their senses of sight, hearing, smell, taste and touch to guide and integrate their learning and interactions (Sensorimotor Skills)	Enjoy seeing themselves in the mirror.	FF. Knowledge of self and others	4. Distinguishing self and others: Children distinguish themselves from others.	Social Emotional – 2.1.1 Children demonstrate awareness of self as a unique individual.
		Goal 6: Children practice health skills and routines	Relax during bathing routines.	K. Personal care and healthy behavior D. Emotions	3. Self-help: Children do things for themselves. 8. Emotions: Children express emotions.	Physical Development and Health – 3.3.3 Children participate in personal care routines with assistance. Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support.
		Goal 6: Children practice health skills and routines	Respond to talking during diaper changing routines.	K. Personal care and healthy behavior M. Listening and comprehension	3. Self-help: Children do things for themselves. 16. Listening and responding: Children listen and respond.	Physical Development and Health – 3.3.3 Children participate in personal care routines with assistance.
		Goal 6: Children practice health skills and routines	Allow you to wipe their gums after feeding.	K. Personal care and healthy behavior	3. Self-help: Children do things for themselves.	Physical Development and Health – 3.3.3 Children participate in personal care routines with assistance.
		Goal 6: Children practice health skills and routines	Calm with caregiver assistance. Explore the environment with mouth and hands. Listen to music, nature and animal sounds.	D. Emotions DD. Natural and physical world Y. Music	8. Emotions: Children express emotions. 22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose. 40. Responding to music: Children respond to music.	Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support. Science – 6.1.1 Children explore and investigate their environment through their senses. Creative Arts – 9.2.1 Children initiate and lead as they create music.
		Goal 6: Children practice health skills and routines	Move objects from one hand to the other.	J. Fine-motor skills	12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking).	Physical Development and Health – 3.2.1 Children use their small muscles with increasing control.
		Goal 6: Children practice health skills and routines	Gently rock and swing child using your body, rocking chairs, or play structures.	I. Gross-motor skills Z. Movement	13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing).	Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control.
		Goal 6: Children practice health skills and routines	Avoid prolonged periods in highchairs or devices that restrict movement (mechanical swings, carriers).	I. Gross-motor skills	13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing).	Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control.
		Goal 6: Children practice health skills and routines	Provide materials and objects of various textures, shapes, colors, smells, and sounds.	DD. Natural and physical world	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Science – 6.1.1 Children explore and investigate their environment through their senses.

		Goal 6: Children practice health skills and routines	Offer freedom of movement so baby can explore sights and sounds of interest.	I. Gross-motor skills DD. Natural and physical world	13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing). 22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control. Science – 6.1.1 Children explore and investigate their environment through their senses.
		Goal 6: Children practice health skills and routines	Provides a variety of flavors and tastes.	K. Personal care and healthy behavior	34. Eating: Children eat a variety of foods and increasingly feed themselves.	Physical Development and Health – 3.3.2 Children participate in healthy eating routines and make increasingly independent food choices with adult support.
		Goal 6: Children practice health skills and routines	Offer objects safe for babies to mouth. skills and routines	DD. Natural and physical world	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Science – 6.1.1 Children explore and investigate their environment through their senses.
		Goal 6: Children practice health skills and routines	Assist caregiver with holding bottle, later grasps a cup, then eats with fingers.	K. Personal care and healthy behavior J. Fine-motor skills	3. Self-help: Children do things for themselves. 12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking).	Physical Development and Health – 3.3.3 Children participate in personal care routines with assistance. Physical Development and Health – 3.2.1 Children use their small muscles with increasing control.
		Goal 6: Children practice health skills and routines	Demonstrate increasing ability to self-soothe and fall asleep.	D. Emotions	8. Emotions: Children express emotions.	Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support.
		Goal 7: Children eat a variety of nutritious foods	Regulate when, how much, and how fast they eat.	K. Personal care and healthy behavior	34. Eating: Children eat a variety of foods and increasingly feed themselves.	Physical Development and Health – 3.3.2 Children participate in healthy eating routines and make increasingly independent food choices with adult support.
		Goal 7: Children eat a variety of nutritious foods	Begin to try a variety of nutritious foods from all food groups, after 6 months of age.	K. Personal care and healthy behavior	34. Eating: Children eat a variety of foods and increasingly feed themselves.	Physical Development and Health – 3.3.2 Children participate in healthy eating routines and make increasingly independent food choices with adult support.
		Goal 7: Children eat a variety of nutritious foods	Explore food with fingers, after 6 months. Show interest in new foods.	K. Personal care and healthy behavior A. Initiative and planning	34. Eating: Children eat a variety of foods and increasingly feed themselves. 1. Initiative: Children express initiative.	Physical Development and Health – 3.3.2 Children participate in healthy eating routines and make increasingly independent food choices with adult support. Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences.
		Goal 9: Children develop positive relationships with adults	Quiet when comforted.	E. Building relationships with adults D. Emotions	6. Relationship with adults: Children build relationships with adults. 8. Emotions: Children express emotions.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults. Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support.

		Goal 9: Children develop positive relationships with adults	Show preference for familiar adults (reaches for mom when she comes home).	E. Building relationships with adults	6. Relationship with adults: Children build relationships with adults.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
		Goal 9: Children develop positive relationships with adults	Establish and maintain interactions with adults (cries out and then laughs when adult responds.) Imitate familiar adults (smiles when adult smiles).	E. Building relationships with adults L. Speaking	6. Relationship with adults: Children build relationships with adults. 18. Two-way communication: Children participate in two-way communication.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
		Goal 9: Children develop positive relationships with adults	Engage in simple back and forth interactions with a familiar adult (Peek-a-Boo, touches face, makes sounds to engage, follows the gaze of an adult to an item).	E. Building relationships with adults L. Speaking	6. Relationship with adults: Children build relationships with adults. 18. Two-way communication: Children participate in two-way communication.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults. Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.
		Goal 10: Children develop positive relationships with other children	Show interest in and imitate other babies. Recognize children (vocalizes when familiar child enters room).	F. Building relationships with other children	7. Relationships with peers: Children build relationships with peers.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
		Goal 10: Children develop positive relationships with other children	Respond positively to other children (smiles and laughs).	F. Building relationships with other children	7. Relationships with peers: Children build relationships with peers.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
		Goal 10: Children develop positive relationships with other children	Play near other children (solitary and parallel play.)	F. Building relationships with other children	7. Relationships with peers: Children build relationships with peers. 10. Playing with others: Children play with others.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
		Goal 10: Children develop positive relationships with other children	Respond to upset child (becomes upset when another child cries).	D. Emotions F. Building relationships with other children	8. Emotions: Children express emotions. 7. Relationships with peers: Children build relationships with peers.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
		Goal 10: Children develop positive relationships with other children	Engages in back and forth interactions (one baby splashes water and the other baby laughs and then splashes water).	F. Building relationships with other children	7. Relationships with peers: Children build relationships with peers. 10. Playing with others: Children play with others.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
		Goal 11: Children demonstrate awareness of behavior and its effects	Respond by quieting, smiling, cooing at loved ones and others.	E. Building relationships with adults L. Speaking	5. Attachment: Children form an attachment to a primary caregiver. 18. Two-way communication: Children participate in two-way communication.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults. Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.

		Goal 11: Children demonstrate awareness of behavior and its effects	Engage in simple back and forth playful interactions with parent/caregiver.	E. Building relationships with adults	5. Attachment: Children form an attachment to a primary caregiver. 18. Two-way communication: Children participate in two-way communication.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
		Goal 12: Children participate positively in group activities	Focus briefly on other children and adults in family and community gatherings.	G. Community	11. Group participation: Children participate in group routines.	Approaches to Learning – 1.2.1 Children sustain attention and engagement during routines and child-initiated experiences for short periods of time.
		Goal 13: Children adapt to diverse settings	Actively observe surroundings.	DD. Natural and physical world	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Science – 6.1.1 Children engage in scientific inquiry by questioning, making observations, investigating, and describing what they notice.
		Goal 13: Children adapt to diverse settings	Show recognition of a new setting by changing behavior (look to parent for response).	E. Building relationships with adults DD. Natural and physical world	5. Attachment: Children form an attachment to a primary caregiver. 22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults. Science – 6.1.1 Children engage in scientific inquiry by questioning, making observations, investigating, and describing what they notice.
		Goal 13: Children adapt to diverse settings	Explore new settings with guidance from caregiver.	A. Initiative and planning E. Building relationships with adults DD. Natural and physical world	1. Initiative: Children express initiative. 5. Attachment: Children form an attachment to a primary caregiver. 22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences. Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
		Goal 14: Children demonstrate empathy for others	Watch and observe adults and children. Smile when they see a smiling face.	D. Emotions E. Building relationships with adults F. Building relationships with other children	8. Emotions: Children express emotions. 5. Attachment: Children form an attachment to a primary caregiver. 7. Relationships with peers: Children build relationships with peers.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
		Goal 14: Children demonstrate empathy for others	May cry when another child cries.	D. Emotions F. Building relationships with other children	8. Emotions: Children express emotions. 7. Relationships with peers: Children build relationships with peers.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
		Goal 14: Children demonstrate empathy for others	With assistance begin to notice animals and plants in nature/outdoors.	DD. Natural and physical world	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Science – 6.2.1 Children identify characteristics of living things.
		Goal 15: Children recognize, appreciate, and respect similarities and differences in people	Focus on primary caregivers, family for periods that grow longer as the child ages.	E. Building relationships with adults	5. Attachment: Children form an attachment to a primary caregiver.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults.

	Domain 2: Social & Emotional Development	Goal 15: Children recognize, appreciate, and respect similarities and differences in people	Distinguish primary caregivers from others.	E. Building relationships with adults FF. Knowledge of self and others	5. Attachment: Children form an attachment to a primary caregiver. 4. Distinguishing self and others: Children distinguish themselves from others.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults. Social Studies – 8.1.1 Children identify similarities and differences between themselves and others in their families and classroom.
		Goal 15: Children recognize, appreciate, and respect similarities and differences in people	Track activity of other children and move toward others. May reach out to touch other children's face, hair, etc.	F. Building relationships with other children	7. Relationships with peers: Children build relationships with peers.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
		Goal 16: Children show awareness of their unique self	Explore the face and other body parts of others (touches caregivers' ears, hair, hands).	FF. Knowledge of self and others	4. Distinguishing self and others: Children distinguish themselves from others.	Social Studies – 8.1.1 Children identify similarities and differences between themselves and others in their families and classroom.
		Goal 16: Children show awareness of their unique self	Listen and respond by quieting, smiling, cooing, gestures, or vocalizations when name is spoken. Show preference for primary caregivers.	M. Listening and comprehension E. Building relationships with adults FF. Knowledge of self and others	16. Listening and responding: Children listen and respond. 5. Attachment: Children form an attachment to a primary caregiver. 4. Distinguishing self and others: Children distinguish themselves from others.	Language and Literacy – 4.1.2 Children understand and respond to questions from others. Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
		Goal 16: Children show awareness of their unique self	Identify familiar objects (bottle, blanket.)	BB. Observing and classifying	24. Exploring same and different: Children explore and notice how things are the same or different.	Science – 6.3.1 Children observe properties of materials and objects.
		Goal 17: Children demonstrate belief in their abilities to succeed, motivation, self-direction, and behavior control	Repeat a sound or gesture that creates an effect (repeatedly shakes a rattle).	CC. Experimenting, predicting, and drawing conclusions	35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.	Science – 6.3.2 Children notice how objects move and change.
		Goal 17: Children demonstrate belief in their abilities to succeed, motivation, self-direction, and behavior control	Recognize that adults respond to his/her needs when expressed (is picked up when arms are raised toward adult).	E. Building relationships with adults L. Speaking	5. Attachment: Children form an attachment to a primary caregiver. 17. Nonverbal communication: Children communicate nonverbally.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults. Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.
		Goal 18: Children understand and follow rules and routines	Develop increasing consistency in sleeping, waking, and eating patterns.	G. Community K. Personal care and healthy behavior	11. Group participation: Children participate in group routines. 3. Self-help: Children do things for themselves.	Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support. Physical Development and Health – 3.3.3 Children participate in personal care routines with assistance.
		Goal 18: Children understand and follow rules and routines	Participate in routine interactions (quiet body when picked up, cooperates in dressing).	G. Community K. Personal care and healthy behavior	11. Group participation: Children participate in group routines. 3. Self-help: Children do things for themselves.	Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support. Physical Development and Health – 3.3.3 Children participate in personal care routines with assistance.

		Goal 18: Children understand and follow rules and routines	Anticipate routine interactions (lift arms toward caregiver to be picked up).	C. Reflection E. Building relationships with adults	32. Anticipating events: Children anticipate familiar events. 5. Attachment: Children form an attachment to a primary caregiver.	Social Studies – 8.4.1 Children communicate about recent events. Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
		Goal 19: Children regulate their feelings and impulses	Signal needs with sounds or motions (cry when hungry or reach for wanted object of comfort). Relax or stop crying when comforted (when swaddled or spoken to softly). Comfort self by clutching, sucking, or stroking when tired or stressed (calm while stroking or holding soft blanket).	D. Emotions E. Building relationships with adults L. Speaking	8. Emotions: Children express emotions. 5. Attachment: Children form an attachment to a primary caregiver. 17. Nonverbal communication: Children communicate nonverbally.	Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support. Social Emotional – 2.2.1 Children show interest in and interact with children and adults. Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.
		Goal 19: Children regulate their feelings and impulses	Communicate need for support or help from adults (hold out arms when tired). belief in their abilities to and social environment	F. Building relationships with other children	7. Relationships with peers: Children build relationships with peers. 10. Playing with others: Children play with others.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
		Goal 19: Children regulate their feelings and impulses	Explore environment, at first in close contact with caregiver and then farther away from caregiver as child grows.	E. Building relationships with adults A. Initiative and planning	5. Attachment: Children form an attachment to a primary caregiver. 1. Initiative: Children express initiative.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults. Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences.
		Goal 19: Children regulate their feelings and impulses	Smile when succeeding in a task/activity. Provide a safe environment for child to explore many activities. and follow rules and	A. Initiative and planning B. Problem solving with materials	1. Initiative: Children express initiative. 2. Problem solving: Children solve problems encountered in exploration and play.	Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences. Approaches to Learning – 1.3.1 Children communicate the presence of a problem(s) with materials and, with assistance, consider possible sources and solutions to the problem(s).
		Goal 20: Children express appropriately a range of emotions	Cry, use other vocalizations, facial expressions, or body language to express emotions and to get needs met.	D. Emotions L. Speaking	8. Emotions: Children express emotions. 17. Nonverbal communication: Children communicate nonverbally.	Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support. Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.
		Goal 20: Children express appropriately a range of emotions	Frown in response to discomfort or inability to do something.	D. Emotions	8. Emotions: Children express emotions.	Social Emotional – 2.1.1 Children demonstrate awareness of self as a unique individual.
		Goal 20: Children express appropriately a range of emotions	Smile, wave, or laugh in response to positive adult interaction.	D. Emotions E. Building relationships with adults	8. Emotions: Children express emotions. 6. Relationship with adults: Children build relationships with adults.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
		Goal 22: Children demonstrate awareness of their community, human interdependence, and social roles	Begin to watch other children. Reach out to touch other children or grab their toys.	F. Building relationships with other children	7. Relationships with peers: Children build relationships with peers. 10. Playing with others: Children play with others.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults.

		Goal 23: Children demonstrate civic responsibility	Look to caregivers for assistance and guidance.	E. Building relationships with adults B. Problem solving with materials	6. Relationship with adults: Children build relationships with adults. 2. Problem solving: Children solve problems encountered in exploration and play.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults. Approaches to Learning – 1.3.1 Children communicate the presence of a problem(s) with materials and, with assistance, consider possible sources and solutions to the problem(s).
		Goal 21: Children demonstrate awareness of family characteristics and functions	Kick legs and squeal when familiar adult appears.	E. Building relationships with adults D. Emotions	5. Attachment: Children form an attachment to a primary caregiver. 8. Emotions: Children express emotions.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
		Goal 21: Children demonstrate awareness of family characteristics and functions	Initiate contact with caregivers. Develop and maintains trusting relationships with primary caregiver.	E. Building relationships with adults	5. Attachment: Children form an attachment to a primary caregiver. 6. Relationship with adults: Children build relationships with adults.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
		Goal 24: Children demonstrate awareness and appreciation of their own and others' cultures	Demonstrate an interest in themselves (observing themselves in a mirror, looking at their own hands and feet).	FF. Knowledge of self and others	4. Distinguishing self and others: Children distinguish themselves from others.	Social Studies – 8.1.1 Children identify similarities and differences between themselves and others in their families and classroom.
		Goal 24: Children demonstrate awareness and appreciation of their own and others' cultures	Use gestures to communicate their interest in objects and people.	L. Speaking	17. Nonverbal communication: Children communicate nonverbally.	Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.
		Goal 24: Children demonstrate awareness and appreciation of their own and others' cultures	Smile when someone familiar smiles at them.	E. Building relationships with adults D. Emotions	5. Attachment: Children form an attachment to a primary caregiver. 8. Emotions: Children express emotions.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
		Goal 24: Children demonstrate awareness and appreciation of their own and others' cultures	Focus their attention on others and engage in interactions.	E. Building relationships with adults F. Building relationships with other children	6. Relationship with adults: Children build relationships with adults. 7. Relationships with peers: Children build relationships with peers.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
		Goal 24: Children demonstrate awareness and appreciation of their own and others' cultures	Kick their legs or reach with their arms when they see a familiar person.	E. Building relationships with adults	5. Attachment: Children form an attachment to a primary caregiver.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
		Goal 24: Children demonstrate awareness and appreciation of their own and others' cultures	Actively explore the similarities and differences among people by feeling their hair, touching their faces, watching their facial expressions, listening to their voices.	FF. Knowledge of self and others	4. Distinguishing self and others: Children distinguish themselves from others.	Social Studies – 8.1.1 Children identify similarities and differences between themselves and others in their families and classroom.

Birth to 9 Months		Goal 25: Children show curiosity and interest in learning	Show interest in people by changing behavior.	A. Initiative and planning E. Building relationships with adults	1. Initiative: Children express initiative. 6. Relationship with adults: Children build relationships with adults.	Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences. Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
		Goal 25: Children show curiosity and interest in learning	React to new voices or sounds by turning in the direction of sound.	M. Listening and comprehension	16. Listening and responding: Children listen and respond.	Language and Literacy – 4.1.2 Children understand and respond to questions from others.
		Goal 25: Children show curiosity and interest in learning	Show interest, explore, manipulate, or stare at new objects in the environment.	A. Initiative and planning DD. Natural and physical world	1. Initiative: Children express initiative. 22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences. Science – 6.1.1 Children explore and investigate their environment through their senses.
		Goal 25: Children show curiosity and interest in learning	Use all senses to explore the environment (reaching out to touch rain).	DD. Natural and physical world	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Science – 6.1.1 Children explore and investigate their environment through their senses.
	Domain 3: Approaches to Learning	Goal 26: Children persist when facing challenges	Establish eye contact with caregiver(s). Recognize caregivers and show emotion.	E. Building relationships with adults D. Emotions	5. Attachment: Children form an attachment to a primary caregiver. 8. Emotions: Children express emotions.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
		Goal 26: Children persist when facing challenges	Examine a face, toy, or rattle for brief period of time.	A. Initiative and planning DD. Natural and physical world	1. Initiative: Children express initiative. 22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Approaches to Learning – 1.2.1 Children sustain attention and engagement during routines and child-initiated experiences for short periods of time.
		Goal 26: Children persist when facing challenges	Repeat simple motions or activities (swats at mobile, consistently reaches for objects).	CC. Experimenting, predicting, and drawing conclusions	35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.	Science – 6.1.2 Children engage in simple investigations by trying actions and observing results.
		Goal 28: Children approach daily activities with creativity and imagination	Mouth, shake, bang, drop, or throw objects.	DD. Natural and physical world CC. Experimenting, predicting, and drawing conclusions	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose. 35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.	Science – 6.3.1 Children observe properties of materials and objects. Science – 6.3.2 Children notice how objects move and change.
		Goal 28: Children approach daily activities with creativity and imagination	Change behaviors and responses based on other's expressions and motions.	D. Emotions E. Building relationships with adults	8. Emotions: Children express emotions. 6. Relationship with adults: Children build relationships with adults.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults.

		Goal 29: Children learn through play and exploration	Track people and objects by moving his/her head as adult or object moves.	I. Gross-motor skills DD. Natural and physical world	12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking). 22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control. Science – 6.1.1 Children explore and investigate their environment through their senses.
		Goal 29: Children learn through play and exploration	Behave in consistent ways to elicit desired response (kick a mobile).	CC. Experimenting, predicting, and drawing conclusions	35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.	Science – 6.3.2 Children notice how objects move and change.
		Goal 29: Children learn through play and exploration	Play games with primary caregiver that involves repetition (peek-a-boo).	E. Building relationships with adults	5. Attachment: Children form an attachment to a primary caregiver. 18. Two-way communication: Children participate in two-way communication.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
		Goal 29: Children learn through play and exploration	Experiment to see if similar objects will cause similar responses (shake a stuffed animal in the same way as a rattle to hear noise).	BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions	24. Exploring same and different: Children explore and notice how things are the same or different. 35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.	Science – 6.3.1 Children observe properties of materials and objects. Science – 6.3.2 Children notice how objects move and change.
		Goal 29: Children learn through play and exploration	Use senses to explore objects and toys.	DD. Natural and physical world	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Science – 6.1.1 Children engage in scientific inquiry by questioning, making observations, investigating, and describing what they notice.
		Goal 30: Children gain reasoning and critical thinking skills	Bang a block (or other object) on the floor repeatedly to hear the sound it makes.	CC. Experimenting, predicting, and drawing conclusions	35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.	Science – 6.3.2 Children notice how objects move and change.
		Goal 30: Children gain reasoning and critical thinking skills	Explore objects and materials in different ways (mouthing, reaching for, or hitting, banging, and squeezing them).	DD. Natural and physical world BB. Observing and classifying	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Science – 6.1.1 Children engage in scientific inquiry by questioning, making observations, investigating, and describing what they notice. Science – 6.3.1 Children observe properties of materials and objects.
		Goal 30: Children gain reasoning and critical thinking skills	After repeated experiences with the same objects and persons, sometimes remembers that unseen objects are still there (remembering that a pacifier is under the blanket).	GG. Geography	23. Object permanence: Children discover object permanence.	Social Studies – 8.3.1 Children recognize familiar locations in their immediate surroundings.
		Goal 30: Children gain reasoning and critical thinking skills	Shake different toys to see if they make a noise (stuffed animal, rattle).	CC. Experimenting, predicting, and drawing conclusions	35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.	Science – 6.3.2 Children notice how objects move and change.

		Goal 33: Children can distinguish between fantasy and reality	Make animal sounds.	AA. Pretend play Y. Music	36. Imitating and pretending: Children imitate and pretend. 41. Sounds: Children explore and imitate sounds.	Creative Arts – 9.4.1 Children participate in play scenarios. Creative Arts – 9.2.1 Children initiate and lead as they create music.
		Goal 35: Children demonstrate knowledge of measurement: size, volume, weight, length, and time	Explore the size and shape of objects through various means (banging, mouthing, dropping, etc.).	U. Measurement T. Geometry: Shapes and spatial awareness	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose. 24. Exploring same and different: Children explore and notice how things are the same or different.	Mathematics – 5.5.1 Children compare two objects by a single measurable attribute. Mathematics – 5.4.1 Children identify shapes and notice shape attributes with adult support.
		Goal 35: Children demonstrate knowledge of measurement: size, volume, weight, length, and time	Explore volume as they wrap their fingers around an object or an adult's finger. Explore weight as they pull a toy toward themselves. Explore speed by moving hands or legs.	U. Measurement CC. Experimenting, predicting, and drawing conclusions	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose. 34. Speed: Children experience "fast" and "slow."	Mathematics – 5.5.1 Children compare two objects by a single measurable attribute. Science – 6.3.2 Children notice how objects move and change.
		Goal 34: Children demonstrate knowledge of numbers and counting	Understand the concept of "more" in reference to food or play.	S. Number and counting	25. Exploring more: Children experience "more."	Mathematics – 5.1.1 Children use math talk by using number words and/or general quantity terms.
		Goal 34: Children demonstrate knowledge of numbers and counting	Hold two objects, one in each hand.	S. Number and counting J. Fine-motor skills	27. Number: Children experience the number of things. 12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking).	Mathematics – 5.1.1 Children use math talk by using number words and/or general quantity terms. Physical Development and Health – 3.2.1 Children use their small muscles with increasing control.
		Goal 34: Children demonstrate knowledge of numbers and counting	Gesture for "more" when eating.	S. Number and counting L. Speaking	25. Exploring more: Children experience "more." 17. Nonverbal communication: Children communicate nonverbally.	Mathematics – 5.1.1 Children use math talk by using number words and/or general quantity terms. Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.
		Goal 36: Children sort, classify, and organize objects and information	Classify informally as they recognize items as similar ("Things I can hold"). Explore the size and shape of objects (banging, mouthing, dropping, etc.). Follow daily routines or patterns, such as being fed and then going to sleep. Enjoy and begin to anticipate repetition, such as playing a peek-a-boo game or hearing a familiar song each time they are diapered.	BB. Observing and classifying U. Measurement V. Patterns C. Reflection	24. Exploring same and different: Children explore and notice how things are the same or different. 22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose. 32. Anticipating events: Children anticipate familiar events.	Mathematics – 5.6.1 Children identify similarities and differences in order to sort according to one attribute. Mathematics – 5.3.1 Children notice patterns with adult support. Mathematics – 5.5.1 Children compare two objects by a single measurable attribute. ~~Social Studies – 8.4.1 Children communicate about~~
		Goal 37: Children collect information through observation and manipulation	Explore objects by holding, mouthing, dropping, etc.	DD. Natural and physical world	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Science – 6.1.1 Children engage in scientific inquiry by questioning, making observations, investigating, and describing what they notice.
		Goal 37: Children collect information through observation and manipulation	Observe objects in the environment briefly.	BB. Observing and classifying	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Science – 6.1.1 Children engage in scientific inquiry by questioning, making observations, investigating, and describing what they notice.

	Domain 4: Cognition and General Knowledge	Goal 38: Children make predictions and experiment	Investigate new phenomena (reaches out to touch rain).	DD. Natural and physical world CC. Experimenting, predicting, and drawing conclusions	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose. 35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.	Science – 6.1.1 Children engage in scientific inquiry by questioning, making observations, investigating, and describing what they notice. Science – 6.2.2 Children observe features and changes in the earth, sky, and other natural phenomena.
		Goal 38: Children make predictions and experiment	Actively use one or more senses to explore the environment (touch, sight, smell, taste, hearing).	DD. Natural and physical world	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Science – 6.1.1 Children engage in scientific inquiry by questioning, making observations, investigating, and describing what they notice.
		Goal 39: Children observe and describe the natural and physical world	Respond to plants, animals, and other people in the environment (reach for caregiver, grab a flower, point and squeal at a dog).	DD. Natural and physical world E. Building relationships with adults	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose. 6. Relationships with adults: Children build relationships with other adults.	Science – 6.2.1 Children identify characteristics of living things. Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
		Goal 39: Children observe and describe the natural and physical world	Observe sun and clouds.	DD. Natural and physical world	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Science – 6.2.2 Children observe features and changes in the earth, sky, and other natural phenomena.
		Goal 40: Children differentiate between events that happen in the past, present, and future	Begin to show he/she expects familiar routines.	HH. History	32. Anticipating events: Children anticipate familiar events.	Social Studies – 8.4.1 Children communicate about recent events.
		Goal 40: Children differentiate between events that happen in the past, present, and future	Recognize the beginning and end of an event (claps at the end of a song).	HH. History	33. Time intervals: Children notice the beginning and ending of time intervals.	Social Studies – 8.4.1 Children communicate about recent events.
		Goal 41: Children demonstrate awareness of location and spatial relationships	Explore the size and shape of objects through various means (banging, mouthing, dropping, etc.).	T. Geometry: Shapes and spatial awareness U. Measurement	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose. 24. Exploring same and different: Children explore and notice how things are the same or different.	Mathematics – 5.4.1 Children identify shapes and notice shape attributes with adult support. Mathematics – 5.5.1 Children compare two objects by a single measurable attribute.
		Goal 41: Children demonstrate awareness of location and spatial relationships	Explore the way objects move by tracking objects with their eyes and head.	CC. Experimenting, predicting, and drawing conclusions I. Gross-motor skills	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose. 12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking).	Science – 6.3.2 Children notice how objects move and change. Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control.
		Goal 41: Children demonstrate awareness of location and spatial relationships	Explore their spatial sense through movement, both involuntary and voluntary (being picked up, scooting, and pulling up).	I. Gross-motor skills T. Geometry: Shapes and spatial awareness	13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing). 28. Locating objects: Children explore and notice the location of objects.	Physical Development and Health – 3.1.2 Children use their senses and spatial awareness to understand where their body is in relation to the environment.

		Goal 42: Children demonstrate knowledge of the relationship among people, places, and regions	Show caution around strangers or new events.	E. Building relationships with adults GG. Geography	5. Attachment: Children form an attachment to a primary caregiver.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
		Goal 44: Children demonstrate awareness of the relationship between humans and the environment	Respond to familiar people and objects in a way that is different from the way they respond to unfamiliar people or objects.	FF. Knowledge of self and others BB. Observing and classifying	4. Distinguishing self and others: Children distinguish themselves from others. 24. Exploring same and different: Children explore and notice how things are the same or different.	Social Studies – 8.1.1 Children identify similarities and differences between themselves and others in their families and classroom.
		Goal 45: Children use technology appropriately	Use their bodies as “tools” (reaching out and grasping to get a rattle).	J. Fine-motor skills EE. Tools and technology	12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking).	Physical Development and Health – 3.2.1 Children use their small muscles with increasing control. Technology and Engineering – 7.1.1 Children explore and use tools and technology for a variety of purposes.
		Goal 45: Children use technology appropriately	Show interest in technology (turns toward a ringing telephone or speakers where music is playing). knowledge of the places and geography	EE. Tools and technology M. Listening and comprehension	16. Listening and responding: Children listen and respond. 35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.	Technology and Engineering – 7.2.1 Children investigate how things work.
		Goal 46: Children use creative arts to express and represent what they know, think, believe, or feel	Attend to bright and/or contrasting colors.	X. Art	37. Exploring art materials: Children explore building and art materials.	Creative Arts – 9.1.1 Children initiate and lead as they create 2-D and 3-D art representations.
		Goal 46: Children use creative arts to express and represent what they know, think, believe, or feel	Imitate by babbling during or after an adult sings or chants.	Y. Music L. Speaking	40. Responding to music: Children respond to music. 41. Sounds: Children explore and imitate sounds.	Creative Arts – 9.2.1 Children initiate and lead as they create music. Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.
		Goal 46: Children use creative arts to express and represent what they know, think, believe, or feel	Move bodies with some intent and control.	Z. Movement I. Gross-motor skills	13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing).	Creative Arts – 9.3.1 Children create movement sequences. Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control.
		Goal 46: Children use creative arts to express and represent what they know, think, believe, or feel	Show curiosity and explore sensory materials; enjoy feeling various pleasing sensations and textures.	X. Art DD. Natural and physical world	37. Exploring art materials: Children explore building and art materials. 22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Creative Arts – 9.1.1 Children initiate and lead as they create 2-D and 3-D art representations. Science – 6.1.1 Children explore and investigate their environment through their senses.
		Goal 46: Children use creative arts to express and represent what they know, think, believe, or feel	Use objects as tools to make sounds, (banging blocks together with adult help).	Y. Music EE. Tools and technology	41. Sounds: Children explore and imitate sounds. 14. Moving with objects: Children move with objects.	Creative Arts – 9.2.1 Children initiate and lead as they create music. Technology and Engineering – 7.1.1 Children explore and use tools and technology for a variety of purposes.

		Goal 47: Children demonstrate understanding and appreciation of creative arts	Respond to music by listening and moving their heads, arms, and legs.	Y. Music Z. Movement	40. Responding to music: Children respond to music. 13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing).	Creative Arts – 9.2.1 Children initiate and lead as they create music. Creative Arts – 9.3.1 Children create movement sequences.
		Goal 47: Children demonstrate understanding and appreciation of creative arts	Make eye contact with singers.	Y. Music E. Building relationships with adults	40. Responding to music: Children respond to music. 6. Relationship with adults: Children build relationships with adults.	Creative Arts – 9.2.1 Children initiate and lead as they create music. Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
		Goal 47: Children demonstrate understanding and appreciation of creative arts	Gaze at pictures, photographs, and mirror images.	X. Art FF. Knowledge of self and others	37. Exploring art materials: Children explore building and art materials. 4. Distinguishing self and others: Children distinguish themselves from others.	Creative Arts – 9.1.1 Children initiate and lead as they create 2-D and 3-D art representations. Social Studies – 8.1.1 Children identify similarities and differences between themselves and others in their families and classroom.
		Goal 48: Children demonstrate communication skills (pragmatic language)	Study caregiver's face.	E. Building relationships with adults	6. Relationship with adults: Children build relationships with adults.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
		Goal 48: Children demonstrate communication skills (pragmatic language)	Show preference for familiar human voices to other sounds (animal sounds).	M. Listening and comprehension E. Building relationships with adults	16. Listening and responding: Children listen and respond. 5. Attachment: Children form an attachment to a primary caregiver.	Language and Literacy – 4.1.2 Children understand and respond to questions from others. Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
		Goal 48: Children demonstrate communication skills (pragmatic language)	Pay attention to what the speaker is looking at or pointing to.	M. Listening and comprehension	16. Listening and responding: Children listen and respond.	Language and Literacy – 4.1.2 Children understand and respond to questions from others.
		Goal 48: Children demonstrate communication skills (pragmatic language)	Vocalize or gesture in response to another person's voice or gesture.	L. Speaking M. Listening and comprehension	17. Nonverbal communication: Children communicate nonverbally. 18. Two-way communication: Children participate in two-way communication.	Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.
		Goal 48: Children demonstrate communication skills (pragmatic language)	Quiet/calm body movement at the sound of a recognized caregiver's voice.	M. Listening and comprehension E. Building relationships with adults	16. Listening and responding: Children listen and respond. 5. Attachment: Children form an attachment to a primary caregiver.	Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support. Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
		Goal 48: Children demonstrate communication skills (pragmatic language)	Shift listening attention to a variety of sounds (caregiver's singing/words/making environmental sounds to attract baby).	M. Listening and comprehension Y. Music	16. Listening and responding: Children listen and respond. 40. Responding to music: Children respond to music.	Language and Literacy – 4.1.2 Children understand and respond to questions from others. Creative Arts – 9.2.1 Children initiate and lead as they create music.

		Goal 48: Children demonstrate communication skills (pragmatic language)	Use eyes and move head to look for caregiver's voice.	M. Listening and comprehension I. Gross-motor skills	16. Listening and responding: Children listen and respond. 12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking).	Language and Literacy – 4.1.2 Children understand and respond to questions from others. Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control.
		Goal 48: Children demonstrate communication skills (pragmatic language)	Begin to anticipate caregiver's actions in routine game (shows excitement when hearing "peek a boo"). Start to respond to their name when called by looking and smiling at caregiver. Make sounds/facial expressions/gestures to communicate feelings such as giggles, laughs, squeals, screech to show excitement, joy, discomfort. literacy understanding of social For English language learners, building a strong foundation	E. Building relationships with adults M. Listening and comprehension L. Speaking D. Emotions	5. Attachment: Children form an attachment to a primary caregiver. 16. Listening and responding: Children listen and respond. 17. Nonverbal communication: Children communicate nonverbally. 8. Emotions: Children express emotions	Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning. Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support. Social Emotional – 2.2.1 Children show interest in and interact with children and adults
		Goal 48: Children demonstrate communication skills (pragmatic language)	Change volume and pitch to convey meaning.	L. Speaking	19. Speaking: Children speak.	Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.
		Goal 48: Children demonstrate communication skills (pragmatic language)	Play with speech sounds in crib or during quiet time.	N. Phonological awareness L. Speaking	21. Enjoying language: Children enjoy stories, rhymes, and songs. 41. Sounds: Children explore and imitate sounds.	Language and Literacy – 4.3.1 Children join in familiar songs and word games containing rhyming sounds.
		Goal 48: Children demonstrate communication skills (pragmatic language)	Imitate words and/or beginning sign (simple greetings, sign for more) and gestures. Start to wave "bye" with support.	L. Speaking	17. Nonverbal communication: Children communicate nonverbally. 19. Speaking: Children speak.	Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.
		Goal 48: Children demonstrate communication skills (pragmatic language)	Participate in turn-taking during one-on-one communication by making sounds or using words.	L. Speaking	18. Two-way communication: Children participate in two-way communication. 19. Speaking: Children speak.	Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.
		Goal 49: Children listen and understand (receptive language)	Startle to loud and unexpected sounds.	M. Listening and comprehension	16. Listening and responding: Children listen and respond.	Language and Literacy – 4.1.2 Children understand and respond to questions from others.
		Goal 49: Children listen and understand (receptive language)	Alert to sounds and older infant will turn to locate source of a sound.	M. Listening and comprehension	16. Listening and responding: Children listen and respond.	Language and Literacy – 4.1.2 Children understand and respond to questions from others.
		Goal 49: Children listen and understand (receptive language)	Turn to look toward caregiver calling their name.	M. Listening and comprehension	16. Listening and responding: Children listen and respond.	Language and Literacy – 4.1.2 Children understand and respond to questions from others.

Domain 5: Communication, Language, Literacy and the Arts	Goal 49: Children listen and understand (receptive language)	Recognize songs by smiling, singing or joining in finger play or body movements.	M. Listening and comprehension Y. Music	16. Listening and responding: Children listen and respond. 40. Responding to music: Children respond to music.	Language and Literacy – 4.1.2 Children understand and respond to questions from others. Creative Arts – 9.2.1 Children initiate and lead as they create music.
	Goal 49: Children listen and understand (receptive language)	Follow early directions, such as “Give me the block” (caregiver may extend hand). Respond to voices by quieting or calming	M. Listening and comprehension	16. Listening and responding: Children listen and respond.	Language and Literacy – 4.1.2 Children understand and respond to questions from others.
	Goal 49: Children listen and understand (receptive language)	Respond differently to familiar and unfamiliar voices	M. Listening and comprehension E. Building relationships with adults	16. Listening and responding: Children listen and respond. 5. Attachment: Children form an attachment to a primary caregiver.	Language and Literacy – 4.1.2 Children understand and respond to questions from others. Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
	Goal 49: Children listen and understand (receptive language)	Look for sound source (hears a dog bark and looks for dog).	M. Listening and comprehension	16. Listening and responding: Children listen and respond.	Language and Literacy – 4.1.2 Children understand and respond to questions from others.
	Goal 49: Children listen and understand (receptive language)	Start to respond differently to firm voice vs. playful voice.	M. Listening and comprehension	16. Listening and responding: Children listen and respond.	Language and Literacy – 4.1.2 Children understand and respond to questions from others.
	Goal 49: Children listen and understand (receptive language)	Turn to look at familiar object when it is named.	M. Listening and comprehension	16. Listening and responding: Children listen and respond.	Language and Literacy – 4.1.4 Children understand and use an increasing number of new words.
	Goal 49: Children listen and understand (receptive language)	Imitate adult actions that go along with simple songs, rhymes and traditional songs (“Row, row, row your boat”).	N. Phonological awareness Y. Music	21. Enjoying language: Children enjoy stories, rhymes, and songs. 40. Responding to music: Children respond to music.	Language and Literacy – 4.3.1 Children join in familiar songs and word games containing rhyming sounds. Creative Arts – 9.2.1 Children initiate and lead as they create music.
	Goal 49: Children listen and understand (receptive language)	Follow single-step directions (“Please bring me the ball.”). understand	M. Listening and comprehension	16. Listening and responding: Children listen and respond.	Language and Literacy – 4.1.2 Children understand and respond to questions from others.
	Goal 50: Children communicate their thoughts, feelings, and ideas with others (expressive language)	Cry when hungry or uncomfortable.	D. Emotions L. Speaking	8. Emotions: Children express emotions. 17. Nonverbal communication: Children communicate nonverbally.	Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support. Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.

		Goal 50: Children communicate their thoughts, feelings, and ideas with others (expressive language)	Have cries varying in pitch, length, and volume to indicate different needs (hunger, pain, discomfort).	D. Emotions L. Speaking	8. Emotions: Children express emotions. 17. Nonverbal communication: Children communicate nonverbally.	Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning. Social Emotional – 2.1.1 Children demonstrate awareness of self as a unique individual.
		Goal 50: Children communicate their thoughts, feelings, and ideas with others (expressive language)	Join in singing songs using rhythm of actual words.	Y. Music L. Speaking	40. Responding to music: Children respond to music. 19. Speaking: Children speak.	Creative Arts – 9.2.1 Children initiate and lead as they create music. Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.
		Goal 50: Children communicate their thoughts, feelings, and ideas with others (expressive language)	Play with speech sounds in crib or during quiet time.	N. Phonological awareness L. Speaking	21. Enjoying language: Children enjoy stories, rhymes, and songs. 41. Sounds: Children explore and imitate sounds.	Language and Literacy – 4.3.1 Children join in familiar songs and word games containing rhyming sounds.
		Goal 50: Children communicate their thoughts, feelings, and ideas with others (expressive language)	Make facial expressions, gestures and changes tones.	D. Emotions L. Speaking	8. Emotions: Children express emotions. 17. Nonverbal communication: Children communicate nonverbally.	Social Emotional – 2.1.1 Children demonstrate awareness of self as a unique individual. Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.
		Goal 50: Children communicate their thoughts, feelings, and ideas with others (expressive language)	Coo, make vowel sounds and progress to babbling.	L. Speaking	17. Nonverbal communication: Children communicate nonverbally. 19. Speaking: Children speak.	Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.
		Goal 50: Children communicate their thoughts, feelings, and ideas with others (expressive language)	Babble using two-lip sounds such as: “p,” “b,” and, “m” followed by a vowel sound (“Ba ba ba da da da…”).	L. Speaking N. Phonological awareness	19. Speaking: Children speak. 41. Sounds: Children explore and imitate sounds.	Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.
		Goal 50: Children communicate their thoughts, feelings, and ideas with others (expressive language)	Begin to combine sounds together consistently to indicate a few specific objects or people (e.g. “baba” for bottle). Combine vocalizations and gestures (“uh” and pat mother’s chest to request nursing).	L. Speaking	17. Nonverbal communication: Children communicate nonverbally. 19. Speaking: Children speak.	Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.
		Goal 50: Children communicate their thoughts, feelings, and ideas with others (expressive language)	Enjoy playing back-and-forth games with caregiver using sounds. their thoughts, feelings language)	L. Speaking E. Building relationships with adults	18. Two-way communication: Children participate in two-way communication. 19. Speaking: Children speak. 6. Relationship with adults: Children build relationships with adults.	Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning. Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
		Goal 51: Children demonstrate appreciation and enjoyment of reading (emergent literacy)	Show beginning sound awareness by reacting differently to different sounds.	N. Phonological awareness M. Listening and comprehension	21. Enjoying language: Children enjoy stories, rhymes, and songs. 16. Listening and responding: Children listen and respond.	Language and Literacy – 4.3.1 Children join in familiar songs and word games containing rhyming sounds.

		Goal 51: Children demonstrate appreciation and enjoyment of reading (emergent literacy)	Imitate vocalizations and sounds.	N. Phonological awareness L. Speaking	21. Enjoying language: Children enjoy stories, rhymes, and songs. 41. Sounds: Children explore and imitate sounds.	Language and Literacy – 4.3.1 Children join in familiar songs and word games containing rhyming sounds.
		Goal 51: Children demonstrate appreciation and enjoyment of reading (emergent literacy)	Recite last word of familiar rhymes, with assistance.	N. Phonological awareness L. Speaking	21. Enjoying language: Children enjoy stories, rhymes, and songs. 19. Speaking: Children speak.	Language and Literacy – 4.3.1 Children join in familiar songs and word games containing rhyming sounds.
		Goal 51: Children demonstrate appreciation and enjoyment of reading (emergent literacy)	Imitate sounds when looking at words in a book.	Q. Book enjoyment and knowledge N. Phonological awareness	20. Exploring print: Children explore picture books and magazines. 21. Enjoying language: Children enjoy stories, rhymes, and songs.	Language and Literacy – 4.5.2 Children engage with books read by adults. Language and Literacy – 4.3.1 Children join in familiar songs and word games containing rhyming sounds.
		Goal 51: Children demonstrate appreciation and enjoyment of reading (emergent literacy)	Pay attention to and/or pat pictures in book with help of caregiver.	Q. Book enjoyment and knowledge P. Reading	20. Exploring print: Children explore picture books and magazines. 38. Identifying visual images: Children respond to and identify pictures and photographs.	Language and Literacy – 4.5.2 Children engage with books read by adults.
		Goal 51: Children demonstrate appreciation and enjoyment of reading (emergent literacy)	Explore physical features of books by touching, flipping through board book pages, patting or putting in the mouth, (chews on cloth books).	Q. Book enjoyment and knowledge	20. Exploring print: Children explore picture books and magazines.	Language and Literacy – 4.5.2 Children engage with books read by adults.
		Goal 51: Children demonstrate appreciation and enjoyment of reading (emergent literacy)	Use interactive books, with assistance (opens flaps on flap books, feels soft fur).	Q. Book enjoyment and knowledge	20. Exploring print: Children explore picture books and magazines.	Language and Literacy – 4.5.2 Children engage with books read by adults.
		Goal 52: Children use writing for a variety of purposes (emergent writing)	Enjoy exploring a variety of sensations and materials with their hands (for example, using a finger to make a mark in soft food item or smearing food on tray).	R. Writing J. Fine-motor skills	37. Exploring art materials: Children explore building and art materials.	Language and Literacy – 4.6.1 Children use writing tools to make marks (lines, circles, swoops, waves). Physical Development and Health – 3.2.1 Children use their small muscles with increasing control.
		Goal 52: Children use writing for a variety of purposes (emergent writing)	Develop a grasp to pick up and drop toys, start to transfer toys and objects from one hand to other (early developmental precursors to grasping writing tools). Experiment with grasp when using different writing tools (crayon, paint brush, marker). Focus on marks on paper.	J. Fine-motor skills R. Writing	12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking). 37. Exploring art materials: Children explore building and art materials.	Physical Development and Health – 3.2.1 Children use their small muscles with increasing control. Language and Literacy – 4.6.1 Children use writing tools to make marks (lines, circles, swoops, waves).
		Goal 52: Children use writing for a variety of purposes (emergent writing)	Make marks on paper with a variety of writing tools (fingerpaints, paintbrush) without regard to location.	R. Writing	37. Exploring art materials: Children explore building and art materials.	Language and Literacy – 4.6.1 Children use writing tools to make marks (lines, circles, swoops, waves).

		Goal 52: Children use writing for a variety of purposes (emergent writing)	Scribble on paper spontaneously. for a variety of purposes	R. Writing	37. Exploring art materials: Children explore building and art materials.	Language and Literacy – 4.6.1 Children use writing tools to make marks (lines, circles, swoops, waves).
		Goal 1: Children engage in a variety of physical activities	Participate in simple movement games (for example, baby anticipates being lifted during the same line in songs).	Y. Music Z. Movement	40. Responding to music: Children respond to music. 13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing). 32. Anticipating events: Children ~~anticipate familiar events~~	Creative Arts – 9.2.1 Children initiate and lead as they create music. Creative Arts – 9.3.1 Children create movement sequences.
		Goal 1: Children engage in a variety of physical activities	Show excitement when new toys and objects are used in play.	A. Initiative and planning DD. Natural and physical world	1. Initiative: Children express initiative. 22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences. Science – 6.1.1 Children explore and investigate their environment through their senses.
		Goal 2: Children demonstrate strength and coordination of gross motor skills	Pull up self to standing, holding on to something or someone; later stand independently.	I. Gross-motor skills	13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing).	Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control.
		Goal 2: Children demonstrate strength and coordination of gross motor skills	Walk holding on to furniture, then later as the primary means of moving around.	I. Gross-motor skills	13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing).	Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control.
		Goal 2: Children demonstrate strength and coordination of gross motor skills	Enjoy pushing and pulling objects. Throw objects while maintaining balance.	I. Gross-motor skills	14. Moving with objects: Children move with objects. 13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing).	Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control.
		Goal 2: Children demonstrate strength and coordination of gross motor skills	Stoop over to explore things on the ground.	I. Gross-motor skills	13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing).	Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control.
		Goal 2: Children demonstrate strength and coordination of gross motor skills	Squat and stand back up again while maintaining balance. Crawl or climb stairs, with assistance.	I. Gross-motor skills	13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing).	Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control.
		Goal 3: Children demonstrate stamina and energy in daily activities	Be eager to pull up and stand.	A. Initiative and planning I. Gross-motor skills	1. Initiative: Children express initiative. 13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing).	Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences. Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control.

	Domain 1: Physical Wellbeing, Health, and Motor Development	Goal 3: Children demonstrate stamina and energy in daily activities	Enjoy walking with support such as cruising along furniture or holding on to fingers.	I. Gross-motor skills	13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing).	Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control.
		Goal 3: Children demonstrate stamina and energy in daily activities	Be eager to climb up and down on furniture.	A. Initiative and planning I. Gross-motor skills	1. Initiative: Children express initiative. 13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing).	Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences. Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control.
		Goal 3: Children demonstrate stamina and energy in daily activities	May climb out of crib.	I. Gross-motor skills	13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing).	Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control.
		Goal 3: Children demonstrate stamina and energy in daily activities	Show persistence when crawling, walking or running.	A. Initiative and planning I. Gross-motor skills	1. Initiative: Children express initiative. 13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing).	Approaches to Learning – 1.2.1 Children sustain attention and engagement during routines and child-initiated experiences for short periods of time. Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control.
		Goal 3: Children demonstrate stamina and energy in daily activities	Run with increasing speed and over greater distances.	I. Gross-motor skills	13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing). 34. Speed: Children experience "fast" and "slow."	Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control.
		Goal 3: Children demonstrate stamina and energy in daily activities	Be on the move for longer periods of time.	I. Gross-motor skills	13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing).	Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control.
		Goal 4: Children demonstrate strength and coordination of fine motor skills	Mimic hand clapping or a good-bye wave. Point with one finger.	J. Fine-motor skills L. Speaking	12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking). 17. Nonverbal communication: Children communicate nonverbally.	Physical Development and Health – 3.2.1 Children use their small muscles with increasing control. Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.
		Goal 4: Children demonstrate strength and coordination of fine motor skills	Empty objects from containers.	J. Fine-motor skills B. Problem solving with materials	12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking). 30. Taking apart and putting together: Children take things apart and fit them together.	Physical Development and Health – 3.2.1 Children use their small muscles with increasing control. Approaches to Learning – 1.3.1 Children communicate the presence of a problem(s) with materials and, with assistance, consider possible sources and solutions to the problem(s).
		Goal 4: Children demonstrate strength and coordination of fine motor skills	Turn pages of large books, often turning multiple pages at the same time.	Q. Book enjoyment and knowledge J. Fine-motor skills	20. Exploring print: Children explore picture books and magazines. 12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking).	Language and Literacy – 4.5.2 Children engage with books read by adults. Physical Development and Health – 3.2.1 Children use their small muscles with increasing control.

		Goal 4: Children demonstrate strength and coordination of fine motor skills	Stack 2-3 small square blocks.	J. Fine-motor skills B. Problem solving with materials	12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking). 30. Taking apart and putting together: Children take things apart and fit them together.	Physical Development and Health – 3.2.1 Children use their small muscles with increasing control. Technology and Engineering – 7.2.2 Children engage in the engineering design process by building, noticing a problem, and seeking a solution.
		Goal 4: Children demonstrate strength and coordination of fine motor skills	Make marks on paper with large writing/ drawing implements (thick pencil, crayon, marker). stamina in daily	R. Writing J. Fine-motor skills	37. Exploring art materials: Children explore building and art materials. 12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking).	Language and Literacy – 4.6.1 Children use writing tools to make marks (lines, circles, swoops, waves). Physical Development and Health – 3.2.1 Children use their small muscles with increasing control.
		Goal 5: Children use their senses of sight, hearing, smell, taste and touch to guide and integrate their learning and interactions (Sensorimotor Skills)	Coordinate eye and hand movements (puts objects into large container).	J. Fine-motor skills	12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking).	Physical Development and Health – 3.2.1 Children use their small muscles with increasing control.
		Goal 5: Children use their senses of sight, hearing, smell, taste and touch to guide and integrate their learning and interactions (Sensorimotor Skills)	Explore and responds to different surface textures (hard top tables, soft cushions).	DD. Natural and physical world	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Science – 6.1.1 Children explore and investigate their environment through their senses.
		Goal 5: Children use their senses of sight, hearing, smell, taste and touch to guide and integrate their learning and interactions (Sensorimotor Skills)	Accept new flavors and textures in food.	K. Personal care and healthy behavior	3. Self-help: Children do things for themselves.	Physical Development and Health – 3.3.3 Children participate in personal care routines with assistance.
		Goal 6: Children practice health skills and routines	Begin to brush gums and teeth with assistance.	K. Personal care and healthy behavior	3. Self-help: Children do things for themselves.	Physical Development and Health – 3.3.3 Children participate in personal care routines with assistance.
		Goal 6: Children practice health skills and routines	Indicate needs and wants such as hunger or a dirty diaper. Start to wean off pacifier (if used).	L. Speaking K. Personal care and healthy behavior	17. Nonverbal communication: Children communicate nonverbally. 3. Self-help: Children do things for themselves.	Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning. Physical Development and Health – 3.3.3 Children participate in personal care routines with assistance.
		Goal 6: Children practice health skills and routines	Go to bed without a bottle.	K. Personal care and healthy behavior	3. Self-help: Children do things for themselves.	Physical Development and Health – 3.3.3 Children participate in personal care routines with assistance.
		Goal 7: Children eat a variety of nutritious foods	Begin to scoop food onto their plates with assistance.	K. Personal care and healthy behavior J. Fine-motor skills	3. Self-help: Children do things for themselves. 12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking).	Physical Development and Health – 3.3.3 Children participate in personal care routines with assistance. Physical Development and Health – 3.2.1 Children use their small muscles with increasing control.

		Goal 7: Children eat a variety of nutritious foods	Begin to eat finger foods.	K. Personal care and healthy behavior J. Fine-motor skills	3. Self-help: Children do things for themselves. 12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking).	Physical Development and Health – 3.3.3 Children participate in personal care routines with assistance. Physical Development and Health – 3.2.1 Children use their small muscles with increasing control.
		Goal 7: Children eat a variety of nutritious foods	Feed self with a spoon.	K. Personal care and healthy behavior J. Fine-motor skills	3. Self-help: Children do things for themselves. 12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking).	Physical Development and Health – 3.3.3 Children participate in personal care routines with assistance. Physical Development and Health – 3.2.1 Children use their small muscles with increasing control.
		Goal 9: Children develop positive relationships with adults	Become upset when separated from familiar adults. Seek comfort from a familiar adult when upset or tired. Respond to adult's verbal greeting (waves and smiles).	E. Building relationships with adults D. Emotions	5. Attachment: Children form an attachment to a primary caregiver. 8. Emotions: Children express emotions.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults. Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support.
		Goal 9: Children develop positive relationships with adults	Engage with adults during play (puts shapes in shape sorter).	E. Building relationships with adults B. Problem solving with materials	6. Relationship with adults: Children build relationships with adults. 2. Problem solving: Children solve problems encountered in exploration and play.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults. Approaches to Learning – 1.3.1 Children communicate the presence of a problem(s) with materials and, with assistance, consider possible sources and solutions to the problem(s).
		Goal 9: Children develop positive relationships with adults	Respond positively to adult help most of the time.	E. Building relationships with adults	6. Relationship with adults: Children build relationships with adults.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
		Goal 9: Children develop positive relationships with adults	Use familiar adult as a “secure base” to explore (looks to adult for indication of appropriate and inappropriate behavior). and emotional relationships with	E. Building relationships with adults	5. Attachment: Children form an attachment to a primary caregiver.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
		Goal 10: Children develop positive relationships with other children	Show interest in children (moves closer, offers a toy, vocalizes to get attention of child).	F. Building relationships with other children	7. Relationships with peers: Children build relationships with peers.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
		Goal 10: Children develop positive relationships with other children	Engage in problems regarding possession of items (takes toy, cries when toy is taken). Imitate another child's behavior or activity (follows, laughs, pounds on drum).	F. Building relationships with other children B. Problem solving with materials	7. Relationships with peers: Children build relationships with peers. 10. Playing with others: Children play with others. 2. Problem solving: Children solve problems encountered in exploration and play.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults. Approaches to Learning – 1.3.1 Children communicate the presence of a problem(s) with materials and, with assistance, consider possible sources and solutions to the problem(s).
		Goal 11: Children demonstrate awareness of behavior and its effects	Repeat actions many times to cause a desired effect (smile because it makes parent or caregiver smile and laugh). Show understanding that characters from books are connected with certain actions or behaviors (animal books and animal sounds).	CC. Experimenting, predicting, and drawing conclusions Q. Book enjoyment and knowledge	35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect. 20. Exploring print: Children explore picture books and magazines.	Science – 6.1.2 Children engage in simple investigations by trying actions and observing results. Language and Literacy – 4.5.2 Children engage with books read by adults.

		Goal 11: Children demonstrate awareness of behavior and its effects	Recognize that certain adult actions are associated with expected behavior (I am supposed to go to sleep when an adult puts me in bed).	C. Reflection G. Community	32. Anticipating events: Children anticipate familiar events. 11. Group participation: Children participate in group routines.	Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support.
		Goal 12: Children participate positively in group activities	Express joy with other children or when a familiar adult is present.	D. Emotions E. Building relationships with adults F. Building relationships with other children	8. Emotions: Children express emotions. 6. Relationship with adults: Children build relationships with adults. 7. Relationships with peers: Children build relationships with peers.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
		Goal 12: Children participate positively in group activities	Begin to participate in simple play, side by side with other children.	F. Building relationships with other children	10. Playing with others: Children play with others.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
		Goal 12: Children participate positively in group activities	Show increasing interest in family and community gatherings.	G. Community FF. Knowledge of self and others	11. Group participation: Children participate in group routines. 4. Distinguishing self and others: Children distinguish themselves from others.	Social Studies – 8.1.1 Children identify similarities and differences between themselves and others in their families and classroom.
		Goal 13: Children adapt to diverse settings	Begin to separate from primary caregiver in familiar settings outside home.	E. Building relationships with adults	5. Attachment: Children form an attachment to a primary caregiver.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
		Goal 13: Children adapt to diverse settings	Begin to explore and play in a range of familiar settings. Initiate simple social interactions with peers.	A. Initiative and planning F. Building relationships with other children	1. Initiative: Children express initiative. 7. Relationships with peers: Children build relationships with peers.	Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences. Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
		Goal 14: Children demonstrate empathy for others	Look sad or concerned when another child is crying or upset. May seek adult help or offer a toy or blanket to comfort child. Begin to help other children who are sad or hurt. Begin to explore plants, flowers and other living things through senses (touching, seeing, tasting, smelling, hearing).	D. Emotions F. Building relationships with other children DD. Natural and physical world	8. Emotions: Children express emotions. 7. Relationships with peers: Children build relationships with peers. 22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults. Science – 6.2.1 Children identify characteristics of living things.
		Goal 15: Children recognize, appreciate, and respect similarities and differences in people	Observe body parts and self in mirror.	FF. Knowledge of self and others	4. Distinguishing self and others: Children distinguish themselves from others.	Social Studies – 8.1.1 Children identify similarities and differences between themselves and others in their families and classroom.
		Goal 15: Children recognize, appreciate, and respect similarities and differences in people	Focus attention on others.	E. Building relationships with adults F. Building relationships with other children	6. Relationship with adults: Children build relationships with adults. 7. Relationships with peers: Children build relationships with peers.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults.

	Domain 2: Social & Emotional Development	Goal 15: Children recognize, appreciate, and respect similarities and differences in people	Notice others' physical characteristics. Interact with others who are of different ethnic and cultural backgrounds, of different gender, speak other languages or have special needs.	FF. Knowledge of self and others	4. Distinguishing self and others: Children distinguish themselves from others.	Social Studies – 8.1.1 Children identify similarities and differences between themselves and others in their families and classroom.
		Goal 16: Children show awareness of their unique self	Respond with head turn, gesture or vocalization when name is spoken.	M. Listening and comprehension FF. Knowledge of self and others	16. Listening and responding: Children listen and respond. 4. Distinguishing self and others: Children distinguish themselves from others.	Language and Literacy – 4.1.2 Children understand and respond to questions from others.
		Goal 16: Children show awareness of their unique self	Respond or come when called by a familiar adult. Show awareness of self in voice, mirror image, and body.	M. Listening and comprehension FF. Knowledge of self and others	16. Listening and responding: Children listen and respond. 4. Distinguishing self and others: Children distinguish themselves from others.	Social Studies – 8.1.1 Children identify similarities and differences between themselves and others in their families and classroom.
		Goal 16: Children show awareness of their unique self	Attempt to complete basic daily living tasks (eating, getting dressed).	K. Personal care and healthy behavior	3. Self-help: Children do things for themselves.	Physical Development and Health – 3.3.3 Children participate in personal care routines with assistance.
		Goal 16: Children show awareness of their unique self	Show preference for familiar adults and peers.	E. Building relationships with adults F. Building relationships with other children	5. Attachment: Children form an attachment to a primary caregiver. 7. Relationships with peers: Children build relationships with peers.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
		Goal 16: Children show awareness of their unique self	Point or move toward desired people or objects. Repeat a motion or noise to see if outcome is the same.	L. Speaking CC. Experimenting, predicting, and drawing conclusions	17. Nonverbal communication: Children communicate nonverbally. 35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.	Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning. Science – 6.1.2 Children engage in simple investigations by trying actions and observing results.
		Goal 16: Children show awareness of their unique self	Protest when does not want to do something (arch back when doesn't want to sit in high chair).	D. Emotions L. Speaking	8. Emotions: Children express emotions. 17. Nonverbal communication: Children communicate nonverbally.	Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support. Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.
		Goal 16: Children show awareness of their unique self	Respond to requests for action (claps for the song).	M. Listening and comprehension	16. Listening and responding: Children listen and respond.	Language and Literacy – 4.1.2 Children understand and respond to questions from others.
		Goal 16: Children show awareness of their unique self	Point to at least two body parts, when asked.	M. Listening and comprehension FF. Knowledge of self and others	16. Listening and responding: Children listen and respond. 4. Distinguishing self and others: Children distinguish themselves from others.	Language and Literacy – 4.1.4 Children understand and use an increasing number of new words.

		Goal 17: Children demonstrate belief in their abilities to succeed, motivation, self-direction, and behavior control	Explore environment at increasing distances from caregiver, returning for reassurances.	E. Building relationships with adults A. Initiative and planning	5. Attachment: Children form an attachment to a primary caregiver. 1. Initiative: Children express initiative.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults. Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences.
		Goal 17: Children demonstrate belief in their abilities to succeed, motivation, self-direction, and behavior control	Look to caregiver when accomplishing new tasks (standing or walking).	E. Building relationships with adults A. Initiative and planning	6. Relationship with adults: Children build relationships with adults. 1. Initiative: Children express initiative.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
		Goal 17: Children demonstrate belief in their abilities to succeed, motivation, self-direction, and behavior control	Give objects or toys to others (pick up ball, then reach to give it to caregiver).	E. Building relationships with adults F. Building relationships with other children	6. Relationship with adults: Children build relationships with adults. 7. Relationships with peers: Children build relationships with peers.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
		Goal 17: Children demonstrate belief in their abilities to succeed, motivation, self-direction, and behavior control	Smile and express joy when succeeding in a task/activity. of their unique self	A. Initiative and planning D. Emotions	1. Initiative: Children express initiative. 8. Emotions: Children express emotions.	Social Emotional – 2.1.1 Children demonstrate awareness of self as a unique individual.
		Goal 18: Children understand and follow rules and routines	Engage in some regular behaviors (sing or babble self to sleep, goes to high chair to be fed.)	G. Community K. Personal care and healthy behavior	11. Group participation: Children participate in group routines. 3. Self-help: Children do things for themselves.	Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support. Physical Development and Health – 3.3.3 Children participate in personal care routines with assistance.
		Goal 18: Children understand and follow rules and routines	Follow some consistently set rules and routines.	G. Community	11. Group participation: Children participate in group routines.	Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support.
		Goal 18: Children understand and follow rules and routines	Anticipate and follows simple routines, with reminders and assistance (help to pick up and put away blocks at clean-up time).	G. Community C. Reflection	11. Group participation: Children participate in group routines. 32. Anticipating events: Children anticipate familiar events.	Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support.
		Goal 18: Children understand and follow rules and routines	Begin to understand that change in activities, settings, and routines are part of the day and can be managed with adult support.	G. Community D. Emotions	11. Group participation: Children participate in group routines. 8. Emotions: Children express emotions.	Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support.
		Goal 19: Children regulate their feelings and impulses	Look to or seek comfort when distressed and accept comfort from a familiar adult.	E. Building relationships with adults D. Emotions	5. Attachment: Children form an attachment to a primary caregiver. 8. Emotions: Children express emotions.	Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support. Social Emotional – 2.2.1 Children show interest in and interact with children and adults.

		Goal 19: Children regulate their feelings and impulses	Comfort self by clutching, sucking, or stroking when tired or stressed (calm while stroking or holding soft blanket). and follow rules and	D. Emotions	8. Emotions: Children express emotions.	Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support.
		Goal 20: Children express appropriately a range of emotions	Respond to emotional cues and social situations (cry when other babies cry).	D. Emotions F. Building relationships with other children	8. Emotions: Children express emotions. 7. Relationships with peers: Children build relationships with peers.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
		Goal 22: Children demonstrate awareness of their community, human interdependence, and social roles	Recognize the names of other children.	FF. Knowledge of self and others	4. Distinguishing self and others: Children distinguish themselves from others.	Social Studies – 8.1.1 Children identify similarities and differences between themselves and others in their families and classroom.
		Goal 22: Children demonstrate awareness of their community, human interdependence, and social roles	Recognize family members of other children.	FF. Knowledge of self and others	4. Distinguishing self and others: Children distinguish themselves from others.	Social Studies – 8.1.1 Children identify similarities and differences between themselves and others in their families and classroom.
		Goal 22: Children demonstrate awareness of their community, human interdependence, and social roles	Begin to participate in simple parallel play with other children.	F. Building relationships with other children	10. Playing with others: Children play with others.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
		Goal 23: Children demonstrate civic responsibility	Follow simple directions.	M. Listening and comprehension	16. Listening and responding: Children listen and respond.	Language and Literacy – 4.1.2 Children understand and respond to questions from others.
		Goal 23: Children demonstrate civic responsibility	Try out roles and relationships through imitation (smile at self in mirror, plays peek-a-boo).	AA. Pretend play FF. Knowledge of self and others	36. Imitating and pretending: Children imitate and pretend. 4. Distinguishing self and others: Children distinguish themselves from others.	Creative Arts – 9.4.1 Children participate in play scenarios. Social Studies – 8.1.1 Children identify similarities and differences between themselves and others in their families and classroom.
		Goal 23: Children demonstrate civic responsibility	Request assistance when needed.	E. Building relationships with adults B. Problem solving with materials	6. Relationship with adults: Children build relationships with adults. 2. Problem solving: Children solve problems encountered in exploration and play.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults. Approaches to Learning – 1.3.1 Children communicate the presence of a problem(s) with materials and, with assistance, consider possible sources and solutions to the problem(s).
		Goal 24: Children demonstrate awareness and appreciation of their own and others' cultures	Look to caregivers for assistance, guidance, and safety. Distinguish among familiar and unfamiliar people.	E. Building relationships with adults FF. Knowledge of self and others	5. Attachment: Children form an attachment to a primary caregiver. 4. Distinguishing self and others: Children distinguish themselves from others.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults. Social Studies – 8.1.1 Children identify similarities and differences between themselves and others in their families and classroom.

		Goal 25: Children show curiosity and interest in learning	Engage familiar adults and children in interactions (smiling, approaching, not withdrawing).	E. Building relationships with adults F. Building relationships with other children	6. Relationship with adults: Children build relationships with adults. 7. Relationships with peers: Children build relationships with peers.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
		Goal 25: Children show curiosity and interest in learning	Express desire to feed self. Select a book, toy, or item from several options. Point to desired people, places, objects and take action.	A. Initiative and planning K. Personal care and healthy behavior L. Speaking	1. Initiative: Children express initiative. 3. Self-help: Children do things for themselves. 17. Nonverbal communication: Children communicate nonverbally.	Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences. Physical Development and Health – 3.3.3 Children participate in personal care routines with assistance. Language and Literacy – 4.1.1 Children use their home language(s) and other forms of
		Goal 25: Children show curiosity and interest in learning	Show likes and dislikes for activities, experiences, and interactions.	A. Initiative and planning D. Emotions	1. Initiative: Children express initiative. 8. Emotions: Children express emotions.	Social Emotional – 2.1.1 Children demonstrate awareness of self as a unique individual. Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences.
		Goal 25: Children show curiosity and interest in learning	Actively resist items or actions that are unwanted.	D. Emotions L. Speaking	8. Emotions: Children express emotions. 17. Nonverbal communication: Children communicate nonverbally.	Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support. Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.
		Goal 26: Children persist when facing challenges	Attempt in self-help activities. Try different ways of doing things.	A. Initiative and planning B. Problem solving with materials K. Personal care and healthy behavior	1. Initiative: Children express initiative. 2. Problem solving: Children solve problems encountered in exploration and play. 3. Self-help: Children do things for themselves.	Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences. Approaches to Learning – 1.3.1 Children communicate the presence of a problem(s) with materials and, with assistance, consider possible sources and solutions to the problem(s).
		Goal 26: Children persist when facing challenges	Focus on caregiver, material or toy (such as a book) for short periods of time.	A. Initiative and planning	1. Initiative: Children express initiative.	Approaches to Learning – 1.2.1 Children sustain attention and engagement during routines and child-initiated experiences for short periods of time.
		Goal 27: Children demonstrate initiative	Express desire to feed self.	A. Initiative and planning K. Personal care and healthy behavior	1. Initiative: Children express initiative. 3. Self-help: Children do things for themselves.	Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences. Physical Development and Health – 3.3.3 Children participate in personal care routines with assistance.
		Goal 27: Children demonstrate initiative	Select a book, toy, or item from several options.	A. Initiative and planning	1. Initiative: Children express initiative.	Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences.
	Domain 3: Approaches to Learning	Goal 27: Children demonstrate initiative	Show likes and dislikes for activities, experiences, and interactions.	A. Initiative and planning D. Emotions	1. Initiative: Children express initiative. 8. Emotions: Children express emotions.	Social Emotional – 2.1.1 Children demonstrate awareness of self as a unique individual.

9 to 18 Months	Domain 3: Approaches to Learning	Goal 28: Children approach daily activities with creativity and imagination	Imitate action observed in another situation (try to stack blocks after watching another child stack blocks, bang on surface after watching drumming at a cultural event).	AA. Pretend play F. Building relationships with other children	36. Imitating and pretending: Children imitate and pretend. 7. Relationships with peers: Children build relationships with peers.	Creative Arts – 9.4.1 Children participate in play scenarios. Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
		Goal 28: Children approach daily activities with creativity and imagination	Use items differently and creatively (a bucket is turned upside down to build a tower base or to be a drum).	AA. Pretend play B. Problem solving with materials	36. Imitating and pretending: Children imitate and pretend. 2. Problem solving: Children solve problems encountered in exploration and play.	Creative Arts – 9.4.1 Children participate in play scenarios. Approaches to Learning – 1.3.1 Children communicate the presence of a problem(s) with materials and, with assistance, consider possible sources and solutions to the problem(s).
		Goal 28: Children approach daily activities with creativity and imagination	Play with dolls, stuffed animals, puppets.	AA. Pretend play	36. Imitating and pretending: Children imitate and pretend.	Creative Arts – 9.4.1 Children participate in play scenarios.
		Goal 28: Children approach daily activities with creativity and imagination	Pretend one object is really another (use a wood block as a telephone).	AA. Pretend play	36. Imitating and pretending: Children imitate and pretend.	Creative Arts – 9.4.1 Children participate in play scenarios.
		Goal 29: Children learn through play and exploration	Behave in consistent ways to elicit desired response (kick a mobile).	CC. Experimenting, predicting, and drawing conclusions	35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.	Science – 6.1.2 Children engage in simple investigations by trying actions and observing results.
		Goal 29: Children learn through play and exploration	Play games with primary caregiver that involve repetition (peek-a-boo).	E. Building relationships with adults	5. Attachment: Children form an attachment to a primary caregiver. 18. Two-way communication: Children participate in two-way communication.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
		Goal 29: Children learn through play and exploration	Experiment to see if similar objects will cause similar responses (shake stuffed animal in the same way as a rattle to hear noise).	BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions	24. Exploring same and different: Children explore and notice how things are the same or different. 35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.	Science – 6.3.1 Children observe properties of materials and objects. Science – 6.1.2 Children engage in simple investigations by trying actions and observing results.
		Goal 29: Children learn through play and exploration	Display recognition and excitement about game or toys from previous day.	C. Reflection	31. Memory: Children remember people and objects.	Social Studies – 8.4.1 Children communicate about recent events.
		Goal 29: Children learn through play and exploration	Apply knowledge to new situations (bang on bucket instead of drum).	B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions	2. Problem solving: Children solve problems encountered in exploration and play. 35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.	Approaches to Learning – 1.3.1 Children communicate the presence of a problem(s) with materials and, with assistance, consider possible sources and solutions to the problem(s). Science – 6.1.2 Children engage in simple investigations by trying actions and observing results.

		Goal 30: Children gain reasoning and critical thinking skills	Explore small openings and looks for items to put in the openings, including their fingers.	B. Problem solving with materials T. Geometry: Shapes and spatial awareness	30. Taking apart and putting together: Children take things apart and fit them together. 28. Locating objects: Children explore and notice the location of objects.	Mathematics – 5.4.3 Children explore concepts of space, direction, and location by using positional words. Technology and Engineering – 7.2.2 Children engage in the engineering design process by building, noticing a problem, and seeking a solution.
		Goal 30: Children gain reasoning and critical thinking skills	Remember where to find favorite toys, pacifier, blanket.	C. Reflection	31. Memory: Children remember people and objects.	Social Studies – 8.4.1 Children communicate about recent events.
		Goal 30: Children gain reasoning and critical thinking skills	Show an understanding of object permanence, such as reaching under a blanket to retrieve a stuffed animal.	B. Problem solving with materials	23. Object permanence: Children discover object permanence.	Approaches to Learning – 1.3.1 Children communicate the presence of a problem(s) with materials and, with assistance, consider possible sources and solutions to the problem(s).
		Goal 31: Children find multiple solutions to questions, tasks, problems, and challenges	Use objects as a means to an end (uses a bucket to transport blocks from one room to another, uses spoon to reach for food). Solve simple problems independently (by climbing to retrieve an out-of-reach object). and thinking	B. Problem solving with materials EE. Tools and technology	2. Problem solving: Children solve problems encountered in exploration and play. 14. Moving with objects: Children move with objects.	Approaches to Learning – 1.3.1 Children communicate the presence of a problem(s) with materials and, with assistance, consider possible sources and solutions to the problem(s). Technology and Engineering – 7.1.1 Children explore and use tools and technology for a variety of purposes.
		Goal 31: Children find multiple solutions to questions, tasks, problems, and challenges	Use objects as intended (pushes buttons on toy phone, drinks from cup). Understand how familiar objects are used in combination (spoon in bowl, socks on feet).	EE. Tools and technology K. Personal care and healthy behavior	14. Moving with objects: Children move with objects. 3. Self-help: Children do things for themselves.	Technology and Engineering – 7.1.1 Children explore and use tools and technology for a variety of purposes. Physical Development and Health – 3.3.3 Children participate in personal care routines with assistance.
		Goal 31: Children find multiple solutions to questions, tasks, problems, and challenges	Distinguish sounds and combinations of sounds.	N. Phonological awareness M. Listening and comprehension	16. Listening and responding: Children listen and respond. 41. Sounds: Children explore and imitate sounds.	Language and Literacy – 4.3.1 Children join in familiar songs and word games containing rhyming sounds.
		Goal 31: Children find multiple solutions to questions, tasks, problems, and challenges	Follow the edge of objects in space, such as a blanket, bed, or room.	T. Geometry: Shapes and spatial awareness	28. Locating objects: Children explore and notice the location of objects.	Mathematics – 5.4.3 Children explore concepts of space, direction, and location by using positional words.
		Goal 31: Children find multiple solutions to questions, tasks, problems, and challenges	Recognize different facial expressions.	D. Emotions FF. Knowledge of self and others	8. Emotions: Children express emotions. 4. Distinguishing self and others: Children distinguish themselves from others.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
		Goal 31: Children find multiple solutions to questions, tasks, problems, and challenges	Provide child with different toys and objects from a variety of cultures to examine, compare, and contrast.	BB. Observing and classifying FF. Knowledge of self and others	24. Exploring same and different: Children explore and notice how things are the same or different. 4. Distinguishing self and others: Children distinguish themselves from others.	Social Studies – 8.1.1 Children identify similarities and differences between themselves and others in their families and classroom.

		Goal 31: Children find multiple solutions to questions, tasks, problems, and challenges	Describe comparisons during playful interactions ("This pillow is soft, but your toy is hard"). solutions to questions,	BB. Observing and classifying L. Speaking	24. Exploring same and different: Children explore and notice how things are the same or different. 19. Speaking: Children speak.	Science – 6.3.1 Children observe properties of materials and objects. Language and Literacy – 4.1.4 Children understand and use an increasing number of new words.
		Goal 32: Children use symbols and images to represent something not present	Recognize people, animals, or objects in pictures or photographs.	P. Reading X. Art	38. Identifying visual images: Children respond to and identify pictures and photographs.	Language and Literacy – 4.5.2 Children engage with books read by adults.
		Goal 34: Children demonstrate knowledge of numbers and counting	Use words or gestures for action phrases ("all gone" and "more").	S. Number and counting L. Speaking	25. Exploring more: Children experience "more." 17. Nonverbal communication: Children communicate nonverbally.	Mathematics – 5.1.1 Children use math talk by using number words and/or general quantity terms. Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.
		Goal 34: Children demonstrate knowledge of numbers and counting	Recognize there are one or two of something. Demonstrate early one-to-one correspondence (filling containers with objects by dropping them in one at a time).	S. Number and counting	27. Number: Children experience the number of things. 26. One-to-one correspondence: Children experience one-to-one correspondence.	Mathematics – 5.1.2 Children demonstrate beginning understanding of one-to-one correspondence.
		Goal 34: Children demonstrate knowledge of numbers and counting	Usually choose a set that has more of something they prefer over a set that has less, when given the option.	S. Number and counting	25. Exploring more: Children experience "more."	Mathematics – 5.1.1 Children use math talk by using number words and/or general quantity terms.
		Goal 34: Children demonstrate knowledge of numbers and counting	Create larger and smaller sets of objects by grouping and ungrouping items (placing and removing rings on a vertical peg).	S. Number and counting BB. Observing and classifying	25. Exploring more: Children experience "more." 24. Exploring same and different: Children explore and notice how things are the same or different.	Mathematics – 5.1.1 Children use math talk by using number words and/or general quantity terms. Mathematics – 5.6.1 Children identify similarities and differences in order to sort according to one attribute.
		Goal 33: Children can distinguish between fantasy and reality	Begin make-believe play (rocking or feeding a baby doll).	AA. Pretend play	36. Imitating and pretending: Children imitate and pretend.	Creative Arts – 9.4.1 Children participate in play scenarios.
		Goal 35: Children demonstrate knowledge of measurement: size, volume, weight, length, and time	Explore relative size by trying to squeeze a large object into a smaller container (putting a doll into doll stroller and then trying to fit themselves into the stroller).	U. Measurement B. Problem solving with materials	24. Exploring same and different: Children explore and notice how things are the same or different. 30. Taking apart and putting together: Children take things apart and fit them together.	Mathematics – 5.5.1 Children compare two objects by a single measurable attribute.
		Goal 37: Children collect information through observation and manipulation	Use more than one sense at a time (uses sight, touch, and hearing by examining and shaking a toy).	DD. Natural and physical world	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Science – 6.1.1 Children explore and investigate their environment through their senses.

	Domain 4: Cognition and General Knowledge	Goal 36: Children sort, classify, and organize objects and information	Identify objects or creatures by recognizing their similarities (canines are “doggies”; all felines are “kitties”).	BB. Observing and classifying	24. Exploring same and different: Children explore and notice how things are the same or different.	Mathematics – 5.6.1 Children identify similarities and differences in order to sort according to one attribute.
		Goal 36: Children sort, classify, and organize objects and information	Place similar objects with each other (putting all of the dolls in one pile and all of the cars in another). Repeat some actions, such as filling and emptying containers. Make patterns by repeating songs and rhymes.	BB. Observing and classifying V. Patterns	24. Exploring same and different: Children explore and notice how things are the same or different. 35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.	Mathematics – 5.6.1 Children identify similarities and differences in order to sort according to one attribute. Mathematics – 5.3.1 Children notice patterns with adult support.
		Goal 36: Children sort, classify, and organize objects and information	Watch, bounce, or clap to rhythmic sounds or sing-alongs.	Y. Music Z. Movement	40. Responding to music: Children respond to music. 15. Steady beat: Children feel and experience steady beat.	Creative Arts – 9.2.1 Children initiate and lead as they create music. Creative Arts – 9.3.1 Children create movement sequences.
		Goal 38: Children make predictions and experiment	Express a sense of wonder about the natural world (reach for objects, put objects in mouth or rub on cheek, roll objects in hands, drop objects on floor).	DD. Natural and physical world	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Science – 6.1.1 Children explore and investigate their environment through their senses.
		Goal 40: Children differentiate between events that happen in the past, present, and future	Recall information about the immediate past (after eating, says “All done!”).	HH. History C. Reflection	31. Memory: Children remember people and objects.	Social Studies – 8.4.1 Children communicate about recent events.
		Goal 39: Children observe and describe the natural and physical world	Explore characteristics of certain living things (pick up an earthworm, try to catch ants).	DD. Natural and physical world	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Science – 6.2.1 Children identify characteristics of living things.
		Goal 39: Children observe and describe the natural and physical world	Enjoy outdoor play.	DD. Natural and physical world I. Gross-motor skills	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose. 13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing).	Science – 6.1.1 Children explore and investigate their environment through their senses. Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control.
		Goal 39: Children observe and describe the natural and physical world	Enjoy playing with water, sand and mud.	DD. Natural and physical world	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Science – 6.1.1 Children explore and investigate their environment through their senses.
		Goal 41: Children demonstrate awareness of location and spatial relationships	Explore how differently shaped objects fit or do not fit together (nesting cups or stacking cones).	T. Geometry: Shapes and spatial awareness B. Problem solving with materials	30. Taking apart and putting together: Children take things apart and fit them together. 24. Exploring same and different: Children explore and notice how things are the same or different.	Mathematics – 5.4.1 Children identify shapes and notice shape attributes with adult support. Technology and Engineering – 7.2.2 Children engage in the engineering design process by building, noticing a problem, and seeking a solution.

		Goal 41: Children demonstrate awareness of location and spatial relationships	Explore barriers to movement when not able to walk or push past something.	T. Geometry: Shapes and spatial awareness B. Problem solving with materials	28. Locating objects: Children explore and notice the location of objects. 2. Problem solving: Children solve problems encountered in exploration and play.	Mathematics – 5.4.3 Children explore concepts of space, direction, and location by using positional words. Approaches to Learning – 1.3.1 Children communicate the presence of a problem(s) with materials and, with assistance, consider possible sources and solutions to the problem(s).
		Goal 41: Children demonstrate awareness of location and spatial relationships	Explore their spatial sense (by bumping into things; squeezing into a tight space; or looking at an adult or a toy from a different angle, when bending over, or with head turned).	T. Geometry: Shapes and spatial awareness I. Gross-motor skills	28. Locating objects: Children explore and notice the location of objects. 13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing).	Physical Development and Health – 3.1.2 Children use their senses and spatial awareness to understand where their body is in relation to the environment.
		Goal 42: Children demonstrate knowledge of the relationship among people, places, and regions	Recognize some familiar places (home, store, grandparents' house).	GG. Geography	28. Locating objects: Children explore and notice the location of objects.	Social Studies – 8.3.1 Children recognize familiar locations in their immediate surroundings.
		Goal 42: Children demonstrate knowledge of the relationship among people, places, and regions	Know where favorite toys or foods are stored in own home.	GG. Geography C. Reflection	28. Locating objects: Children explore and notice the location of objects. 31. Memory: Children remember people and objects.	Social Studies – 8.3.1 Children recognize familiar locations in their immediate surroundings.
		Goal 43: Children demonstrate awareness of economic concepts	Depend on others to provide for wants and needs.	E. Building relationships with adults	5. Attachment: Children form an attachment to a primary caregiver.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
		Goal 44: Children demonstrate awareness of the relationship between humans and the environment	Point to, or in some other way indicates, familiar people and objects when they are named.	M. Listening and comprehension FF. Knowledge of self and others	16. Listening and responding: Children listen and respond. 4. Distinguishing self and others: Children distinguish themselves from others.	Language and Literacy – 4.1.4 Children understand and use an increasing number of new words.
		Goal 44: Children demonstrate awareness of the relationship between humans and the environment	Express interest in nature (flowers, a breeze, snow).	DD. Natural and physical world	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Science – 6.1.1 Children explore and investigate their environment through their senses.
		Goal 44: Children demonstrate awareness of the relationship between humans and the environment	Recognize trash as trash.	DD. Natural and physical world BB. Observing and classifying	24. Exploring same and different: Children explore and notice how things are the same or different.	Science – 6.3.1 Children observe properties of materials and objects.
		Goal 44: Children demonstrate awareness of the relationship between humans and the environment	Know location of trash can and recycle bin, if available, in own home or learning setting.	GG. Geography DD. Natural and physical world	28. Locating objects: Children explore and notice the location of objects.	Social Studies – 8.3.1 Children recognize familiar locations in their immediate surroundings.

		Goal 45: Children use technology appropriately	Understand the use of people as “tools” for help (recognizing that an adult can reach an object for them on a high shelf),	E. Building relationships with adults B. Problem solving with materials	6. Relationship with adults: Children build relationships with adults. 2. Problem solving: Children solve problems encountered in exploration and play.	Approaches to Learning – 1.3.1 Children communicate the presence of a problem(s) with materials and, with assistance, consider possible sources and solutions to the problem(s).
		Goal 45: Children use technology appropriately	Enjoy listening to music.	Y. Music	40. Responding to music: Children respond to music.	Creative Arts – 9.2.1 Children initiate and lead as they create music.
		Goal 45: Children use technology appropriately	Enjoy using play technology objects (windup toy.)	EE. Tools and technology	35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.	Technology and Engineering – 7.2.1 Children investigate how things work.
		Goal 45: Children use technology appropriately	Turn light switch on and off.	EE. Tools and technology	35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.	Technology and Engineering – 7.2.1 Children investigate how things work.
		Goal 46: Children use creative arts to express and represent what they know, think, believe, or feel	Use sounds and their voice as they play or look at books with adults.	Y. Music L. Speaking Q. Book enjoyment and knowledge	41. Sounds: Children explore and imitate sounds. 19. Speaking: Children speak. 20. Exploring print: Children explore picture books and magazines.	Creative Arts – 9.2.1 Children initiate and lead as they create music. Language and Literacy – 4.5.2 Children engage with books read by adults.
		Goal 46: Children use creative arts to express and represent what they know, think, believe, or feel	Make movements and sounds in response to cues in songs and finger plays.	Y. Music Z. Movement	40. Responding to music: Children respond to music. 15. Steady beat: Children feel and experience steady beat.	Creative Arts – 9.2.1 Children initiate and lead as they create music. Creative Arts – 9.3.1 Children create movement sequences.
		Goal 46: Children use creative arts to express and represent what they know, think, believe, or feel	Stand with feet wide apart and sways to the sound of music.	Y. Music Z. Movement I. Gross-motor skills	40. Responding to music: Children respond to music. 13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing).	Creative Arts – 9.3.1 Children create movement sequences. Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control.
		Goal 46: Children use creative arts to express and represent what they know, think, believe, or feel	Create marks with crayons, paints, and chalk. Enjoy producing music with simple instruments (triangles, tambourines, drums, etc.).	X. Art R. Writing Y. Music	37. Exploring art materials: Children explore building and art materials. 41. Sounds: Children explore and imitate sounds.	Creative Arts – 9.1.1 Children initiate and lead as they create 2-D and 3-D art representations. Language and Literacy – 4.6.1 Children use writing tools to make marks (lines, circles, swoops, waves). Creative Arts – 9.2.1 Children initiate and lead as they create music.
		Goal 47: Children demonstrate understanding and appreciation of creative arts	Recognize and associate a certain song or sound and thinking that it’s safe, secure, and time to nap).	Y. Music C. Reflection	40. Responding to music: Children respond to music. 32. Anticipating events: Children anticipate familiar events.	Creative Arts – 9.2.1 Children initiate and lead as they create music. Social Studies – 8.4.1 Children communicate about recent events.

		Goal 47: Children demonstrate understanding and appreciation of creative arts	Make loud noises just for fun, such as screaming	Y. Music L. Speaking	41. Sounds: Children explore and imitate sounds. 19. Speaking: Children speak.	Creative Arts – 9.2.1 Children initiate and lead as they create music. Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.
		Goal 47: Children demonstrate understanding and appreciation of creative arts	Make movements and sounds in response to cues	Y. Music Z. Movement	40. Responding to music: Children respond to music. 41. Sounds: Children explore and imitate sounds.	Creative Arts – 9.2.1 Children initiate and lead as they create music. Creative Arts – 9.3.1 Children create movement sequences.
		Goal 47: Children demonstrate understanding and appreciation of creative arts	Use facial expressions, sound (vocalizations, clapping), to continue.	D. Emotions Y. Music L. Speaking	8. Emotions: Children express emotions. 41. Sounds: Children explore and imitate sounds. 17. Nonverbal communication: Children communicate nonverbally.	Creative Arts – 9.2.1 Children initiate and lead as they create music. Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.
		Goal 48: Children demonstrate communication skills (pragmatic language)	Respond to simple requests when accompanied by gestures. Identify familiar people or objects when asked to do so.	M. Listening and comprehension	16. Listening and responding: Children listen and respond.	Language and Literacy – 4.1.2 Children understand and respond to questions from others.
		Goal 48: Children demonstrate communication skills (pragmatic language)	Combine gestures and single words to communicate thoughts, feelings, or needs (reaches to caregiver when wanting to be held). Communicate needs through single-word speech and through facial expression, gestures, or actions (points to object desired).	L. Speaking	17. Nonverbal communication: Children communicate nonverbally. 19. Speaking: Children speak.	Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.
		Goal 48: Children demonstrate communication skills (pragmatic language)	Be able to successfully communicate simple ideas to people who are close and familiar. Use a small number of real and made-up words that can be understood by familiar adults.	L. Speaking	19. Speaking: Children speak. 18. Two-way communication: Children participate in two-way communication.	Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.
		Goal 48: Children demonstrate communication skills (pragmatic language)	Recognize and respond to mention of own name. Point to or reach for familiar objects when named. Enjoy listening to short stories.	M. Listening and comprehension Q. Book enjoyment and knowledge	16. Listening and responding: Children listen and respond. 20. Exploring print: Children explore picture books and magazines.	Language and Literacy – 4.1.2 Children understand and respond to questions from others. Language and Literacy – 4.5.2 Children engage with books read by adults.
		Goal 48: Children demonstrate communication skills (pragmatic language)	Enjoy imitation games. Watch for signs of being understood by others and repeat efforts if not initially successful.	L. Speaking AA. Pretend play	18. Two-way communication: Children participate in two-way communication. 36. Imitating and pretending: Children imitate and pretend.	Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning. Creative Arts – 9.4.1 Children participate in play scenarios.
		Goal 48: Children demonstrate communication skills (pragmatic language)	Initiate interaction, communication, or conversation with others through gestures, words, and facial expressions (by pointing at objects, requesting a favorite game, speaking or signing a word, sharing a toy or calling attention to an object or person).	L. Speaking E. Building relationships with adults F. Building relationships with other children	17. Nonverbal communication: Children communicate nonverbally. 18. Two-way communication: Children participate in two-way communication. 19. Speaking: Children speak.	Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning. Social Emotional – 2.2.1 Children show interest in and interact with children and adults.

		Goal 48: Children demonstrate communication skills (pragmatic language)	Be able to sustain turn taking in play and simple games (rolls ball back and forth several times). literacy understanding of social	L. Speaking F. Building relationships with other children	18. Two-way communication: Children participate in two-way communication. 10. Playing with others: Children play with others.	Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning. Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
		Goal 49: Children listen and understand (receptive language)	Follow some routine and simple directions with support (“Where is your cup?”).	M. Listening and comprehension	16. Listening and responding: Children listen and respond.	Language and Literacy – 4.1.2 Children understand and respond to questions from others.
		Goal 49: Children listen and understand (receptive language)	Show understanding of words by appropriate behavior or gesture (“Can you find your dinosaur?”).	M. Listening and comprehension	16. Listening and responding: Children listen and respond.	Language and Literacy – 4.1.4 Children understand and use an increasing number of new words.
		Goal 49: Children listen and understand (receptive language)	Show enjoyment of music and move body to “dance”.	Y. Music Z. Movement	40. Responding to music: Children respond to music. 13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing).	Creative Arts – 9.2.1 Children initiate and lead as they create music. Creative Arts – 9.3.1 Children create movement sequences.
		Goal 49: Children listen and understand (receptive language)	Show understanding of more words in the home and family routines (50 to 75 words by 15 months). Follow early directions, such as “Give me the block” (caregiver may extend hand).	M. Listening and comprehension	16. Listening and responding: Children listen and respond.	Language and Literacy – 4.1.4 Children understand and use an increasing number of new words. Language and Literacy – 4.1.2 Children understand and respond to questions from others.
		Goal 49: Children listen and understand (receptive language)	Begin to respond to limits, such as “No!”.	M. Listening and comprehension G. Community	16. Listening and responding: Children listen and respond. 11. Group participation: Children participate in group routines.	Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support.
		Goal 49: Children listen and understand (receptive language)	Use body movement/gestures when hearing words (Caregiver asks “Want up?” and the child extends their hands up to request being lifted up). Point to several body parts when asked “Where is your nose?”. Show understanding of family member names (Child looks toward father when the word “daddy” is mentioned).	M. Listening and comprehension L. Speaking FF. Knowledge of self and others	16. Listening and responding: Children listen and respond. 17. Nonverbal communication: Children communicate nonverbally. 4. Distinguishing self and others: Children distinguish themselves from others.	Language and Literacy – 4.1.2 Children understand and respond to questions from others. Language and Literacy – 4.1.4 Children understand and use an increasing number of new words.
		Goal 49: Children listen and understand (receptive language)	Look for objects not present in room (Child runs to other room to find teddy bear when asked).	M. Listening and comprehension B. Problem solving with materials	16. Listening and responding: Children listen and respond. 23. Object permanence: Children discover object permanence.	Language and Literacy – 4.1.2 Children understand and respond to questions from others.
		Goal 49: Children listen and understand (receptive language)	Point to household objects and pictures in familiar books when asked “Where is the ____?” (16 to 18 months).	M. Listening and comprehension Q. Book enjoyment and knowledge	16. Listening and responding: Children listen and respond. 20. Exploring print: Children explore picture books and magazines.	Language and Literacy – 4.1.4 Children understand and use an increasing number of new words. Language and Literacy – 4.5.2 Children engage with books read by adults.

	Domain 5: Communication, Language, Literacy and the Arts	Goal 49: Children listen and understand (receptive language)	Nod head “yes” or shake head “no” when asked a yes/no question. understand	M. Listening and comprehension L. Speaking	16. Listening and responding: Children listen and respond. 17. Nonverbal communication: Children communicate nonverbally.	Language and Literacy – 4.1.2 Children understand and respond to questions from others.
		Goal 50: Children communicate their thoughts, feelings, and ideas with others (expressive language)	Enjoy making sounds and combining sounds in babble and strings of jargon using varying intonation.	L. Speaking N. Phonological awareness	19. Speaking: Children speak. 41. Sounds: Children explore and imitate sounds.	Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.
		Goal 50: Children communicate their thoughts, feelings, and ideas with others (expressive language)	Babble when alone in crib.	L. Speaking	19. Speaking: Children speak.	Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.
		Goal 50: Children communicate their thoughts, feelings, and ideas with others (expressive language)	Use single word speech (one word to communicate message, child says “up” when wanting to be carried by adult) or begin sign language and symbols (“More,” “nurse/bottle,” “All done”).	L. Speaking	17. Nonverbal communication: Children communicate nonverbally. 19. Speaking: Children speak.	Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.
		Goal 50: Children communicate their thoughts, feelings, and ideas with others (expressive language)	Say short telegraphic sentences (“Me go,” or “There Mama”).	L. Speaking	19. Speaking: Children speak.	Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.
		Goal 50: Children communicate their thoughts, feelings, and ideas with others (expressive language)	Take hand or push caregiver to desired areas for assistance.	L. Speaking E. Building relationships with adults	17. Nonverbal communication: Children communicate nonverbally. 6. Relationship with adults: Children build relationships with adults.	Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.
		Goal 50: Children communicate their thoughts, feelings, and ideas with others (expressive language)	By 18 months use words to refer to or request caregiver (“mama/dada”).	L. Speaking	19. Speaking: Children speak.	Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.
		Goal 50: Children communicate their thoughts, feelings, and ideas with others (expressive language)	Use words in conjunction with pointing or gesturing (child reaches hands up and says “up” to be picked up).	L. Speaking	17. Nonverbal communication: Children communicate nonverbally. 19. Speaking: Children speak.	Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.
		Goal 50: Children communicate their thoughts, feelings, and ideas with others (expressive language)	Say “hi” and “bye” with accompanying waves.	L. Speaking	17. Nonverbal communication: Children communicate nonverbally. 19. Speaking: Children speak.	Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.

		Goal 50: Children communicate their thoughts, feelings, and ideas with others (expressive language)	Speech sound/articulation errors are frequent.	L. Speaking	19. Speaking: Children speak.	Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.
		Goal 50: Children communicate their thoughts, feelings, and ideas with others (expressive language)	Communication is 25 percent understandable by 18 months.	L. Speaking	19. Speaking: Children speak.	Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.
		Goal 50: Children communicate their thoughts, feelings, and ideas with others (expressive language)	Use 5 to 20 understandable words by 18 months (“Daddy,” “bottle,” “up”) and/or “baby signs” (“more,” “nursing/bottle,” “all gone,” “no,” “all done”). their thoughts, feelings language)	L. Speaking	17. Nonverbal communication: Children communicate nonverbally. 19. Speaking: Children speak.	Language and Literacy – 4.1.4 Children understand and use an increasing number of new words. Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.
		Goal 51: Children demonstrate appreciation and enjoyment of reading (emergent literacy)	Use sounds, signs or words to identify actions or objects in a book.	Q. Book enjoyment and knowledge L. Speaking	20. Exploring print: Children explore picture books and magazines. 19. Speaking: Children speak.	Language and Literacy – 4.5.2 Children engage with books read by adults. Language and Literacy – 4.1.4 Children understand and use an increasing number of new words.
		Goal 51: Children demonstrate appreciation and enjoyment of reading (emergent literacy)	Verbally imitate adult model and/or names pictures of familiar words when read to. Point to picture when asked “where is the ____?” Point at, look intently at, sign, or say name of, or talk about animals, people, or objects in photos, pictures, or drawings.	Q. Book enjoyment and knowledge P. Reading L. Speaking	20. Exploring print: Children explore picture books and magazines. 38. Identifying visual images: Children respond to and identify pictures and photographs. 19. Speaking: Children speak.	Language and Literacy – 4.5.2 Children engage with books read by adults. Language and Literacy – 4.1.4 Children understand and use an increasing number of new words.
		Goal 51: Children demonstrate appreciation and enjoyment of reading (emergent literacy)	Show increasing attention for short periods of time when read to.	Q. Book enjoyment and knowledge A. Initiative and planning	20. Exploring print: Children explore picture books and magazines. 1. Initiative: Children express initiative.	Language and Literacy – 4.5.2 Children engage with books read by adults. Approaches to Learning – 1.2.1 Children sustain attention and engagement during routines and child-initiated experiences for short periods of time.
		Goal 51: Children demonstrate appreciation and enjoyment of reading (emergent literacy)	Hold a book right side up and turn the pages.	Q. Book enjoyment and knowledge J. Fine-motor skills	20. Exploring print: Children explore picture books and magazines. 12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking).	Language and Literacy – 4.5.2 Children engage with books read by adults. Physical Development and Health – 3.2.1 Children use their small muscles with increasing control.
		Goal 51: Children demonstrate appreciation and enjoyment of reading (emergent literacy)	Use ‘book babble’ when holding a book to mimic the sound of reading.	Q. Book enjoyment and knowledge L. Speaking	20. Exploring print: Children explore picture books and magazines. 19. Speaking: Children speak.	Language and Literacy – 4.5.2 Children engage with books read by adults. Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.
		Goal 51: Children demonstrate appreciation and enjoyment of reading (emergent literacy)	Demonstrate preference for favorite books.	Q. Book enjoyment and knowledge	20. Exploring print: Children explore picture books and magazines.	Language and Literacy – 4.5.2 Children engage with books read by adults.

		Goal 51: Children demonstrate appreciation and enjoyment of reading (emergent literacy)	Notice signs (store and restaurant logos).	Q. Book enjoyment and knowledge P. Reading	20. Exploring print: Children explore picture books and magazines. 38. Identifying visual images: Children respond to and identify pictures and photographs.	Language and Literacy – 4.5.2 Children engage with books read by adults.
		Goal 51: Children demonstrate appreciation and enjoyment of reading (emergent literacy)	Learn new words and phrases from those frequently heard, either in conversation or in books. Ask for the story to be read again.	L. Speaking Q. Book enjoyment and knowledge	19. Speaking: Children speak. 20. Exploring print: Children explore picture books and magazines. 21. Enjoying language: Children enjoy stories, rhymes, and songs.	Language and Literacy – 4.1.4 Children understand and use an increasing number of new words. Language and Literacy – 4.5.2 Children engage with books read by adults.
		Goal 51: Children demonstrate appreciation and enjoyment of reading (emergent literacy)	Answer simple questions about details in the story.	M. Listening and comprehension Q. Book enjoyment and knowledge	16. Listening and responding: Children listen and respond. 20. Exploring print: Children explore picture books and magazines.	Language and Literacy – 4.1.2 Children understand and respond to questions from others. Language and Literacy – 4.5.2 Children engage with books read by adults.
		Goal 51: Children demonstrate appreciation and enjoyment of reading (emergent literacy)	Carry books and use for comfort. appreciation and	Q. Book enjoyment and knowledge	20. Exploring print: Children explore picture books and magazines.	Language and Literacy – 4.5.2 Children engage with books read by adults.
		Goal 52: Children use writing for a variety of purposes (emergent writing)	Be able to use arms to reach across the front of their body in order to make marks or scribbles on large paper on vertical drawing surfaces.	R. Writing J. Fine-motor skills	12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking). 37. Exploring art materials: Children explore building and art materials.	Language and Literacy – 4.6.1 Children use writing tools to make marks (lines, circles, swoops, waves). Physical Development and Health – 3.2.1 Children use their small muscles with increasing control.
		Goal 52: Children use writing for a variety of purposes (emergent writing)	Imitate other's writing, drawings, or scribbles by making own marks, dots or scribbles. Use simple tools without adult assistance (makes mark on paper with large marker). Scribble on paper purposefully.	R. Writing J. Fine-motor skills	37. Exploring art materials: Children explore building and art materials. 12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking).	Language and Literacy – 4.6.1 Children use writing tools to make marks (lines, circles, swoops, waves). Physical Development and Health – 3.2.1 Children use their small muscles with increasing control.
		Goal 52: Children use writing for a variety of purposes (emergent writing)	Adjust body position to enable writing or drawing on paper.	R. Writing I. Gross-motor skills J. Fine-motor skills	13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing). 12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking). ~~37. Exploring art materials: Children~~	Language and Literacy – 4.6.1 Children use writing tools to make marks (lines, circles, swoops, waves). Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control. Physical Development and Health – 3.2.1 Children use their small muscles with increasing control.
		Goal 52: Children use writing for a variety of purposes (emergent writing)	Pretend to write on paper without regard to location or direction. for a variety of purposes	R. Writing AA. Pretend play	37. Exploring art materials: Children explore building and art materials. 36. Imitating and pretending: Children imitate and pretend.	Language and Literacy – 4.6.1 Children use writing tools to make marks (lines, circles, swoops, waves). Creative Arts – 9.4.1 Children participate in play scenarios.
		Goal 1: Children engage in a variety of physical activities	Try new activities that require physical movement, such as climbing on a chair, without adult assistance.	A. Initiative and planning I. Gross-motor skills	1. Initiative: Children express initiative. 13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing).	Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences. Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control.

		Goal 1: Children engage in a variety of physical activities	Participate actively in games, dance, outdoor play, and other forms of exercise.	I. Gross-motor skills Z. Movement	13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing).	Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control. Creative Arts – 9.3.1 Children create movement sequences.
		Goal 1: Children engage in a variety of physical activities	Participate in playful and careful rough and tumble with close family or friends.	I. Gross-motor skills E. Building relationships with adults F. Building relationships with other children	13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing). 6. Relationships with adults: Children build relationships with other adults. 10. Playing with others: Children play with others.	Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control. Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
		Goal 1: Children engage in a variety of physical activities	Begin to participate in active games such as hide and seek and tag.	I. Gross-motor skills F. Building relationships with other children	13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing). 10. Playing with others: Children play with others.	Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control. Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
		Goal 2: Children demonstrate strength and coordination of gross motor skills	Primarily walk heel to toe, not tip toe. Carry toys or objects while walking.	I. Gross-motor skills	13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing). 14. Moving with objects: Children move with objects.	Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control.
		Goal 2: Children demonstrate strength and coordination of gross motor skills	Walk and run, changing both speed and direction; avoid obstacles.	I. Gross-motor skills	13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing). 34. Speed: Children experience "fast" and "slow."	Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control. Physical Development and Health – 3.1.2 Children use their senses and spatial awareness to understand where their body is in relation to the environment.
		Goal 2: Children demonstrate strength and coordination of gross motor skills	Walk backwards. Climb in and out of bed or onto a steady adult chair. Enjoy pounding objects (hammers peg with accuracy).	I. Gross-motor skills J. Fine-motor skills	13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing). 14. Moving with objects: Children move with objects.	Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control. Physical Development and Health – 3.2.1 Children use their small muscles with increasing control.
		Goal 2: Children demonstrate strength and coordination of gross motor skills	Kick and throw a ball, but with little control of direction or speed.	I. Gross-motor skills	14. Moving with objects: Children move with objects. 34. Speed: Children experience "fast" and "slow."	Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control.
		Goal 2: Children demonstrate strength and coordination of gross motor skills	Jump in place.	I. Gross-motor skills	13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing).	Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control.
		Goal 2: Children demonstrate strength and coordination of gross motor skills	Balance on one foot briefly.	I. Gross-motor skills	13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing).	Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control.

		Goal 2: Children demonstrate strength and coordination of gross motor skills	Bend over easily at the waist, without falling.	I. Gross-motor skills	13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing).	Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control.
		Goal 2: Children demonstrate strength and coordination of gross motor skills	Walk in a straight line. Walk up and down stairs, not alternating feet, without assistance.	I. Gross-motor skills	13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing).	Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control.
		Goal 2: Children demonstrate strength and coordination of gross motor skills	Swing a small stick, bat or paddle.	I. Gross-motor skills	14. Moving with objects: Children move with objects.	Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control.
		Goal 2: Children demonstrate strength and coordination of gross motor skills	Enjoy riding toys they can move by pushing their feet on the ground.	I. Gross-motor skills	13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing). 14. Moving with objects: Children move with objects.	Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control.
		Goal 3: Children demonstrate stamina and energy in daily activities	Participate actively in games, outdoor play, and other forms of physical movement.	I. Gross-motor skills	13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing).	Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control.
		Goal 3: Children demonstrate stamina and energy in daily activities	Run spontaneously across the room or yard. Engage in unstructured physical activities for at least 60 minutes and up to several hours each day.	I. Gross-motor skills A. Initiative and planning	13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing). 1. Initiative: Children express initiative.	Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control. Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences.
		Goal 3: Children demonstrate stamina and energy in daily activities	Increase physical (aerobic) activity with age to 15 minutes at a time, for at least 30 minutes each day.	I. Gross-motor skills	13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing).	Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control.
		Goal 3: Children demonstrate stamina and energy in daily activities	Sleep well, awakening rested and ready for daily activities.	K. Personal care and healthy behavior	3. Self-help: Children do things for themselves.	Physical Development and Health – 3.3.3 Children participate in personal care routines with assistance.
		Goal 3: Children demonstrate stamina and energy in daily activities	Ride trikes or toys by pushing themselves along with their feet on the ground.	I. Gross-motor skills	13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing). 14. Moving with objects: Children move with objects.	Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control.

Domain 1: Physical Wellbeing, Health, and Motor Development	Goal 3: Children demonstrate stamina and energy in daily activities	Think of ways to encourage activity in daily tasks – let them “help” sweep, put away groceries, fold laundry, check the mail. stamina in daily	G. Community I. Gross-motor skills K. Personal care and healthy behavior	11. Group participation: Children participate in group routines. 13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing). 3. Self-help: Children do things for themselves.	Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control. Physical Development and Health – 3.3.3 Children participate in personal care routines with assistance.
	Goal 4: Children demonstrate strength and coordination of fine motor skills	Turn book pages one page at a time, most of the time.	J. Fine-motor skills Q. Book enjoyment and knowledge	12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking). 20. Exploring print: Children explore picture books and magazines.	Physical Development and Health – 3.2.1 Children use their small muscles with increasing control. Language and Literacy – 4.4.2 Children demonstrate reading conventions by holding books and turning pages one by one.
	Goal 4: Children demonstrate strength and coordination of fine motor skills	Scribble with crayons and begins to imitate marks (a circle), uses a paintbrush. Fold blanket, cloth diaper, or paper, with assistance. Pour liquid from small pitcher or cup.	J. Fine-motor skills R. Writing X. Art K. Personal care and healthy behavior	12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking). 37. Exploring art materials: Children explore building and art materials. 3. Self-help: Children do things for themselves.	Physical Development and Health – 3.2.1 Children use their small muscles with increasing control. Language and Literacy – 4.6.1 Children use writing tools to make marks (lines, circles, swoops, waves). Physical Development and Health – 3.3.3 Children participate in personal care routines with assistance.
	Goal 4: Children demonstrate strength and coordination of fine motor skills	Attempt to stack small wooden blocks into a tower 4-6 blocks high.	J. Fine-motor skills B. Problem solving with materials	12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking). 30. Taking apart and putting together: Children take things apart and fit them together.	Physical Development and Health – 3.2.1 Children use their small muscles with increasing control. Technology and Engineering – 7.2.2 Children engage in the engineering design process by building, noticing a problem, and seeking a solution.
	Goal 4: Children demonstrate strength and coordination of fine motor skills	Open doors, with assistance, by turning and pulling doorknobs.	J. Fine-motor skills EE. Tools and technology	12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking). 14. Moving with objects: Children move with objects.	Physical Development and Health – 3.2.1 Children use their small muscles with increasing control. Technology and Engineering – 7.1.1 Children explore tools.
	Goal 4: Children demonstrate strength and coordination of fine motor skills	Use spoons and forks (sometimes) appropriately. Work simple “insert” puzzles (completes simple puzzle, uses shape sorter box).	J. Fine-motor skills K. Personal care and healthy behavior B. Problem solving with materials	12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking). 3. Self-help: Children do things for themselves. 30. Taking apart and putting together: Children take things apart and fit them together.	Physical Development and Health – 3.2.1 Children use their small muscles with increasing control. Physical Development and Health – 3.3.3 Children participate in personal care routines with assistance. Technology and Engineering – 7.2.2 Children engage in the engineering design process by building, noticing a problem, and seeking a solution.
	Goal 4: Children demonstrate strength and coordination of fine motor skills	String large beads. Concerns about development. If there is a concern about a delay or progress free resources for a child to be screened and under age three, the State of Alaska offers the state, and an interactive map helps find their can arrange for a free screening and, if needed, delays. http://dhss.alaska.gov/dsds/Pages/infantlearning/default.aspx If the child is older than three years old, the	J. Fine-motor skills	12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking).	Physical Development and Health – 3.2.1 Children use their small muscles with increasing control.
	Goal 5: Children use their senses of sight, hearing, smell, taste and touch to guide and integrate their learning and interactions (Sensorimotor Skills)	Imitate animal sounds and movements. Enjoy sensory activities such as playing in the tub or making mud pies. Eat food with a variety of textures.	DD. Natural and physical world Y. Music Z. Movement K. Personal care and healthy behavior	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose. 41. Sounds: Children explore and imitate sounds. 13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running).	Science – 6.1.1 Children engage in scientific inquiry by questioning, making observations, investigating, and describing what they notice. Creative Arts – 9.2.1 Children initiate and lead as they create music. Creative Arts – 9.3.1 Children create movement sequences. Physical Development and Health – 3.3.3 Children
	Goal 5: Children use their senses of sight, hearing, smell, taste and touch to guide and integrate their learning and interactions (Sensorimotor Skills)	Explore and gather materials of different textures (rocks, sticks, shells, leaves).	DD. Natural and physical world	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Science – 6.1.1 Children engage in scientific inquiry by questioning, making observations, investigating, and describing what they notice. Science – 6.3.1 Children observe properties of materials and objects.

		Goal 6: Children practice health skills and routines	Indicate wet or soiled diaper by pointing, vocalizing, or pulling at diaper when prompted.	K. Personal care and healthy behavior L. Speaking	3. Self-help: Children do things for themselves. 17. Nonverbal communication: Children communicate nonverbally.	Physical Development and Health – 3.3.3 Children participate in personal care routines with assistance. Language and Literacy – 4.1.3 Children seek help from an adult and communicate their needs.
		Goal 6: Children practice health skills and routines	Wash and dry hands at appropriate times, with minimal assistance (after diapering/toileting, before meals, after blowing nose).	K. Personal care and healthy behavior	3. Self-help: Children do things for themselves.	Physical Development and Health – 3.3.3 Children participate in personal care routines with assistance.
		Goal 6: Children practice health skills and routines	Drink from an open cup independently.	K. Personal care and healthy behavior J. Fine-motor skills	3. Self-help: Children do things for themselves. 12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking).	Physical Development and Health – 3.3.3 Children participate in personal care routines with assistance. Physical Development and Health – 3.2.1 Children use their small muscles with increasing control.
		Goal 6: Children practice health skills and routines	Communicate with caregiver when he/she is not feeling well.	K. Personal care and healthy behavior L. Speaking	3. Self-help: Children do things for themselves. 19. Speaking: Children speak.	Language and Literacy – 4.1.3 Children seek help from an adult and communicate their needs. Physical Development and Health – 3.3.3 Children participate in personal care routines with assistance.
		Goal 6: Children practice health skills and routines	Wean from pacifier (if used).	K. Personal care and healthy behavior	3. Self-help: Children do things for themselves.	Physical Development and Health – 3.3.3 Children participate in personal care routines with assistance.
		Goal 6: Children practice health skills and routines	Start brushing own hair with assistance.	K. Personal care and healthy behavior	3. Self-help: Children do things for themselves.	Physical Development and Health – 3.3.3 Children participate in personal care routines with assistance.
		Goal 6: Children practice health skills and routines	Drink water from a cup before bed; no longer uses a bottle.	K. Personal care and healthy behavior	3. Self-help: Children do things for themselves.	Physical Development and Health – 3.3.3 Children participate in personal care routines with assistance.
		Goal 6: Children practice health skills and routines	Cooperate and assist caregiver with tooth brushing.	K. Personal care and healthy behavior	3. Self-help: Children do things for themselves.	Physical Development and Health – 3.3.3 Children participate in personal care routines with assistance.
		Goal 6: Children practice health skills and routines	Feed self with spoon.	K. Personal care and healthy behavior J. Fine-motor skills	3. Self-help: Children do things for themselves. 12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking).	Physical Development and Health – 3.3.3 Children participate in personal care routines with assistance. Physical Development and Health – 3.2.1 Children use their small muscles with increasing control.

		Goal 6: Children practice health skills and routines	Help put on their shoes and socks.	K. Personal care and healthy behavior J. Fine-motor skills	3. Self-help: Children do things for themselves. 12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking).	Physical Development and Health – 3.3.3 Children participate in personal care routines with assistance. Physical Development and Health – 3.2.1 Children use their small muscles with increasing control.
		Goal 6: Children practice health skills and routines	Show interest in toilet training and can use toilet regularly by 36 months, with assistance.	K. Personal care and healthy behavior	3. Self-help: Children do things for themselves.	Physical Development and Health – 3.3.3 Children participate in personal care routines with assistance.
		Goal 6: Children practice health skills and routines	Participate in sleeping routines such as getting and arranging his/her bedtime comfort items.	K. Personal care and healthy behavior G. Community	3. Self-help: Children do things for themselves. 11. Group participation: Children participate in group routines.	Physical Development and Health – 3.3.3 Children participate in personal care routines with assistance. Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support.
		Goal 6: Children practice health skills and routines	Clean up after a meal with little assistance. skills and routines	K. Personal care and healthy behavior G. Community	3. Self-help: Children do things for themselves. 11. Group participation: Children participate in group routines.	Physical Development and Health – 3.3.3 Children participate in personal care routines with assistance.
		Goal 7: Children eat a variety of nutritious foods	Begin to recognize and eat a variety of nutritious foods. Tell the difference between food and nonfood items. Make personal food choices among several nutritious options. Try new foods when offered.	K. Personal care and healthy behavior A. Initiative and planning	3. Self-help: Children do things for themselves. 1. Initiative: Children express initiative.	Physical Development and Health – 3.3.3 Children participate in personal care routines with assistance. Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences.
		Goal 7: Children eat a variety of nutritious foods	Consume age-appropriate amounts of nutritious beverages (water, milk, occasional 100% juice).	K. Personal care and healthy behavior	3. Self-help: Children do things for themselves.	Physical Development and Health – 3.3.3 Children participate in personal care routines with assistance.
		Goal 7: Children eat a variety of nutritious foods	Scoop foods onto their plates with assistance.	K. Personal care and healthy behavior J. Fine-motor skills	3. Self-help: Children do things for themselves. 12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking).	Physical Development and Health – 3.3.3 Children participate in personal care routines with assistance. Physical Development and Health – 3.2.1 Children use their small muscles with increasing control.
		Goal 7: Children eat a variety of nutritious foods	Begin to help prepare simple food with assistance (tear lettuce, cut up banana with dull knife. of nutritious foods	K. Personal care and healthy behavior J. Fine-motor skills EE. Tools and technology	3. Self-help: Children do things for themselves. 12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking). 14. Moving with objects: Children move with objects.	Physical Development and Health – 3.3.3 Children participate in personal care routines with assistance. Physical Development and Health – 3.2.1 Children use their small muscles with increasing control. Technology and Engineering – 7.1.1 Children explore and use tools and technology for a variety of purposes.
		Goal 8: Children are kept safe, and learn safety rules	Begin to recognize and avoid dangers (hot stoves, sharp knives) but cannot be relied upon to keep safe. Know to hold caregiver's hand when walking in public places. Begin to identify safe adults.	K. Personal care and healthy behavior E. Building relationships with adults	3. Self-help: Children do things for themselves. 6. Relationship with adults: Children build relationships with adults.	Physical Development and Health – 3.3.2 Children demonstrate awareness of basic safety rules with adult support. Social Emotional – 2.2.1 Children show interest in and interact with children and adults.

		Goal 8: Children are kept safe, and learn safety rules	Be mostly willing to wear appropriate clothing for current conditions.	K. Personal care and healthy behavior	3. Self-help: Children do things for themselves.	Physical Development and Health – 3.3.3 Children participate in personal care routines with assistance.
		Goal 8: Children are kept safe, and learn safety rules	Tell an adult when someone hurts him/her or makes him/her feel bad. and learn safety rules	L. Speaking E. Building relationships with adults	19. Speaking: Children speak. 6. Relationship with adults: Children build relationships with adults.	Language and Literacy – 4.1.3 Children seek help from an adult and communicate their needs. Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
		Goal 9: Children develop positive relationships with adults	Looks to adults for help and responds to offers of help from familiar adults (takes hand to walk to car). Follow directions with support (“Let’s go brush our teeth.”). Initiate interactions with adults (brings favorite book to the adult).	E. Building relationships with adults M. Listening and comprehension	6. Relationship with adults: Children build relationships with adults. 16. Listening and responding: Children listen and respond.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults. Language and Literacy – 4.1.2 Children understand and respond to questions from others.
		Goal 9: Children develop positive relationships with adults	Communicate thoughts and feelings, likes and dislikes (“I want more.”, “No”).	L. Speaking D. Emotions	19. Speaking: Children speak. 8. Emotions: Children express emotions.	Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning. Social Emotional – 2.1.1 Children demonstrate awareness of self as a unique individual.
		Goal 9: Children develop positive relationships with adults	Seek independence (helps with dressing self).	A. Initiative and planning K. Personal care and healthy behavior	1. Initiative: Children express initiative. 3. Self-help: Children do things for themselves.	Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences. Physical Development and Health – 3.3.3 Children participate in personal care routines with assistance.
		Goal 9: Children develop positive relationships with adults	Follow basic safety guidelines (walks with adult when near street).	K. Personal care and healthy behavior E. Building relationships with adults	3. Self-help: Children do things for themselves. 6. Relationship with adults: Children build relationships with adults.	Physical Development and Health – 3.3.2 Children demonstrate awareness of basic safety rules with adult support.
		Goal 10: Children develop positive relationships with other children	Be happy to see other children (“Denali is here!”).	F. Building relationships with other children D. Emotions	7. Relationships with peers: Children build relationships with peers. 8. Emotions: Children express emotions.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
		Goal 10: Children develop positive relationships with other children	Play side-by-side with children, shares toys (parallel and associative play).	F. Building relationships with other children	10. Playing with others: Children play with others. 7. Relationships with peers: Children build relationships with peers.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
		Goal 10: Children develop positive relationships with other children	Share and takes turns, with assistance.	F. Building relationships with other children	10. Playing with others: Children play with others.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults.

		Goal 10: Children develop positive relationships with other children	Indicate preferences and intentions by answering yes/no questions ("Are you finished with that? Are you still using it?"). Have preferred playmates.	L. Speaking F. Building relationships with other children	19. Speaking: Children speak. 7. Relationships with peers: Children build relationships with peers.	Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning. Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
		Goal 10: Children develop positive relationships with other children	Recognize similarities and differences between self and others ("Nyamal doesn't like ham, but I do.").	FF. Knowledge of self and others	4. Distinguishing self and others: Children distinguish themselves from others.	Social Studies – 8.1.1 Children identify similarities and differences between themselves and others in their families and classroom.
		Goal 10: Children develop positive relationships with other children	Be aware of others' feelings (move towards upset child and offers a toy).	D. Emotions F. Building relationships with other children	8. Emotions: Children express emotions. 7. Relationships with peers: Children build relationships with peers.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
		Goal 10: Children develop positive relationships with other children	Be aware of other children's belongings and space (puts another child's toy in their cubby during clean up). Imitate roles and relationships through play ("I'm the mom and you're the brother."). Use words and gestures to communicate ("Play with me", "Stop"). relationships with	F. Building relationships with other children AA. Pretend play L. Speaking	7. Relationships with peers: Children build relationships with peers. 36. Imitating and pretending: Children imitate and pretend. 17. Nonverbal communication: Children communicate nonverbally. 19. Speaking: Children speak.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults. Creative Arts – 9.4.1 Children participate in play scenarios. Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.
		Goal 11: Children demonstrate awareness of behavior and its effects	Show understanding that playing with objects will get adult's attention, which includes both desirable and forbidden objects.	CC. Experimenting, predicting, and drawing conclusions E. Building relationships with adults	35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect. 6. Relationship with adults: Children build relationships with adults.	Science – 6.1.2 Children engage in simple investigations by trying actions and observing results. Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
		Goal 11: Children demonstrate awareness of behavior and its effects	Learn consequences of behavior, but may not understand why the behavior justifies the consequence (put away toy toddler is using to hit the wall, but doesn't understand why).	D. Emotions G. Community	8. Emotions: Children express emotions. 11. Group participation: Children participate in group routines.	Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support.
		Goal 11: Children demonstrate awareness of behavior and its effects	Recognize that behaving with challenging ways will cause corrective action or unhappiness from adults.	D. Emotions E. Building relationships with adults	8. Emotions: Children express emotions. 6. Relationship with adults: Children build relationships with adults.	Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support.
		Goal 12: Children participate positively in group activities	Follow family routines (meal time behavior).	G. Community K. Personal care and healthy behavior	11. Group participation: Children participate in group routines. 3. Self-help: Children do things for themselves.	Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support. Physical Development and Health – 3.3.3 Children participate in personal care routines with assistance.
		Goal 12: Children participate positively in group activities	Talk to child and shows him/her about behaviors (waiting your turn in store Show increasing excitement about being in the company of loved ones or trusted checkout line). adults.	E. Building relationships with adults G. Community	6. Relationship with adults: Children build relationships with adults. 11. Group participation: Children participate in group routines.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults.

		Goal 12: Children participate positively in group activities	Provide time for child to figure out a	B. Problem solving with materials	2. Problem solving: Children solve problems encountered in exploration and play.	Approaches to Learning – 1.3.1 Children communicate the presence of a problem(s) with materials and, with assistance, consider possible sources and solutions to the problem(s).
		Goal 12: Children participate positively in group activities	Begin to share and take turns, with solution to a problem and praise him/her when problem is solved. assistance.	F. Building relationships with other children B. Problem solving with materials	10. Playing with others: Children play with others. 2. Problem solving: Children solve problems encountered in exploration and play.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults. Approaches to Learning – 1.3.1 Children communicate the presence of a problem(s) with materials and, with assistance, consider possible sources and solutions to the problem(s).
		Goal 12: Children participate positively in group activities	Participate in group games (chase, pretend play).	G. Community F. Building relationships with other children AA. Pretend play	11. Group participation: Children participate in group routines. 10. Playing with others: Children play with others. 36. Imitating and pretending: Children imitate and pretend.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults. Creative Arts – 9.4.1 Children participate in play scenarios.
		Goal 13: Children adapt to diverse settings	Explore and play in a range of familiar settings.	A. Initiative and planning GG. Geography	1. Initiative: Children express initiative. 28. Locating objects: Children explore and notice the location of objects.	Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences. Social Studies – 8.3.1 Children recognize familiar locations in their immediate surroundings.
		Goal 13: Children adapt to diverse settings	Show comfort in a variety of places with familiar adults (home, community events, store, playground).	E. Building relationships with adults GG. Geography	5. Attachment: Children form an attachment to a primary caregiver. 28. Locating objects: Children explore and notice the location of objects.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults. Social Studies – 8.3.1 Children recognize familiar locations in their immediate surroundings.
		Goal 14: Children demonstrate empathy for others	Notice other children who are happy or sad.	D. Emotions F. Building relationships with other children	8. Emotions: Children express emotions. 7. Relationships with peers: Children build relationships with peers.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
		Goal 14: Children demonstrate empathy for others	Demonstrate awareness of feelings during pretend play (comfort a crying baby doll).	D. Emotions AA. Pretend play	8. Emotions: Children express emotions. 36. Imitating and pretending: Children imitate and pretend.	Social Emotional – 2.1.1 Children demonstrate awareness of self as a unique individual. Creative Arts – 9.4.1 Children participate in play scenarios.
		Goal 14: Children demonstrate empathy for others	Name emotions experienced by self and others. Express how another child might feel ("She is crying and must be sad."). Express interest and excitement about animals and other living things.	D. Emotions L. Speaking DD. Natural and physical world	8. Emotions: Children express emotions. 19. Speaking: Children speak. 22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Social Emotional – 2.1.1 Children demonstrate awareness of self as a unique individual. Language and Literacy – 4.1.4 Children understand and use an increasing number of new words. Science – 6.2.1 Children identify characteristics of living things.
		Goal 15: Children recognize, appreciate, and respect similarities and differences in people	Ask simple questions about other children.	L. Speaking F. Building relationships with other children	19. Speaking: Children speak. 7. Relationships with peers: Children build relationships with peers.	Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning. Social Emotional – 2.2.1 Children show interest in and interact with children and adults.

	Domain 2: Social & Emotional Development	Goal 16: Children show awareness of their unique self	Test limits and strive for independence.	A. Initiative and planning D. Emotions	1. Initiative: Children express initiative. 8. Emotions: Children express emotions.	Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences. Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support.
		Goal 16: Children show awareness of their unique self	Recognize and call attention to self when looking in the mirror or at photographs.	FF. Knowledge of self and others	4. Distinguishing self and others: Children distinguish themselves from others.	Social Studies – 8.1.1 Children identify similarities and differences between themselves and others in their families and classroom.
		Goal 16: Children show awareness of their unique self	Identify self and uses own name when asked ("I am a boy." "My name is Rueben.").	FF. Knowledge of self and others L. Speaking	4. Distinguishing self and others: Children distinguish themselves from others. 19. Speaking: Children speak.	Social Studies – 8.1.1 Children identify similarities and differences between themselves and others in their families and classroom. Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.
		Goal 16: Children show awareness of their unique self	Show awareness of being seen by others (exaggerate or repeat behavior when notices someone is watching).	FF. Knowledge of self and others CC. Experimenting, predicting, and drawing conclusions	4. Distinguishing self and others: Children distinguish themselves from others. 35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.	Social Studies – 8.1.1 Children identify similarities and differences between themselves and others in their families and classroom.
		Goal 16: Children show awareness of their unique self	Occupy self appropriately for brief periods of time (10 to 15 minutes).	A. Initiative and planning	1. Initiative: Children express initiative.	Approaches to Learning – 1.2.1 Children sustain attention and engagement during routines and child-initiated experiences for short periods of time.
		Goal 16: Children show awareness of their unique self	Identify objects as belonging to him or her. Point to and names some of own body parts.	FF. Knowledge of self and others M. Listening and comprehension L. Speaking	4. Distinguishing self and others: Children distinguish themselves from others. 16. Listening and responding: Children listen and respond. 19. Speaking: Children speak.	Social Studies – 8.1.1 Children identify similarities and differences between themselves and others in their families and classroom. Language and Literacy – 4.1.4 Children understand and use an increasing number of new words.
		Goal 16: Children show awareness of their unique self	Show preference for familiar adults and peers.	E. Building relationships with adults F. Building relationships with other children	5. Attachment: Children form an attachment to a primary caregiver. 7. Relationships with peers: Children build relationships with peers.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
		Goal 16: Children show awareness of their unique self	Make choices when given two to three options to choose (what clothes to wear). Show preference for favorite books, toys, and activities. Indicate preferences and intentions by answering yes/no questions ("Are you done with that?" "Are you still using it?" "Can José use it now?"). of their unique self	A. Initiative and planning L. Speaking Q. Book enjoyment and knowledge	1. Initiative: Children express initiative. 19. Speaking: Children speak. 20. Exploring print: Children explore picture books and magazines.	Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences. Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning. ~~Language and Literacy – 4.5.2 Children engage~~
		Goal 17: Children demonstrate belief in their abilities to succeed, motivation, self-direction, and behavior control	Want to take care of self.	K. Personal care and healthy behavior A. Initiative and planning	3. Self-help: Children do things for themselves. 1. Initiative: Children express initiative.	Physical Development and Health – 3.3.3 Children participate in personal care routines with assistance. Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences.

		Goal 17: Children demonstrate belief in their abilities to succeed, motivation, self-direction, and behavior control	Recognize own accomplishments. Show completed projects (drawing, pile of blocks) to caregiver.	A. Initiative and planning E. Building relationships with adults	1. Initiative: Children express initiative. 6. Relationship with adults: Children build relationships with adults.	Social Emotional – 2.1.1 Children demonstrate awareness of self as a unique individual. Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
		Goal 17: Children demonstrate belief in their abilities to succeed, motivation, self-direction, and behavior control	Act as though she/he is capable of doing new tasks and activities (copies use of adult tools, tries to sweep the floor with an adultsized broom).	A. Initiative and planning EE. Tools and technology	1. Initiative: Children express initiative. 14. Moving with objects: Children move with objects.	Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences. Technology and Engineering – 7.1.1 Children explore and use tools and technology for a variety of purposes.
		Goal 17: Children demonstrate belief in their abilities to succeed, motivation, self-direction, and behavior control	Seek help after trying something new or challenging.	B. Problem solving with materials E. Building relationships with adults	2. Problem solving: Children solve problems encountered in exploration and play. 6. Relationship with adults: Children build relationships with adults.	Approaches to Learning – 1.3.1 Children communicate the presence of a problem(s) with materials and, with assistance, consider possible sources and solutions to the problem(s). Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
		Goal 18: Children understand and follow rules and routines	Test limits and strive for independence. Anticipate and follow simple routines, with reminders and assistance (wash hands and help set table at snack time, help to pick up and put away blocks at clean-up time).	A. Initiative and planning G. Community C. Reflection	1. Initiative: Children express initiative. 11. Group participation: Children participate in group routines. 32. Anticipating events: Children anticipate familiar events.	Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support.
		Goal 18: Children understand and follow rules and routines	Anticipate and follow simple rules, with reminders (expect to be buckled up when he/she gets in car seat). Accept transitions and changes in routines with adult support.	G. Community C. Reflection D. Emotions	11. Group participation: Children participate in group routines. 32. Anticipating events: Children anticipate familiar events. 8. Emotions: Children express emotions.	Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support.
		Goal 18: Children understand and follow rules and routines	Anticipate consequences for not following rules.	G. Community C. Reflection	11. Group participation: Children participate in group routines. 32. Anticipating events: Children anticipate familiar events.	Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support.
		Goal 19: Children regulate their feelings and impulses	Show developing ability to cope with stress and or strong emotions such as getting familiar toy or blanket, or seeking caregiver support. Name some emotions (happy, excited, sad, mad, tired, angry, scared). Begin to control impulses (say "no" when reaching for forbidden object; restrains self from stepping on a book on the floor).	D. Emotions E. Building relationships with adults L. Speaking	8. Emotions: Children express emotions. 5. Attachment: Children form an attachment to a primary caregiver. 19. Speaking: Children speak.	Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support. Language and Literacy – 4.1.4 Children understand and use an increasing number of new words.
		Goal 20: Children express appropriately a range of emotions	Recognize and express emotions towards familiar people, pets, or possessions with appropriate facial expressions, words, gestures, signs, or other means. Name emotions (happy, excited, sad, mad, tired, scared). Learn about own feelings and that it is ok to feel silly, sad, angry, and all other emotions.	D. Emotions L. Speaking	8. Emotions: Children express emotions. 17. Nonverbal communication: Children communicate nonverbally. 19. Speaking: Children speak.	Social Emotional – 2.1.1 Children demonstrate awareness of self as a unique individual. Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support. Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.
		Goal 21: Children demonstrate awareness of family characteristics and functions	Recognize family members by voice. Know own first and last names.	FF. Knowledge of self and others M. Listening and comprehension	4. Distinguishing self and others: Children distinguish themselves from others. 16. Listening and responding: Children listen and respond.	Social Studies – 8.1.1 Children identify similarities and differences between themselves and others in their families and classroom. Language and Literacy – 4.1.2 Children understand and respond to questions from others.

		Goal 21: Children demonstrate awareness of family characteristics and functions	Recognize role within own home ("Daddy cooks supper and mommy washes the dishes.").	FF. Knowledge of self and others G. Community	4. Distinguishing self and others: Children distinguish themselves from others. 11. Group participation: Children participate in group routines.	Social Studies – 8.1.1 Children identify similarities and differences between themselves and others in their families and classroom.
		Goal 21: Children demonstrate awareness of family characteristics and functions	Pretend to nurture a doll by feeding and talking to it.	AA. Pretend play	36. Imitating and pretending: Children imitate and pretend.	Creative Arts – 9.4.1 Children participate in play scenarios.
		Goal 21: Children demonstrate awareness of family characteristics and functions	Give names to toys and dolls that reflect family and circle of friends.	AA. Pretend play L. Speaking FF. Knowledge of self and others	36. Imitating and pretending: Children imitate and pretend. 19. Speaking: Children speak. 4. Distinguishing self and others: Children distinguish themselves from others.	Creative Arts – 9.4.1 Children participate in play scenarios. Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.
		Goal 21: Children demonstrate awareness of family characteristics and functions	Identify boys and girls.	FF. Knowledge of self and others	4. Distinguishing self and others: Children distinguish themselves from others.	Social Studies – 8.1.1 Children identify similarities and differences between themselves and others in their families and classroom.
		Goal 21: Children demonstrate awareness of family characteristics and functions	Recognize that family members' hunting will provide for family.	FF. Knowledge of self and others G. Community	4. Distinguishing self and others: Children distinguish themselves from others. 11. Group participation: Children participate in group routines.	Social Studies – 8.1.1 Children identify similarities and differences between themselves and others in their families and classroom.
		Goal 21: Children demonstrate awareness of family characteristics and functions	Comply with simple two-part requests that involve waiting ("Eat your breakfast and then we'll play with the blocks.").	M. Listening and comprehension C. Reflection	16. Listening and responding: Children listen and respond. 32. Anticipating events: Children anticipate familiar events.	Language and Literacy – 4.1.2 Children understand and respond to questions from others. Social Studies – 8.4.1 Children communicate about recent events.
		Goal 22: Children demonstrate awareness of their community, human interdependence, and social roles	Identify the possessions of other children.	FF. Knowledge of self and others	4. Distinguishing self and others: Children distinguish themselves from others.	Social Studies – 8.1.1 Children identify similarities and differences between themselves and others in their families and classroom.
		Goal 22: Children demonstrate awareness of their community, human interdependence, and social roles	Show interest in peers by including them in play, referring to them by name.	F. Building relationships with other children L. Speaking	7. Relationships with peers: Children build relationships with peers. 10. Playing with others: Children play with others. 19. Speaking: Children speak.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
		Goal 22: Children demonstrate awareness of their community, human interdependence, and social roles	Recognize that different people have different roles and jobs in the community. Show interest in community workers (garbage collector, Village Public Safety Officer, mail carrier, health aid).	G. Community FF. Knowledge of self and others	11. Group participation: Children participate in group routines. 4. Distinguishing self and others: Children distinguish themselves from others.	Social Studies – 8.2.1 Children identify familiar community members and roles.

		Goal 22: Children demonstrate awareness of their community, human interdependence, and social roles	Participate in family routines.	G. Community	11. Group participation: Children participate in group routines.	Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support.
		Goal 23: Children demonstrate civic responsibility	Try out roles and relationships through dramatic and pretend play.	AA. Pretend play	36. Imitating and pretending: Children imitate and pretend.	Creative Arts – 9.4.1 Children participate in play scenarios.
		Goal 23: Children demonstrate civic responsibility	Begin to recognize that there may be different rules in different places (school rules may be different from those at home). Help adult with simple chores.	G. Community K. Personal care and healthy behavior	11. Group participation: Children participate in group routines. 3. Self-help: Children do things for themselves.	Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support.
		Goal 23: Children demonstrate civic responsibility	Follow adult directions when given simple guidance.	M. Listening and comprehension	16. Listening and responding: Children listen and respond.	Language and Literacy – 4.1.2 Children understand and respond to questions from others.
		Goal 23: Children demonstrate civic responsibility	Comply with simple two-part requests that involve waiting (“Eat your breakfast and then we’ll play with the blocks.”).	M. Listening and comprehension C. Reflection	16. Listening and responding: Children listen and respond. 32. Anticipating events: Children anticipate familiar events.	Language and Literacy – 4.1.2 Children understand and respond to questions from others.
		Goal 24: Children demonstrate awareness and appreciation of their own and others’ cultures	“Chat” with family members, although only half of the words they use may be recognizable. Identify known people in photographs.	L. Speaking FF. Knowledge of self and others	19. Speaking: Children speak. 4. Distinguishing self and others: Children distinguish themselves from others.	Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning. Social Studies – 8.1.1 Children identify similarities and differences between themselves and others in their families and classroom.
		Goal 24: Children demonstrate awareness and appreciation of their own and others’ cultures	Shadow adults in their work by imitating such activities as sweeping or picking up toys, and attempting to help.	AA. Pretend play G. Community	36. Imitating and pretending: Children imitate and pretend. 11. Group participation: Children participate in group routines.	Creative Arts – 9.4.1 Children participate in play scenarios. Social Studies – 8.2.1 Children identify familiar community members and roles.
		Goal 24: Children demonstrate awareness and appreciation of their own and others’ cultures	Identify basic similarities and differences between themselves and others.	FF. Knowledge of self and others	4. Distinguishing self and others: Children distinguish themselves from others.	Social Studies – 8.1.1 Children identify similarities and differences between themselves and others in their families and classroom.
		Goal 25: Children show curiosity and interest in learning	Ask simple “wh” questions (why, what, where).	L. Speaking	19. Speaking: Children speak.	Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.

		Goal 25: Children show curiosity and interest in learning	Try new ways of doing things and begin to take some risk.	A. Initiative and planning B. Problem solving with materials	1. Initiative: Children express initiative. 2. Problem solving: Children solve problems encountered in exploration and play.	Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences. Approaches to Learning – 1.3.1 Children communicate the presence of a problem(s) with materials and, with assistance, consider possible sources and solutions to the problem(s).
		Goal 25: Children show curiosity and interest in learning	Initiate play with others.	F. Building relationships with other children	10. Playing with others: Children play with others.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
		Goal 25: Children show curiosity and interest in learning	Choose one activity over another and pursue it for a brief period of time.	A. Initiative and planning	1. Initiative: Children express initiative.	Approaches to Learning – 1.2.1 Children sustain attention and engagement during routines and child-initiated experiences for short periods of time.
		Goal 25: Children show curiosity and interest in learning	Show interests in wanting to take care of self (dressing).	A. Initiative and planning K. Personal care and healthy behavior	1. Initiative: Children express initiative. 3. Self-help: Children do things for themselves.	Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences. Physical Development and Health – 3.3.3 Children participate in personal care routines with assistance.
		Goal 25: Children show curiosity and interest in learning	Initiate activities at caregivers' suggestions.	A. Initiative and planning E. Building relationships with adults	1. Initiative: Children express initiative. 6. Relationship with adults: Children build relationships with adults.	Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences.
		Goal 25: Children show curiosity and interest in learning	Seek and take pleasure in both new and repeated skills and experiences.	A. Initiative and planning	1. Initiative: Children express initiative.	Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences.
		Goal 26: Children persist when facing challenges	Show interest in favorite activities over and over again.	A. Initiative and planning	1. Initiative: Children express initiative.	Approaches to Learning – 1.2.1 Children sustain attention and engagement during routines and child-initiated experiences for short periods of time.
		Goal 26: Children persist when facing challenges	Complete simple projects (3to 5-piece puzzle, stacking blocks on top of one another). Continue to try a difficult task for a brief period of time (build a block structure for 3 to 5 minutes).	B. Problem solving with materials A. Initiative and planning	2. Problem solving: Children solve problems encountered in exploration and play. 1. Initiative: Children express initiative.	Approaches to Learning – 1.3.1 Children communicate the presence of a problem(s) with materials and, with assistance, consider possible sources and solutions to the problem(s). Approaches to Learning – 1.2.1 Children sustain attention and engagement during routines and child-initiated experiences for short periods of time.
		Goal 26: Children persist when facing challenges	Insist on some choices (what to wear, completing a project).	A. Initiative and planning	1. Initiative: Children express initiative.	Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences.

18 to 36 Months	Domain 3: Approaches to Learning	Goal 26: Children persist when facing challenges	Seek and accept assistance when encountering a problem.	B. Problem solving with materials E. Building relationships with adults	2. Problem solving: Children solve problems encountered in exploration and play. 6. Relationship with adults: Children build relationships with adults.	Approaches to Learning – 1.3.1 Children communicate the presence of a problem(s) with materials and, with assistance, consider possible sources and solutions to the problem(s). Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
		Goal 26: Children persist when facing challenges	Listen and participate in story time (turning pages of book, using hand motions such as clapping at appropriate times).	Q. Book enjoyment and knowledge M. Listening and comprehension	20. Exploring print: Children explore picture books and magazines. 16. Listening and responding: Children listen and respond.	Language and Literacy – 4.5.2 Children engage with books read by adults. Language and Literacy – 4.1.2 Children understand and respond to questions from others.
		Goal 27: Children demonstrate initiative	Try new ways of doing things and begin to take some risks.	A. Initiative and planning B. Problem solving with materials	1. Initiative: Children express initiative. 2. Problem solving: Children solve problems encountered in exploration and play.	Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences.
		Goal 27: Children demonstrate initiative	Initiate play with others.	F. Building relationships with other children	10. Playing with others: Children play with others.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
		Goal 27: Children demonstrate initiative	Choose one activity over another and pursue it for a brief period of time. Propose an idea for how to spend time.	A. Initiative and planning	1. Initiative: Children express initiative.	Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences. Approaches to Learning – 1.2.1 Children sustain attention and engagement during routines and child-initiated experiences for short periods of time.
		Goal 27: Children demonstrate initiative	Show interest in wanting to take care of self (e.g., dressing).	A. Initiative and planning K. Personal care and healthy behavior	1. Initiative: Children express initiative. 3. Self-help: Children do things for themselves.	Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences. Physical Development and Health – 3.3.3 Children participate in personal care routines with assistance.
		Goal 27: Children demonstrate initiative	Initiate activities at caregivers' suggestions. Seek and take pleasure in both new and repeated skills and experiences. Pretend to be in new and familiar places with new and familiar roles.	A. Initiative and planning AA. Pretend play	1. Initiative: Children express initiative. 36. Imitating and pretending: Children imitate and pretend.	Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences. Creative Arts – 9.4.1 Children participate in play scenarios.
		Goal 28: Children approach daily activities with creativity and imagination	Invent new uses for everyday materials (bang on pots and pans).	AA. Pretend play B. Problem solving with materials	36. Imitating and pretending: Children imitate and pretend. 2. Problem solving: Children solve problems encountered in exploration and play.	Creative Arts – 9.4.1 Children participate in play scenarios. Approaches to Learning – 1.3.1 Children communicate the presence of a problem(s) with materials and, with assistance, consider possible sources and solutions to the problem(s).
		Goal 28: Children approach daily activities with creativity and imagination	Approach tasks experimentally, adapting as the activity evolves.	B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions	2. Problem solving: Children solve problems encountered in exploration and play. 35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.	Approaches to Learning – 1.3.1 Children communicate the presence of a problem(s) with materials and, with assistance, consider possible sources and solutions to the problem(s). Science – 6.1.2 Children engage in simple investigations by trying actions and observing results.

		Goal 28: Children approach daily activities with creativity and imagination	Display an understanding of how objects work together (get the dustpan when adult is sweeping the floor).	EE. Tools and technology B. Problem solving with materials	14. Moving with objects: Children move with objects. 2. Problem solving: Children solve problems encountered in exploration and play.	Technology and Engineering – 7.1.1 Children explore and use tools and technology for a variety of purposes.
		Goal 28: Children approach daily activities with creativity and imagination	Enjoy opportunities for pretend play and creating things ("cooking" dinner for adult, feeding pretend food to adult).	AA. Pretend play	36. Imitating and pretending: Children imitate and pretend.	Creative Arts – 9.4.1 Children participate in play scenarios.
		Goal 28: Children approach daily activities with creativity and imagination	Pretend and use imagination during play.	AA. Pretend play	36. Imitating and pretending: Children imitate and pretend.	Creative Arts – 9.4.1 Children participate in play scenarios.
		Goal 28: Children approach daily activities with creativity and imagination	Use creative language to describe events. Build with blocks and other manipulatives.	L. Speaking B. Problem solving with materials	19. Speaking: Children speak. 30. Taking apart and putting together: Children take things apart and fit them together.	Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning. Technology and Engineering – 7.2.2 Children engage in the engineering design process by building, noticing a problem, and seeking a solution.
		Goal 28: Children approach daily activities with creativity and imagination	Play with dolls, costumes and acts out animal roles.	AA. Pretend play	36. Imitating and pretending: Children imitate and pretend.	Creative Arts – 9.4.1 Children participate in play scenarios.
		Goal 28: Children approach daily activities with creativity and imagination	Pretend to be in new and familiar places with new and familiar roles.	AA. Pretend play	36. Imitating and pretending: Children imitate and pretend.	Creative Arts – 9.4.1 Children participate in play scenarios.
		Goal 28: Children approach daily activities with creativity and imagination	Create an art project and with a simple story to accompany the artwork. initiative	X. Art L. Speaking	37. Exploring art materials: Children explore building and art materials. 19. Speaking: Children speak.	Creative Arts – 9.1.1 Children initiate and lead as they create 2-D and 3-D art representations. Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.
		Goal 29: Children learn through play and exploration	Realize that behaviors can precede events ("If mom or dad put the pot on the stove, she/he is going to cook something to eat.").	C. Reflection	32. Anticipating events: Children anticipate familiar events.	Social Studies – 8.4.1 Children communicate about recent events.
		Goal 29: Children learn through play and exploration	Alter behavior based on a past event and builds on it (hand-washing prior to mealtime). Relate an experience today to one that happened in the past (hand-washing prior to mealtime). play and exploration	C. Reflection HH. History	31. Memory: Children remember people and objects. 32. Anticipating events: Children anticipate familiar events.	Social Studies – 8.4.1 Children communicate about recent events.

		Goal 30: Children gain reasoning and critical thinking skills	Explore cause-and-effect relationships by intentionally repeating an action and observing the reaction (rolling a car down a ramp repeatedly). Explore cause and effect by repeating an action and observing the reaction (rolling a car down a ramp repeatedly).	CC. Experimenting, predicting, and drawing conclusions	35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.	Science – 6.1.2 Children engage in simple investigations by trying actions and observing results.
		Goal 30: Children gain reasoning and critical thinking skills	Explore the properties of objects by grabbing, pushing, pulling, turning over, and throwing them.	DD. Natural and physical world CC. Experimenting, predicting, and drawing conclusions	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose. 35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.	Science – 6.3.1 Children observe properties of materials and objects. Science – 6.1.2 Children engage in simple investigations by trying actions and observing results.
		Goal 30: Children gain reasoning and critical thinking skills	Make simple decisions, takes action, and observes the impact of their actions on others (pushing a toy truck toward an adult, watching it hit the adult, and observing how the adult reacts).	CC. Experimenting, predicting, and drawing conclusions E. Building relationships with adults	35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect. 6. Relationship with adults: Children build relationships with adults.	Science – 6.1.2 Children engage in simple investigations by trying actions and observing results. Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
		Goal 30: Children gain reasoning and critical thinking skills	Engage in pretend play and games requiring several sequential actions (playing kickball, which requires kicking a ball, running, and then stopping at a base). Treat objects differently as they begin to understand similarity and difference (squeezing stuffed animals and throwing balls). and general and critical thinking	AA. Pretend play BB. Observing and classifying I. Gross-motor skills	36. Imitating and pretending: Children imitate and pretend. 24. Exploring same and different: Children explore and notice how things are the same or different. 13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running)	Creative Arts – 9.4.1 Children participate in play scenarios. Mathematics – 5.6.1 Children identify similarities and differences in order to sort according to one attribute. Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control.
		Goal 31: Children find multiple solutions to questions, tasks, problems, and challenges	Understand actions in sequence (saying “goodbye” and then leaving, or asking for music and then dancing).	C. Reflection M. Listening and comprehension	32. Anticipating events: Children anticipate familiar events. 16. Listening and responding: Children listen and respond.	Social Studies – 8.4.1 Children communicate about recent events. Language and Literacy – 4.1.2 Children understand and respond to questions from others.
		Goal 31: Children find multiple solutions to questions, tasks, problems, and challenges	Put two actions together in sequence (grabbing a large ball and rolling it). Know where things are kept in familiar environments. Successfully follow two-step directions.	C. Reflection GG. Geography M. Listening and comprehension	32. Anticipating events: Children anticipate familiar events. 28. Locating objects: Children explore and notice the location of objects. 16. Listening and responding: Children listen and respond.	Language and Literacy – 4.1.2 Children understand and respond to questions from others. Social Studies – 8.3.1 Children recognize familiar locations in their immediate surroundings.
		Goal 32: Children use symbols and images to represent something not present	Find objects after they have been hidden nearby.	B. Problem solving with materials	23. Object permanence: Children discover object permanence.	Approaches to Learning – 1.3.1 Children communicate the presence of a problem(s) with materials and, with assistance, consider possible sources and solutions to the problem(s).
		Goal 32: Children use symbols and images to represent something not present	Draw or scribble and explain the drawing.	R. Writing X. Art L. Speaking	37. Exploring art materials: Children explore building and art materials. 19. Speaking: Children speak.	Language and Literacy – 4.6.1 Children use writing tools to make marks (lines, circles, swoops, waves). Creative Arts – 9.1.1 Children initiate and lead as they create 2-D and 3-D art representations.
		Goal 32: Children use symbols and images to represent something not present	Experiment with new uses for familiar objects. Provide a simple description of a person or object that is not present (child barks when asked what noise the dog makes).	AA. Pretend play B. Problem solving with materials L. Speaking	36. Imitating and pretending: Children imitate and pretend. 2. Problem solving: Children solve problems encountered in exploration and play. 19. Speaking: Children speak.	Creative Arts – 9.4.1 Children participate in play scenarios. Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.

		Goal 32: Children use symbols and images to represent something not present	React to mental images of objects or events (claps hands when told aunt/uncle is coming to visit).	C. Reflection	31. Memory: Children remember people and objects. 32. Anticipating events: Children anticipate familiar events.	Social Studies – 8.4.1 Children communicate about recent events.
		Goal 32: Children use symbols and images to represent something not present	Identify symbols for familiar objects correctly (photo of dog). solutions to questions,	P. Reading X. Art	38. Identifying visual images: Children respond to and identify pictures and photographs.	Language and Literacy – 4.5.2 Children engage with books read by adults.
		Goal 33: Children can distinguish between fantasy and reality	Play make-believe with props (dolls, stuffed animals, blocks).	AA. Pretend play	36. Imitating and pretending: Children imitate and pretend.	Creative Arts – 9.4.1 Children participate in play scenarios.
		Goal 33: Children can distinguish between fantasy and reality	Create an imaginary friend. React to people in costume as if they are the characters they portray.	AA. Pretend play	36. Imitating and pretending: Children imitate and pretend.	Creative Arts – 9.4.1 Children participate in play scenarios.
		Goal 33: Children can distinguish between fantasy and reality	React to puppets as if they are real.	AA. Pretend play	36. Imitating and pretending: Children imitate and pretend.	Creative Arts – 9.4.1 Children participate in play scenarios.
		Goal 34: Children demonstrate knowledge of numbers and counting	Understand that putting two sets of objects together makes more and taking sets of objects apart will make less.	S. Number and counting	25. Exploring more: Children experience "more." 27. Number: Children experience the number of things.	Mathematics – 5.1.1 Children use math talk by using number words and/or general quantity terms.
		Goal 34: Children demonstrate knowledge of numbers and counting	Add and subtract with sets of objects smaller than three.	S. Number and counting	27. Number: Children experience the number of things. 25. Exploring more: Children experience "more."	Mathematics – 5.1.3 Children combine and separate small groups of objects with adult support.
		Goal 34: Children demonstrate knowledge of numbers and counting	Begin to say or gesture the number two when asked how old they are.	S. Number and counting L. Speaking	27. Number: Children experience the number of things. 19. Speaking: Children speak.	Mathematics – 5.1.1 Children use math talk by using number words and/or general quantity terms.
		Goal 34: Children demonstrate knowledge of numbers and counting	Put objects in accurate, one-to-one correspondence (placing one plastic egg into each indentation of an egg carton).	S. Number and counting	26. One-to-one correspondence: Children experience one-to-one correspondence.	Mathematics – 5.1.2 Children demonstrate beginning understanding of one-to-one correspondence.

		Goal 34: Children demonstrate knowledge of numbers and counting	Name their first number word, typically “two” (or holds up two fingers).	S. Number and counting L. Speaking	27. Number: Children experience the number of things. 19. Speaking: Children speak.	Mathematics – 5.1.1 Children use math talk by using number words and/or general quantity terms.
		Goal 34: Children demonstrate knowledge of numbers and counting	Count up to five objects.	S. Number and counting	27. Number: Children experience the number of things. 26. One-to-one correspondence: Children experience one-to-one correspondence.	Mathematics – 5.1.2 Children demonstrate beginning understanding of one-to-one correspondence.
		Goal 34: Children demonstrate knowledge of numbers and counting	Name and identify some written numerals.	S. Number and counting P. Reading	27. Number: Children experience the number of things. 38. Identifying visual images: Children respond to and identify pictures and photographs.	Mathematics – 5.1.1 Children use math talk by using number words and/or general quantity terms.
		Goal 34: Children demonstrate knowledge of numbers and counting	Identify numerals as being different from letters.	S. Number and counting P. Reading	24. Exploring same and different: Children explore and notice how things are the same or different.	Mathematics – 5.6.1 Children identify similarities and differences in order to sort according to one attribute.
		Goal 34: Children demonstrate knowledge of numbers and counting	Bring two treats when asked to get treats for two people.	S. Number and counting M. Listening and comprehension	26. One-to-one correspondence: Children experience one-to-one correspondence. 27. Number: Children experience the number of things.	Mathematics – 5.1.2 Children demonstrate beginning understanding of one-to-one correspondence.
		Goal 34: Children demonstrate knowledge of numbers and counting	Count to ten (or in some way indicates a knowledge of words for the numbers from one to ten in sequence) with occasional errors.	S. Number and counting	27. Number: Children experience the number of things.	Mathematics – 5.1.1 Children use math talk by using number words and/or general quantity terms.
		Goal 35: Children demonstrate knowledge of measurement: size, volume, weight, length, and time	Find and point to small objects (the tiny mouse on the pages of Goodnight Moon). Use words such as “big,” “small,” and “more.”	U. Measurement L. Speaking Q. Book enjoyment and knowledge	24. Exploring same and different: Children explore and notice how things are the same or different. 25. Exploring more: Children experience “more.” 19. Speaking: Children speak.	Mathematics – 5.5.1 Children compare two objects by a single measurable attribute. Language and Literacy – 4.1.4 Children understand and use an increasing number of new words.
		Goal 35: Children demonstrate knowledge of measurement: size, volume, weight, length, and time	Understand and use general measurement words, such as “big” and “hot.”	U. Measurement L. Speaking	24. Exploring same and different: Children explore and notice how things are the same or different. 19. Speaking: Children speak.	Mathematics – 5.5.1 Children compare two objects by a single measurable attribute. Language and Literacy – 4.1.4 Children understand and use an increasing number of new words.
		Goal 35: Children demonstrate knowledge of measurement: size, volume, weight, length, and time	Recognize when their food bowl is empty and gesture to indicate that, or say “more” or “all gone.”	S. Number and counting L. Speaking	25. Exploring more: Children experience “more.” 17. Nonverbal communication: Children communicate nonverbally. 19. Speaking: Children speak.	Mathematics – 5.1.1 Children use math talk by using number words and/or general quantity terms. Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.

		Goal 35: Children demonstrate knowledge of measurement: size, volume, weight, length, and time	Notice when another child has more of something and gestures or verbalizes "want more".	S. Number and counting L. Speaking	25. Exploring more: Children experience "more." 17. Nonverbal communication: Children communicate nonverbally. 19. Speaking: Children speak.	Mathematics – 5.1.1 Children use math talk by using number words and/or general quantity terms.
		Goal 35: Children demonstrate knowledge of measurement: size, volume, weight, length, and time	Put groups of objects together and begins to subtract (share) objects by offering one or more to a friend or adult. Have a general understanding of the passing of time and the meaning of phrases like "not now" and "after lunch."	S. Number and counting HH. History C. Reflection	27. Number: Children experience the number of things. 33. Time intervals: Children notice the beginning and ending of time intervals. 32. Anticipating events: Children anticipate familiar events.	Mathematics – 5.1.3 Children combine and separate small groups of objects with adult support. Social Studies – 8.4.1 Children communicate about recent events.
		Goal 36: Children sort, classify, and organize objects and information	Separate objects by a single feature ("all the red blocks go here"). Match simple geometric forms (circle, square, triangle). Notice when two things share similar attributes (cars and buses have wheels). Recognize and extend a simple repeating pattern (stomp/clap, stomp/clap).	BB. Observing and classifying T. Geometry: Shapes and spatial awareness V. Patterns	24. Exploring same and different: Children explore and notice how things are the same or different. 30. Taking apart and putting together: Children take things apart and fit them together.	Mathematics – 5.6.1 Children identify similarities and differences in order to sort according to one attribute. Mathematics – 5.4.1 Children identify shapes and notice shape attributes with adult support. Mathematics – 5.3.1 Children notice patterns with adult support.
		Goal 36: Children sort, classify, and organize objects and information	Match small and large objects (counting bears to make "Mommy and Baby" pairs).	BB. Observing and classifying U. Measurement	24. Exploring same and different: Children explore and notice how things are the same or different.	Mathematics – 5.5.1 Children compare two objects by a single measurable attribute. Mathematics – 5.6.1 Children identify similarities and differences in order to sort according to one attribute.
		Goal 36: Children sort, classify, and organize objects and information	Copy an adult's made-up verbal pattern ("me, me, moo").	N. Phonological awareness V. Patterns	21. Enjoying language: Children enjoy stories, rhymes, and songs. 41. Sounds: Children explore and imitate sounds.	Language and Literacy – 4.3.1 Children join in familiar songs and word games containing rhyming sounds. Mathematics – 5.3.1 Children notice patterns with adult support.
		Goal 36: Children sort, classify, and organize objects and information	Recognize patterns within stories and songs. some knowledge of height, weight and length	V. Patterns N. Phonological awareness	21. Enjoying language: Children enjoy stories, rhymes, and songs.	Mathematics – 5.3.1 Children notice patterns with adult support. Language and Literacy – 4.3.1 Children join in familiar songs and word games containing rhyming sounds.
		Goal 37: Children collect information through observation and manipulation	Use all five senses to examine different objects with attention to detail.	DD. Natural and physical world	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Science – 6.1.1 Children explore and investigate their environment through their senses.
		Goal 37: Children collect information through observation and manipulation	Identify similarities or difference in objects.	BB. Observing and classifying	24. Exploring same and different: Children explore and notice how things are the same or different.	Mathematics – 5.6.1 Children identify similarities and differences in order to sort according to one attribute.
		Goal 37: Children collect information through observation and manipulation	Systematically explore the world (notice different types of insects).	DD. Natural and physical world	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Science – 6.1.1 Children engage in scientific inquiry by questioning, making observations, investigating, and describing what they notice. Science – 6.2.1 Children identify characteristics of living things.

	Domain 4: Cognition and General Knowledge	Goal 38: Children make predictions and experiment	Ask simple questions about the natural world ("Where did the rainbow go?").	DD. Natural and physical world L. Speaking	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose. 19. Speaking: Children speak.	Science – 6.1.1 Children engage in scientific inquiry by questioning, making observations, investigating, and describing what they notice.
		Goal 38: Children make predictions and experiment	Observe and/or manipulate objects and events to answer simple questions about the natural world.	CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world	35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect. 22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Science – 6.1.2 Children engage in simple investigations by trying actions and observing results.
		Goal 38: Children make predictions and experiment	Make guesses about what might happen based on past experience.	CC. Experimenting, predicting, and drawing conclusions C. Reflection	31. Memory: Children remember people and objects. 35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.	Science – 6.1.2 Children engage in simple investigations by trying actions and observing results.
		Goal 39: Children observe and describe the natural and physical world	Show understanding of how things grow and change.	DD. Natural and physical world	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Science – 6.2.1 Children identify characteristics of living things.
		Goal 39: Children observe and describe the natural and physical world	Comment on what it takes to make things grow ("The plant needs water.").	DD. Natural and physical world L. Speaking	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose. 19. Speaking: Children speak.	Science – 6.2.1 Children identify characteristics of living things.
		Goal 39: Children observe and describe the natural and physical world	Ask questions about the earth.	DD. Natural and physical world L. Speaking	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose. 19. Speaking: Children speak.	Science – 6.2.2 Children observe features and changes in the earth, sky, and other natural phenomena.
		Goal 39: Children observe and describe the natural and physical world	Identify weather (sun, rain, snow).	DD. Natural and physical world	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Science – 6.2.2 Children observe features and changes in the earth, sky, and other natural phenomena.
		Goal 39: Children observe and describe the natural and physical world	Identify or labels earth's materials (water, rocks, dirt, and leaves).	DD. Natural and physical world L. Speaking	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose. 19. Speaking: Children speak.	Science – 6.2.2 Children observe features and changes in the earth, sky, and other natural phenomena.
		Goal 39: Children observe and describe the natural and physical world	Demonstrate curiosity about the natural environment by asking "Why" questions (Why is the flower red?). through	DD. Natural and physical world L. Speaking	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose. 19. Speaking: Children speak.	Science – 6.1.1 Children engage in scientific inquiry by questioning, making observations, investigating, and describing what they notice.

		Goal 40: Children differentiate between events that happen in the past, present, and future	Remember and communicate what happened earlier in the day.	HH. History C. Reflection L. Speaking	31. Memory: Children remember people and objects. 19. Speaking: Children speak.	Social Studies – 8.4.1 Children communicate about recent events.
		Goal 40: Children differentiate between events that happen in the past, present, and future	Recall basics of recent events (are able to follow a daily routine).	HH. History C. Reflection	31. Memory: Children remember people and objects. 32. Anticipating events: Children anticipate familiar events.	Social Studies – 8.4.1 Children communicate about recent events.
		Goal 40: Children differentiate between events that happen in the past, present, and future	Anticipate recurring events in typical routines (“After I eat lunch, I will hear a story.”).	HH. History C. Reflection	32. Anticipating events: Children anticipate familiar events.	Social Studies – 8.4.1 Children communicate about recent events.
		Goal 40: Children differentiate between events that happen in the past, present, and future	Connect new experiences to past experiences. Experiment with general terms related to the elements of time (“Today we are going to Grandma’s”).	HH. History C. Reflection L. Speaking	31. Memory: Children remember people and objects. 33. Time intervals: Children notice the beginning and ending of time intervals. 19. Speaking: Children speak.	Social Studies – 8.4.1 Children communicate about recent events.
		Goal 40: Children differentiate between events that happen in the past, present, and future	Make predictions about what might happen in the future.	HH. History CC. Experimenting, predicting, and drawing conclusions	32. Anticipating events: Children anticipate familiar events. 35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.	Social Studies – 8.4.1 Children communicate about recent events. Science – 6.1.2 Children engage in simple investigations by trying actions and observing results.
		Goal 41: Children demonstrate awareness of location and spatial relationships	Match familiar shapes (circle, square, triangle) that have the same size and the same orientation. Attempt to stack blocks as high or higher than themselves. Match simple shapes (placing a shape on a shape board). Explore gravity (push toy cars down an incline, such as a slanted board).	T. Geometry: Shapes and spatial awareness U. Measurement CC. Experimenting, predicting, and drawing conclusions	30. Taking apart and putting together: Children take things apart and fit them together. 24. Exploring same and different: Children explore and notice how things are the same or different. 35. Cause and effect: Children repeat an action to make something happen again.	Mathematics – 5.4.1 Children identify shapes and notice shape attributes with adult support. Mathematics – 5.5.1 Children compare two objects by a single measurable attribute. Science – 6.3.2 Children notice how objects move and change.
		Goal 41: Children demonstrate awareness of location and spatial relationships	Respond to spatial directions, such as “come here,” “go over there,” and “get down on the floor,” especially if the words are accompanied by pointing. between events that and future	T. Geometry: Shapes and spatial awareness M. Listening and comprehension	28. Locating objects: Children explore and notice the location of objects. 16. Listening and responding: Children listen and respond.	Mathematics – 5.4.3 Children explore concepts of space, direction, and location by using positional words. Language and Literacy – 4.1.2 Children understand and respond to questions from others.
		Goal 42: Children demonstrate knowledge of the relationship among people, places, and regions	Know different environments (sees pictures of fish and says “They live in water.”).	GG. Geography DD. Natural and physical world	28. Locating objects: Children explore and notice the location of objects. 22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Social Studies – 8.3.1 Children recognize familiar locations in their immediate surroundings. Science – 6.2.1 Children identify characteristics of living things.
		Goal 42: Children demonstrate knowledge of the relationship among people, places, and regions	Recognize familiar buildings (home, school, post office, library, community building).	GG. Geography	28. Locating objects: Children explore and notice the location of objects.	Social Studies – 8.3.1 Children recognize familiar locations in their immediate surroundings.

		Goal 43: Children demonstrate awareness of economic concepts	Recognize relationship between supply and demand (understand that he/she cannot have another cracker because they are all gone).	S. Number and counting C. Reflection	25. Exploring more: Children experience "more." 31. Memory: Children remember people and objects.	Mathematics – 5.1.1 Children use math talk by using number words and/or general quantity terms.
		Goal 43: Children demonstrate awareness of economic concepts	Recognize and use objects for barter or trade during play (with assistance). knowledge of the places and geography	II. Economics	29. Using objects as tools: Children use objects as tools.	Social Studies – 8.2.2 Children demonstrate beginning understanding of economic concepts.
		Goal 44: Children demonstrate awareness of the relationship between humans and the environment	Help with home and class routines that keep the house/classroom clean.	G. Community K. Personal care and healthy behavior	11. Group participation: Children participate in group routines. 3. Self-help: Children do things for themselves.	Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support.
		Goal 44: Children demonstrate awareness of the relationship between humans and the environment	Discard trash in trash can.	G. Community DD. Natural and physical world	11. Group participation: Children participate in group routines. 28. Locating objects: Children explore and notice the location of objects.	Social Studies – 8.3.1 Children recognize familiar locations in their immediate surroundings.
		Goal 44: Children demonstrate awareness of the relationship between humans and the environment	Recognize and responds to characteristics of the environment (exclaims out loud when he/ she sees bird or a very tall tree).	DD. Natural and physical world L. Speaking	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose. 19. Speaking: Children speak.	Science – 6.1.1 Children engage in scientific inquiry by questioning, making observations, investigating, and describing what they notice.
		Goal 44: Children demonstrate awareness of the relationship between humans and the environment	Use natural objects for play (makes mud pies, makes a house out of sticks, uses leaves for a pillow).	DD. Natural and physical world AA. Pretend play	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose. 36. Imitating and pretending: Children imitate and pretend.	Science – 6.1.1 Children explore and investigate their environment through their senses. Creative Arts – 9.4.1 Children participate in play scenarios.
		Goal 45: Children use technology appropriately	Play with battery-operated toys and learning objects, with assistance.	EE. Tools and technology	35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.	Technology and Engineering – 7.2.1 Children investigate how things work.
		Goal 45: Children use technology appropriately	Make mechanical toys work, if labeled safe for children under three years.	EE. Tools and technology	35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.	Technology and Engineering – 7.2.1 Children investigate how things work.
		Goal 45: Children use technology appropriately	Change their behavior in response to their environment by using the "tools" around them (If a toy is on a towel, pulling the towel to bring the toy closer, rather than just going over to the toy). Adapt "tools" (using a stick to reach something under a chair).	EE. Tools and technology B. Problem solving with materials	29. Using objects as tools: Children use objects as tools. 2. Problem solving: Children solve problems encountered in exploration and play.	Technology and Engineering – 7.1.1 Children explore and use tools and technology for a variety of purposes. Approaches to Learning – 1.3.1 Children communicate the presence of a problem(s) with materials and, with assistance, consider possible sources and solutions to the problem(s).

		Goal 45: Children use technology appropriately	Use objects in new ways to solve a problem or meet a goal (propping up a track with a block so a toy train can pass underneath). awareness of the and the environment	B. Problem solving with materials EE. Tools and technology	2. Problem solving: Children solve problems encountered in exploration and play. 29. Using objects as tools: Children use objects as tools.	Approaches to Learning – 1.3.1 Children communicate the presence of a problem(s) with materials and, with assistance, consider possible sources and solutions to the problem(s). Technology and Engineering – 7.2.2 Children engage in the engineering design process by building, noticing a problem, and seeking a solution.
		Goal 46: Children use creative arts to express and represent what they know, think, believe, or feel	Squeeze soft clay and dough into abstract shapes.	X. Art J. Fine-motor skills	37. Exploring art materials: Children explore building and art materials. 12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking).	Creative Arts – 9.1.1 Children initiate and lead as they create 2-D and 3-D art representations. Physical Development and Health – 3.2.1 Children use their small muscles with increasing control.
		Goal 46: Children use creative arts to express and represent what they know, think, believe, or feel	Repeat the same song over and over.	Y. Music	40. Responding to music: Children respond to music. 21. Enjoying language: Children enjoy stories, rhymes, and songs.	Creative Arts – 9.2.1 Children initiate and lead as they create music.
		Goal 46: Children use creative arts to express and represent what they know, think, believe, or feel	Dance alone or with others.	Z. Movement F. Building relationships with other children	13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing). 10. Playing with others: Children play with others.	Creative Arts – 9.3.1 Children create movement sequences. Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
		Goal 46: Children use creative arts to express and represent what they know, think, believe, or feel	“Play” musical instruments (attempts to blow into a whistle or harmonica).	Y. Music EE. Tools and technology	41. Sounds: Children explore and imitate sounds. 29. Using objects as tools: Children use objects as tools.	Creative Arts – 9.2.1 Children initiate and lead as they create music. Technology and Engineering – 7.1.1 Children explore and use tools and technology for a variety of purposes.
		Goal 46: Children use creative arts to express and represent what they know, think, believe, or feel	Explore roles through imaginative play, such as saying “Boo” to them.	AA. Pretend play	36. Imitating and pretending: Children imitate and pretend.	Creative Arts – 9.4.1 Children participate in play scenarios.
		Goal 46: Children use creative arts to express and represent what they know, think, believe, or feel	Demonstrate preferences for favorite colors.	X. Art A. Initiative and planning	37. Exploring art materials: Children explore building and art materials. 1. Initiative: Children express initiative.	Creative Arts – 9.1.1 Children initiate and lead as they create 2-D and 3-D art representations.
		Goal 46: Children use creative arts to express and represent what they know, think, believe, or feel	Move their body with increasing skill to express emotions and rhythms.	Z. Movement D. Emotions Y. Music	13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing). 8. Emotions: Children express emotions. 15. Steady beat: Children feel and experience steady beat.	Creative Arts – 9.3.1 Children create movement sequences.
		Goal 46: Children use creative arts to express and represent what they know, think, believe, or feel	March with musical instruments with support from adults.	Y. Music Z. Movement	40. Responding to music: Children respond to music. 15. Steady beat: Children feel and experience steady beat. 14. Moving with objects: Children move with objects.	Creative Arts – 9.2.1 Children initiate and lead as they create music. Creative Arts – 9.3.1 Children create movement sequences.

		Goal 46: Children use creative arts to express and represent what they know, think, believe, or feel	Imitate simple songs and finger-play movements. Watch and copy other children's play activities.	Y. Music Z. Movement F. Building relationships with other children	40. Responding to music: Children respond to music. 36. Imitating and pretending: Children imitate and pretend. 7. Relationships with peers: Children build relationships with peers.	Creative Arts – 9.2.1 Children initiate and lead as they create music. Creative Arts – 9.3.1 Children create movement sequences. Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
		Goal 47: Children demonstrate understanding and appreciation of creative arts	Talk or sing to themselves for comfort or enjoyment.	L. Speaking Y. Music D. Emotions	19. Speaking: Children speak. 40. Responding to music: Children respond to music. 8. Emotions: Children express emotions.	Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning. Creative Arts – 9.2.1 Children initiate and lead as they create music.
		Goal 47: Children demonstrate understanding and appreciation of creative arts	Stop, turn their head to listen, and watch when hearing music or other rhythmic sounds.	M. Listening and comprehension Y. Music	16. Listening and responding: Children listen and respond. 40. Responding to music: Children respond to music.	Language and Literacy – 4.1.2 Children understand and respond to questions from others. Creative Arts – 9.2.1 Children initiate and lead as they create music.
		Goal 48: Children demonstrate communication skills (pragmatic language)	Enjoy finger plays (songs and games that use hands).	Y. Music N. Phonological awareness Z. Movement	40. Responding to music: Children respond to music. 21. Enjoying language: Children enjoy stories, rhymes, and songs. 15. Steady beat: Children feel and experience steady beat.	Creative Arts – 9.2.1 Children initiate and lead as they create music. Language and Literacy – 4.3.1 Children join in familiar songs and word games containing rhyming sounds.
		Goal 48: Children demonstrate communication skills (pragmatic language)	Respond to action words by performing the action (child starts to eat when caregiver says "Let's eat!").	M. Listening and comprehension	16. Listening and responding: Children listen and respond.	Language and Literacy – 4.1.2 Children understand and respond to questions from others.
		Goal 48: Children demonstrate communication skills (pragmatic language)	Respond by looking and attempting to locate when directed, toward a certain object ("There's a car"). Listen to short and simple stories.	M. Listening and comprehension Q. Book enjoyment and knowledge	16. Listening and responding: Children listen and respond. 20. Exploring print: Children explore picture books and magazines.	Language and Literacy – 4.1.2 Children understand and respond to questions from others. Language and Literacy – 4.5.2 Children engage with books read by adults.
		Goal 48: Children demonstrate communication skills (pragmatic language)	Change intonation and tone to communicate meaning.	L. Speaking	19. Speaking: Children speak.	Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.
		Goal 48: Children demonstrate communication skills (pragmatic language)	Use non-verbal gestures and body language to express needs and feelings (gives spontaneous hug).	L. Speaking D. Emotions	17. Nonverbal communication: Children communicate nonverbally. 8. Emotions: Children express emotions.	Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning. Social Emotional – 2.1.1 Children demonstrate awareness of self as a unique individual.
		Goal 48: Children demonstrate communication skills (pragmatic language)	Communicate with familiar play partner (says sibling's name instead of crying).	L. Speaking F. Building relationships with other children	18. Two-way communication: Children participate in two-way communication. 19. Speaking: Children speak. 7. Relationships with peers: Children build relationships with peers.	Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning. Social Emotional – 2.2.1 Children show interest in and interact with children and adults.

		Goal 48: Children demonstrate communication skills (pragmatic language)	Use jargon along with regular words in conversation (child uses inflection to say sentence-like communication with embedded real words).	L. Speaking	19. Speaking: Children speak. 18. Two-way communication: Children participate in two-way communication.	Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.
		Goal 48: Children demonstrate communication skills (pragmatic language)	Pay attention to speaker for at least a portion of a conversation.	M. Listening and comprehension	16. Listening and responding: Children listen and respond.	Language and Literacy – 4.1.2 Children understand and respond to questions from others.
		Goal 48: Children demonstrate communication skills (pragmatic language)	Begin to demonstrate turn-taking in play and conversation.	L. Speaking F. Building relationships with other children	18. Two-way communication: Children participate in two-way communication. 10. Playing with others: Children play with others.	Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning. Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
		Goal 48: Children demonstrate communication skills (pragmatic language)	Make a related comment (adult says, "Here is your water." Child says "Cup." or "Water cup."). literacy understanding of social	L. Speaking	18. Two-way communication: Children participate in two-way communication. 19. Speaking: Children speak.	Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.
		Goal 48: Children demonstrate communication skills (pragmatic language)	Make a formal verbal or sign request or response ("Please?" "Thank you.").	L. Speaking	17. Nonverbal communication: Children communicate nonverbally. 19. Speaking: Children speak.	Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.
		Goal 48: Children demonstrate communication skills (pragmatic language)	Follow non-verbal directions (signal for "Come here").	M. Listening and comprehension	16. Listening and responding: Children listen and respond.	Language and Literacy – 4.1.2 Children understand and respond to questions from others.
		Goal 48: Children demonstrate communication skills (pragmatic language)	Follow simple verbal direction in home language and attempt to make sense of direction given in English when accompanied by a non-verbal gesture. Use sounds from home language when speaking in English (Spanish "v" may be pronounced like "b" so Spanish speaking child might say "bery" for "very").	M. Listening and comprehension L. Speaking	16. Listening and responding: Children listen and respond. 19. Speaking: Children speak.	Language and Literacy – 4.1.2 Children understand and respond to questions from others. Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.
		Goal 48: Children demonstrate communication skills (pragmatic language)	Have a larger vocabulary in home language and begin to acquire an English vocabulary.	L. Speaking M. Listening and comprehension	19. Speaking: Children speak. 16. Listening and responding: Children listen and respond.	Language and Literacy – 4.1.4 Children understand and use an increasing number of new words.
		Goal 48: Children demonstrate communication skills (pragmatic language)	Recall words from simple songs in home language and recognize words from songs in English. Ask simple questions in home language; use gestures or single words to ask questions in English.	L. Speaking N. Phonological awareness Y. Music	19. Speaking: Children speak. 21. Enjoying language: Children enjoy stories, rhymes, and songs. 40. Responding to music: Children respond to music.	Language and Literacy – 4.1.4 Children understand and use an increasing number of new words. Language and Literacy – 4.3.1 Children join in familiar songs and word games containing rhyming sounds.

	Domain 5: Communication, Language, Literacy and the Arts	Goal 48: Children demonstrate communication skills (pragmatic language)	Sometimes insert words from home language while speaking in English.	L. Speaking	19. Speaking: Children speak.	Language and Literacy – 4.1.4 Children understand and use an increasing number of new words.
		Goal 48: Children demonstrate communication skills (pragmatic language)	Enjoy creating or participating in humorous situations (child puts shoe on head as a hat, child makes up a nonsense word).	AA. Pretend play L. Speaking	36. Imitating and pretending: Children imitate and pretend. 19. Speaking: Children speak.	Creative Arts – 9.4.1 Children participate in play scenarios. Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.
		Goal 49: Children listen and understand (receptive language)	Follow directions with two related elements (“Get your boots and coat”).	M. Listening and comprehension	16. Listening and responding: Children listen and respond.	Language and Literacy – 4.1.2 Children understand and respond to questions from others.
		Goal 49: Children listen and understand (receptive language)	Be willing to sit through most picture books and enjoys longer stories.	Q. Book enjoyment and knowledge A. Initiative and planning	20. Exploring print: Children explore picture books and magazines. 21. Enjoying language: Children enjoy stories, rhymes, and songs.	Language and Literacy – 4.5.2 Children engage with books read by adults. Approaches to Learning – 1.2.1 Children sustain attention and engagement during routines and child-initiated experiences for short periods of time.
		Goal 49: Children listen and understand (receptive language)	Understand a greater variety of words in the home and community (300 words by 24 months).	M. Listening and comprehension	16. Listening and responding: Children listen and respond.	Language and Literacy – 4.1.4 Children understand and use an increasing number of new words.
		Goal 49: Children listen and understand (receptive language)	Show understanding of verb/action words (“Who is eating?” and points to a picture of child eating).	M. Listening and comprehension P. Reading	16. Listening and responding: Children listen and respond. 38. Identifying visual images: Children respond to and identify pictures and photographs.	Language and Literacy – 4.1.4 Children understand and use an increasing number of new words.
		Goal 49: Children listen and understand (receptive language)	Answer simple questions.	M. Listening and comprehension L. Speaking	16. Listening and responding: Children listen and respond. 18. Two-way communication: Children participate in two-way communication.	Language and Literacy – 4.1.2 Children understand and respond to questions from others.
		Goal 49: Children listen and understand (receptive language)	Begin to show understanding of concept words, such as big/little, hot/cold, fast/slow, one vs. all. Begin to point to a greater variety of body parts when asked (chin, cheek, knee, etc.). understand	M. Listening and comprehension U. Measurement FF. Knowledge of self and others	16. Listening and responding: Children listen and respond. 24. Exploring same and different: Children explore and notice how things are the same or different. 34. Speed: Children experience “fast” and “slow.”	Language and Literacy – 4.1.4 Children understand and use an increasing number of new words. Mathematics – 5.5.1 Children compare two objects by a single measurable attribute.
		Goal 50: Children communicate their thoughts, feelings, and ideas with others (expressive language)	Ask others to label unfamiliar objects and pictures by pointing and/or asking “what’s that?”.	L. Speaking M. Listening and comprehension	19. Speaking: Children speak. 18. Two-way communication: Children participate in two-way communication.	Language and Literacy – 4.1.4 Children understand and use an increasing number of new words.

		Goal 50: Children communicate their thoughts, feelings, and ideas with others (expressive language)	Use adjectives to describe nouns ("red ball").	L. Speaking	19. Speaking: Children speak.	Language and Literacy – 4.1.4 Children understand and use an increasing number of new words.
		Goal 50: Children communicate their thoughts, feelings, and ideas with others (expressive language)	Imitate simple two-word phrase/sentences.	L. Speaking	19. Speaking: Children speak.	Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.
		Goal 50: Children communicate their thoughts, feelings, and ideas with others (expressive language)	Use some pronouns ("Mine"; older toddler adds "My, me, I, you").	L. Speaking FF. Knowledge of self and others	19. Speaking: Children speak. 4. Distinguishing self and others: Children distinguish themselves from others.	Language and Literacy – 4.1.4 Children understand and use an increasing number of new words.
		Goal 50: Children communicate their thoughts, feelings, and ideas with others (expressive language)	Use simple questions with rising intonation ("What's that?").	L. Speaking	19. Speaking: Children speak.	Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.
		Goal 50: Children communicate their thoughts, feelings, and ideas with others (expressive language)	Use regular plural forms for nouns, sometimes ("boots").	L. Speaking	19. Speaking: Children speak.	Language and Literacy – 4.1.4 Children understand and use an increasing number of new words.
		Goal 50: Children communicate their thoughts, feelings, and ideas with others (expressive language)	Use negatives ("I don't want it.") in English or home language.	L. Speaking D. Emotions	19. Speaking: Children speak. 8. Emotions: Children express emotions.	Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.
		Goal 50: Children communicate their thoughts, feelings, and ideas with others (expressive language)	Begin to sing along with familiar songs and fingerplays.	Y. Music N. Phonological awareness L. Speaking	40. Responding to music: Children respond to music. 21. Enjoying language: Children enjoy stories, rhymes, and songs. 19. Speaking: Children speak.	Creative Arts – 9.2.1 Children initiate and lead as they create music. Language and Literacy – 4.3.1 Children join in familiar songs and word games containing rhyming sounds.
		Goal 50: Children communicate their thoughts, feelings, and ideas with others (expressive language)	Use three-to four-word sentences with noun and verb.	L. Speaking	19. Speaking: Children speak.	Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.
		Goal 50: Children communicate their thoughts, feelings, and ideas with others (expressive language)	Begin to tell others about prior event with help from caregiver.	L. Speaking C. Reflection	19. Speaking: Children speak. 31. Memory: Children remember people and objects.	Social Studies – 8.4.1 Children communicate about recent events. Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.

		Goal 50: Children communicate their thoughts, feelings, and ideas with others (expressive language)	Say first name.	L. Speaking FF. Knowledge of self and others	19. Speaking: Children speak. 4. Distinguishing self and others: Children distinguish themselves from others.	Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning. Social Studies – 8.1.1 Children identify similarities and differences between themselves and others in their families and classroom.
		Goal 50: Children communicate their thoughts, feelings, and ideas with others (expressive language)	Produce early developing sounds and vowels as they form simple words. Expect speech articulation errors.	L. Speaking N. Phonological awareness	19. Speaking: Children speak. 41. Sounds: Children explore and imitate sounds.	Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.
		Goal 50: Children communicate their thoughts, feelings, and ideas with others (expressive language)	Child's speech is 75 percent understandable by 36 months. By 24 to 36 months, demonstrate use of an expressive vocabulary of more than 100 words, or a combination of words and signs, or alternative communication, in home language. their thoughts, feelings language)	L. Speaking	19. Speaking: Children speak. 17. Nonverbal communication: Children communicate nonverbally.	Language and Literacy – 4.1.4 Children understand and use an increasing number of new words. Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.
		Goal 52: Children use writing for a variety of purposes (emergent writing)	Enjoy "making a mark" on paper and in play outside.	R. Writing X. Art	37. Exploring art materials: Children explore building and art materials.	Language and Literacy – 4.6.1 Children use writing tools to make marks (lines, circles, swoops, waves). Creative Arts – 9.1.1 Children initiate and lead as they create 2-D and 3-D art representations.
		Goal 52: Children use writing for a variety of purposes (emergent writing)	Enjoy scribbling and may label pictures using scribble writing.	R. Writing L. Speaking	37. Exploring art materials: Children explore building and art materials. 19. Speaking: Children speak.	Language and Literacy – 4.6.1 Children use writing tools to make marks (lines, circles, swoops, waves).
		Goal 52: Children use writing for a variety of purposes (emergent writing)	Begin to watch and imitate drawing a horizontal and vertical stroke as well as a circular motion.	R. Writing J. Fine-motor skills	37. Exploring art materials: Children explore building and art materials. 12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking).	Language and Literacy – 4.6.1 Children use writing tools to make marks (lines, circles, swoops, waves). Physical Development and Health – 3.2.1 Children use their small muscles with increasing control.
		Goal 52: Children use writing for a variety of purposes (emergent writing)	Continue to observe and imitate adult writing behaviors.	R. Writing	37. Exploring art materials: Children explore building and art materials. 36. Imitating and pretending: Children imitate and pretend.	Language and Literacy – 4.6.1 Children use writing tools to make marks (lines, circles, swoops, waves).
		Goal 52: Children use writing for a variety of purposes (emergent writing)	Enjoy making large strokes and movements with paint and markers.	R. Writing X. Art J. Fine-motor skills	37. Exploring art materials: Children explore building and art materials. 12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking).	Language and Literacy – 4.6.1 Children use writing tools to make marks (lines, circles, swoops, waves). Creative Arts – 9.1.1 Children initiate and lead as they create 2-D and 3-D art representations.
		Goal 52: Children use writing for a variety of purposes (emergent writing)	Draw simple pictures or scribble word-like marks to communicate a message or an idea, may label or tell a simple story related to their drawing. for a variety of purposes	R. Writing X. Art L. Speaking	37. Exploring art materials: Children explore building and art materials. 19. Speaking: Children speak.	Language and Literacy – 4.6.1 Children use writing tools to make marks (lines, circles, swoops, waves). Creative Arts – 9.1.1 Children initiate and lead as they create 2-D and 3-D art representations. Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.

		Goal 1: Children engage in a variety of physical activities	Incorporate various physical activities while transitioning from one place to another (marches between the kitchen and the bathroom).	I. Gross-motor skills; K. Personal care and healthy behavior	16. Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles.; 20. Healthy behavior: Children engage in healthy practices.	Physical Development and Health — PDH 3.1.1 Gross Motor: Children move their bodies in a variety of locomotor and nonlocomotor ways with flexibility, strength, and control.; Physical Development and Health — PDH 3.3.1 Health, Safety, and Well-Being: Children discuss healthy choices and the importance of maintaining health when prompted by an adult
		Goal 1: Children engage in a variety of physical activities	Play actively with other children.	I. Gross-motor skills; F. Building relationships with other children	16. Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles.; 13. Cooperative play: Children engage in cooperative play.	Physical Development and Health — PDH 3.1.1 Gross Motor: Children move their bodies in a variety of locomotor and nonlocomotor ways with flexibility, strength, and control.; Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children establish and maintain positive relationships with both children and adults.
		Goal 1: Children engage in a variety of physical activities	Spend most of the day moving and choosing activities and playmates.	I. Gross-motor skills; K. Personal care and healthy behavior; A. Initiative and planning	16. Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles.; 20. Healthy behavior: Children engage in healthy practices.; 1. Initiative: Children demonstrate initiative as they explore their world.	Physical Development and Health — PDH 3.1.1 Gross Motor: Children move their bodies in a variety of locomotor and nonlocomotor ways with flexibility, strength, and control.; Physical Development and Health — PDH 3.3.1 Health, Safety, and Well-Being: Children discuss healthy choices and the importance of maintaining health when prompted by an adult ; Approaches to
		Goal 1: Children engage in a variety of physical activities	Regularly participate in physical activity (walks, dances, plays organized or informal sports). Help with physical chores (shoveling snow, sweeping the floor, carrying laundry, putting away toys).	I. Gross-motor skills; K. Personal care and healthy behavior	16. Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles.; 20. Healthy behavior: Children engage in healthy practices.	Physical Development and Health — PDH 3.1.1 Gross Motor: Children move their bodies in a variety of locomotor and nonlocomotor ways with flexibility, strength, and control.; Physical Development and Health — PDH 3.3.1 Health, Safety, and Well-Being: Children discuss healthy choices and the importance of maintaining health when prompted by an adult
		Goal 1: Children engage in a variety of physical activities	Participate in cooperative games with peers. Work on physical challenges such as climbing rocks, hills and trees, rolling, jumping, throwing, digging, shoveling. wellbeing, development of physical	I. Gross-motor skills; F. Building relationships with other children; C. Engagement	16. Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles.; 13. Cooperative play: Children engage in cooperative play.; 3. Engagement: Children focus on activities that interest them.	Physical Development and Health — PDH 3.1.1 Gross Motor: Children move their bodies in a variety of locomotor and nonlocomotor ways with flexibility, strength, and control.; Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children establish and maintain positive relationships with both children and adults.; Approaches to Learning — AL 1.2.2 Engagement &
		Goal 2: Children demonstrate strength and coordination of gross motor skills	Walk and run in circular paths (around obstacles and corners).	I. Gross-motor skills	16. Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles.	Physical Development and Health — PDH 3.1.1 Gross Motor: Children move their bodies in a variety of locomotor and nonlocomotor ways with flexibility, strength, and control.
		Goal 2: Children demonstrate strength and coordination of gross motor skills	Crawl through a play tunnel or under tables.	I. Gross-motor skills	16. Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles.	Physical Development and Health — PDH 3.1.1 Gross Motor: Children move their bodies in a variety of locomotor and nonlocomotor ways with flexibility, strength, and control.
		Goal 2: Children demonstrate strength and coordination of gross motor skills	Climb on play equipment.	I. Gross-motor skills	16. Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles.	Physical Development and Health — PDH 3.1.1 Gross Motor: Children move their bodies in a variety of locomotor and nonlocomotor ways with flexibility, strength, and control.
		Goal 2: Children demonstrate strength and coordination of gross motor skills	Throw beanbags or large lightweight ball with progressively more accuracy.	I. Gross-motor skills	16. Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles.	Physical Development and Health — PDH 3.1.1 Gross Motor: Children move their bodies in a variety of locomotor and nonlocomotor ways with flexibility, strength, and control.

		Goal 2: Children demonstrate strength and coordination of gross motor skills	Catches large balls with two hands, with progressively more skill for smaller balls. Kick ball forward.	I. Gross-motor skills	16. Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles.	Physical Development and Health — PDH 3.1.1 Gross Motor: Children move their bodies in a variety of locomotor and nonlocomotor ways with flexibility, strength, and control.
		Goal 2: Children demonstrate strength and coordination of gross motor skills	Balance on one foot. Hop forward on one foot without losing balance. Jump on two feet and over small objects with balance and control.	I. Gross-motor skills	16. Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles.	Physical Development and Health — PDH 3.1.1 Gross Motor: Children move their bodies in a variety of locomotor and nonlocomotor ways with flexibility, strength, and control.
		Goal 2: Children demonstrate strength and coordination of gross motor skills	Gallop comfortably.	I. Gross-motor skills	16. Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles.	Physical Development and Health — PDH 3.1.1 Gross Motor: Children move their bodies in a variety of locomotor and nonlocomotor ways with flexibility, strength, and control.
		Goal 2: Children demonstrate strength and coordination of gross motor skills	Pedal steadily when riding tricycle.	I. Gross-motor skills	16. Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles.	Physical Development and Health — PDH 3.1.1 Gross Motor: Children move their bodies in a variety of locomotor and nonlocomotor ways with flexibility, strength, and control.
		Goal 2: Children demonstrate strength and coordination of gross motor skills	Walk up and down stairs, using alternating feet, with less and less assistance.	I. Gross-motor skills	16. Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles.	Physical Development and Health — PDH 3.1.1 Gross Motor: Children move their bodies in a variety of locomotor and nonlocomotor ways with flexibility, strength, and control.
		Goal 2: Children demonstrate strength and coordination of gross motor skills	Jump sideways.	I. Gross-motor skills	16. Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles.	Physical Development and Health — PDH 3.1.1 Gross Motor: Children move their bodies in a variety of locomotor and nonlocomotor ways with flexibility, strength, and control.
		Goal 3: Children demonstrate stamina and energy in daily activities	Carry light objects, bags, or backpack for a short distance.	I. Gross-motor skills; K. Personal care and healthy behavior	16. Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles.; 20. Healthy behavior: Children engage in healthy practices.	Physical Development and Health — PDH 3.1.1 Gross Motor: Children move their bodies in a variety of locomotor and nonlocomotor ways with flexibility, strength, and control.; Physical Development and Health — PDH 3.3.1 Health, Safety, and Well-Being: Children discuss healthy choices and the importance of maintaining health when prompted by an adult
		Goal 3: Children demonstrate stamina and energy in daily activities	Repetitively practice new skills.	I. Gross-motor skills; C. Engagement	16. Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles.; 3. Engagement: Children focus on activities that interest them.	Physical Development and Health — PDH 3.1.1 Gross Motor: Children move their bodies in a variety of locomotor and nonlocomotor ways with flexibility, strength, and control.; Approaches to Learning — AL 1.2.2 Engagement & Persistence: Children sustain effort through new or difficult tasks by repeating an action, seeking peer or teacher support, and/or adjusting strategies
		Goal 3: Children demonstrate stamina and energy in daily activities	Engage in physical activities at least one hour a day, with sustained physical activity for at least 15 minutes at a time (swinging, playground equipment, running games).	I. Gross-motor skills; K. Personal care and healthy behavior	16. Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles.; 20. Healthy behavior: Children engage in healthy practices.	Physical Development and Health — PDH 3.1.1 Gross Motor: Children move their bodies in a variety of locomotor and nonlocomotor ways with flexibility, strength, and control.; Physical Development and Health — PDH 3.3.1 Health, Safety, and Well-Being: Children discuss healthy choices and the importance of maintaining health when prompted by an adult

		Goal 3: Children demonstrate stamina and energy in daily activities	Follow along with guided movement activities, such as music and movement or child yoga/Zumba.	I. Gross-motor skills; Z. Movement	16. Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles.; 42. Movement: Children express and represent what they observe, think, imagine, and feel through movement.	Physical Development and Health — PDH 3.1.1 Gross Motor: Children move their bodies in a variety of locomotor and nonlocomotor ways with flexibility, strength, and control.; Creative Arts — CA 9.3.1 Expressive Movement: Children create movement sequences.
		Goal 3: Children demonstrate stamina and energy in daily activities	Ride a trike by pedaling for extended periods of time and distance.	I. Gross-motor skills; K. Personal care and healthy behavior	16. Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles.; 20. Healthy behavior: Children engage in healthy practices.	Physical Development and Health — PDH 3.1.1 Gross Motor: Children move their bodies in a variety of locomotor and nonlocomotor ways with flexibility, strength, and control.; Physical Development and Health — PDH 3.3.1 Health, Safety, and Well-Being: Children discuss healthy choices and the importance of maintaining health ~~when prompted by an adult~~
		Goal 3: Children demonstrate stamina and energy in daily activities	Run 50 to 75 yards without stopping.	I. Gross-motor skills; K. Personal care and healthy behavior	16. Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles.; 20. Healthy behavior: Children engage in healthy practices.	Physical Development and Health — PDH 3.1.1 Gross Motor: Children move their bodies in a variety of locomotor and nonlocomotor ways with flexibility, strength, and control.; Physical Development and Health — PDH 3.3.1 Health, Safety, and Well-Being: Children discuss healthy choices and the importance of maintaining health ~~when prompted by an adult~~
		Goal 3: Children demonstrate stamina and energy in daily activities	Engage in physical activities for at least one hour throughout each day.	I. Gross-motor skills; K. Personal care and healthy behavior	16. Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles.; 20. Healthy behavior: Children engage in healthy practices.	Physical Development and Health — PDH 3.1.1 Gross Motor: Children move their bodies in a variety of locomotor and nonlocomotor ways with flexibility, strength, and control.; Physical Development and Health — PDH 3.3.1 Health, Safety, and Well-Being: Children discuss healthy choices and the importance of maintaining health ~~when prompted by an adult~~
		Goal 3: Children demonstrate stamina and energy in daily activities	Complete extended activities such as short hikes or bike rides with supportive adults. Initiate physical activities (movement games with other children, dancing to music). Pump on a swing for several minutes.	I. Gross-motor skills; K. Personal care and healthy behavior; A. Initiative and planning	16. Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles.; 20. Healthy behavior: Children engage in healthy practices.; 1. Initiative: Children demonstrate initiative as they ~~explore their world~~	Physical Development and Health — PDH 3.1.1 Gross Motor: Children move their bodies in a variety of locomotor and nonlocomotor ways with flexibility, strength, and control.; Physical Development and Health — PDH 3.3.1 Health, Safety, and Well-Being: Children discuss healthy choices and the importance of maintaining health ~~when prompted by an adult~~ ; ~~Approaches to~~
		Goal 3: Children demonstrate stamina and energy in daily activities	Skip for 2 minutes. Jump and hop with increasing persistence. stamina in daily	I. Gross-motor skills; C. Engagement	16. Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles.; 3. Engagement: Children focus on activities that interest them.	Physical Development and Health — PDH 3.1.1 Gross Motor: Children move their bodies in a variety of locomotor and nonlocomotor ways with flexibility, strength, and control.; Approaches to Learning — AL 1.2.2 Engagement & Persistence: Children sustain effort through new or difficult tasks by repeating an action, seeking peer or teacher ~~support, and/or adjusting strategies~~
		Goal 4: Children demonstrate strength and coordination of fine motor skills	Use various drawing and art materials (markers, pencils, crayons, small brushes, finger paint).	J. Fine-motor skills; X. Art	17. Fine-motor skills: Children demonstrate dexterity and hand-eye coordination in using their small muscles.; 40. Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.	Physical Development and Health — PDH 3.2.1 Fine Motor: Children use their small muscles with coordination and increased dexterity.; Creative Arts — CA 9.1.1 Visual Arts: Children initiate and lead as they create 2-D and 3-D art representations.
		Goal 4: Children demonstrate strength and coordination of fine motor skills	Copy shapes and geometric designs.	J. Fine-motor skills; T. Geometry: Shapes and spatial awareness	17. Fine-motor skills: Children demonstrate dexterity and hand-eye coordination in using their small muscles.; 34. Shapes: Children identify, name, and describe shapes.	Physical Development and Health — PDH 3.2.1 Fine Motor: Children use their small muscles with coordination and increased dexterity.; Mathematics — M 5.4.1 Geometry & Spatial Awareness: Children identify two- and three-dimensional shapes and describe shape attributes.
		Goal 4: Children demonstrate strength and coordination of fine motor skills	Open and closes blunt scissors with one hand.	J. Fine-motor skills; EE. Tools and technology	17. Fine-motor skills: Children demonstrate dexterity and hand-eye coordination in using their small muscles.; 52. Tools and technology: Children explore and use tools and technology.	Physical Development and Health — PDH 3.2.1 Fine Motor: Children use their small muscles with coordination and increased dexterity.; Technology & Engineering — TE 7.1.1 Tools & Technology: Children select and use analog tools safely in their attempt to accomplish goals and solve problems.

		Goal 4: Children demonstrate strength and coordination of fine motor skills	Cut paper on a straight line and on a curve but without precision.	J. Fine-motor skills; EE. Tools and technology	17. Fine-motor skills: Children demonstrate dexterity and hand-eye coordination in using their small muscles.; 52. Tools and technology: Children explore and use tools and technology.	Physical Development and Health — PDH 3.2.1 Fine Motor: Children use their small muscles with coordination and increased dexterity.; Technology & Engineering — TE 7.1.1 Tools & Technology: Children select and use analog tools safely in their attempt to accomplish goals and solve problems.
		Goal 4: Children demonstrate strength and coordination of fine motor skills	Manipulate small objects with ease (strings beads, fits small objects into holes).	J. Fine-motor skills	17. Fine-motor skills: Children demonstrate dexterity and hand-eye coordination in using their small muscles.	Physical Development and Health — PDH 3.2.1 Fine Motor: Children use their small muscles with coordination and increased dexterity.
		Goal 4: Children demonstrate strength and coordination of fine motor skills	Fasten large buttons. Use large zippers.	J. Fine-motor skills	17. Fine-motor skills: Children demonstrate dexterity and hand-eye coordination in using their small muscles.	Physical Development and Health — PDH 3.2.1 Fine Motor: Children use their small muscles with coordination and increased dexterity.
		Goal 4: Children demonstrate strength and coordination of fine motor skills	Increase strength in fingers with age, progressing to using a stapler or hole punch.	J. Fine-motor skills; EE. Tools and technology	17. Fine-motor skills: Children demonstrate dexterity and hand-eye coordination in using their small muscles.; 52. Tools and technology: Children explore and use tools and technology.	Physical Development and Health — PDH 3.2.1 Fine Motor: Children use their small muscles with coordination and increased dexterity.; Technology & Engineering — TE 7.1.1 Tools & Technology: Children select and use analog tools safely in their attempt to accomplish goals and solve problems.
		Goal 4: Children demonstrate strength and coordination of fine motor skills	Fit complex puzzles together (single, cut-out figures to 10-15 piece jigsaw puzzles).	J. Fine-motor skills	17. Fine-motor skills: Children demonstrate dexterity and hand-eye coordination in using their small muscles.	Physical Development and Health — PDH 3.2.1 Fine Motor: Children use their small muscles with coordination and increased dexterity.
		Goal 4: Children demonstrate strength and coordination of fine motor skills	Write some recognizable letters or numbers. Concerns about development. If there is a concern about a delay or progress free resources for a child to be screened and under age three, the State of Alaska offers the state, and an interactive map helps find their can arrange for a free screening and, if needed, delays. http://dhss.alaska.gov/dsds/Pages/infantlearning/default.aspx . If the child is older than three years old, the	J. Fine-motor skills; R. Writing	17. Fine-motor skills: Children demonstrate dexterity and hand-eye coordination in using their small muscles.; 29. Writing: Children write for many different purposes.	Physical Development and Health — PDH 3.2.1 Fine Motor: Children use their small muscles with coordination and increased dexterity.; Language and Literacy — LL 4.6.1 Writing: Children use writing tools to write letter-like forms, words, or short phrases.
		Goal 4: Children demonstrate strength and coordination of fine motor skills	Remove and replaces easy-to-open container lids.	J. Fine-motor skills	17. Fine-motor skills: Children demonstrate dexterity and hand-eye coordination in using their small muscles.	Physical Development and Health — PDH 3.2.1 Fine Motor: Children use their small muscles with coordination and increased dexterity.
		Goal 4: Children demonstrate strength and coordination of fine motor skills	Fold paper and makes paper objects (airplanes, origami), with assistance.	J. Fine-motor skills	17. Fine-motor skills: Children demonstrate dexterity and hand-eye coordination in using their small muscles.	Physical Development and Health — PDH 3.2.1 Fine Motor: Children use their small muscles with coordination and increased dexterity.
		Goal 4: Children demonstrate strength and coordination of fine motor skills	Cut, draw, glue with materials provided.	J. Fine-motor skills; X. Art	17. Fine-motor skills: Children demonstrate dexterity and hand-eye coordination in using their small muscles.; 40. Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.	Physical Development and Health — PDH 3.2.1 Fine Motor: Children use their small muscles with coordination and increased dexterity.; Creative Arts — CA 9.1.1 Visual Arts: Children initiate and lead as they create 2-D and 3-D art representations.

Domain 1: Physical Wellbeing, Health, and Motor Development	Goal 4: Children demonstrate strength and coordination of fine motor skills	Tie knots and shoe laces, with assistance.	J. Fine-motor skills; EE. Tools and technology	17. Fine-motor skills: Children demonstrate dexterity and hand-eye coordination in using their small muscles.; 52. Tools and technology: Children explore and use tools and technology.	Physical Development and Health — PDH 3.2.1 Fine Motor: Children use their small muscles with coordination and increased dexterity.; Technology & Engineering — TE 7.1.1 Tools & Technology: Children select and use analog tools safely in their attempt to accomplish goals and solve problems.
	Goal 4: Children demonstrate strength and coordination of fine motor skills	Print some letters in own name.	J. Fine-motor skills	17. Fine-motor skills: Children demonstrate dexterity and hand-eye coordination in using their small muscles.	Physical Development and Health — PDH 3.2.1 Fine Motor: Children use their small muscles with coordination and increased dexterity.
	Goal 4: Children demonstrate strength and coordination of fine motor skills	Button large buttons on clothing.	J. Fine-motor skills; K. Personal care and healthy behavior	17. Fine-motor skills: Children demonstrate dexterity and hand-eye coordination in using their small muscles.; 19. Personal care: Children carry out personal care routines on their own.	Physical Development and Health — PDH 3.2.1 Fine Motor: Children use their small muscles with coordination and increased dexterity.; Physical Development and Health — PDH 3.3.3 Health, Safety, and Well-Being: Children complete personal care routines independently.
	Goal 4: Children demonstrate strength and coordination of fine motor skills	Tear tape off a dispenser without letting the tape get stuck to itself, most of the time. Put together and pulls apart manipulatives (Legos, beads for stringing and sewing, Lincoln Logs) appropriately.	J. Fine-motor skills; EE. Tools and technology	17. Fine-motor skills: Children demonstrate dexterity and hand-eye coordination in using their small muscles.; 52. Tools and technology: Children explore and use tools and technology.	Physical Development and Health — PDH 3.2.1 Fine Motor: Children use their small muscles with coordination and increased dexterity.; Technology & Engineering — TE 7.1.1 Tools & Technology: Children select and use analog tools safely in their attempt to accomplish goals and solve problems.
	Goal 4: Children demonstrate strength and coordination of fine motor skills	Fit jigsaw puzzles with smaller pieces together. in any of the learning domains, there are to support their development. For children Infant Learning Program throughout the local Infant Learning Program. Staff there free help if a child is found to have some services are available through preschool for children needing some and Stages Questionnaire” for parents The American Academy of Pediatrics and 24-30	J. Fine-motor skills; B. Problem solving with materials	17. Fine-motor skills: Children demonstrate dexterity and hand-eye coordination in using their small muscles.; 4. Problem solving: Children solve problems encountered in play.	Physical Development and Health — PDH 3.2.1 Fine Motor: Children use their small muscles with coordination and increased dexterity.; Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children recognize problems with materials, tools, or processes and adapt their strategies to develop solutions, applying what they learn to new situations.
	Goal 5: Children use their senses of sight, hearing, smell, taste and touch to guide and integrate their learning and interactions (Sensorimotor Skills)	Physically react appropriately to the environment (bend knees to soften a landing, move quickly to avoid obstacles).	I. Gross-motor skills	16. Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles.; 18. Body awareness: Children know about their bodies and how to navigate them in space.	Physical Development and Health — PDH 3.1.1 Gross Motor: Children move their bodies in a variety of locomotor and nonlocomotor ways with flexibility, strength, and control.; Physical Development and Health — PDH 3.1.2 Gross Motor: Children demonstrate body and spatial awareness by adjusting position, speed, and/or direction to avoid obstacles.
	Goal 5: Children use their senses of sight, hearing, smell, taste and touch to guide and integrate their learning and interactions (Sensorimotor Skills)	Demonstrate concepts through movement (imitates an animal through movement, sounds, dress, dramatization, dance). Practice sensory regulation by pushing objects, climbing short ladders, swinging on a swing, and sliding.	I. Gross-motor skills; Z. Movement; AA. Pretend play	16. Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles.; 18. Body awareness: Children know about their bodies and how to navigate them in space.; 42. Movement: Children express and represent what they observe, think, imagine, and feel through movement.; 41. Music: Children express and represent what	Physical Development and Health — PDH 3.1.1 Gross Motor: Children move their bodies in a variety of locomotor and nonlocomotor ways with flexibility, strength, and control.; Physical Development and Health — PDH 3.1.2 Gross Motor: Children demonstrate body and spatial awareness by adjusting position, speed, and/or direction to avoid obstacles.; Creative Arts — CA
	Goal 5: Children use their senses of sight, hearing, smell, taste and touch to guide and integrate their learning and interactions (Sensorimotor Skills)	Move their body in response to sound, marching or dancing with rhythm.	I. Gross-motor skills; Z. Movement; Y. Music	16. Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles.; 42. Movement: Children express and represent what they observe, think, imagine, and feel through movement.; 41. Music: Children express and represent what	Physical Development and Health — PDH 3.1.1 Gross Motor: Children move their bodies in a variety of locomotor and nonlocomotor ways with flexibility, strength, and control.; Creative Arts — CA 9.3.1 Expressive Movement: Children create movement sequences.; Creative Arts — CA 9.2.1 Music: Children create music.
	Goal 5: Children use their senses of sight, hearing, smell, taste and touch to guide and integrate their learning and interactions (Sensorimotor Skills)	Explore new foods through sight, smell and touch, eventually tasting.	BB. Observing and classifying; K. Personal care and healthy behavior	45. Observing: Children observe the materials and processes in their environment.; 20. Healthy behavior: Children engage in healthy practices.	Science — S 6.1.1 Scientific Inquiry: Children engage in scientific inquiry by questioning, making observations, making simple predictions, investigating and collecting evidence, and describing what they notice.; Physical Development and Health — PDH 3.3.1 Health, Safety, and Well-Being: Children discuss healthy choices and the importance of maintaining health when prompted

		Goal 5: Children use their senses of sight, hearing, smell, taste and touch to guide and integrate their learning and interactions (Sensorimotor Skills)	Enjoy watching their own image in photo albums, videos and their motions in the mirror.	FF. Knowledge of self and others; BB. Observing and classifying	7. Self-identity: Children have a positive self-identity.; 45. Observing: Children observe the materials and processes in their environment.	Social Studies — SS 8.1.1 Self & Social Systems: Children recognize and describe similarities and differences among themselves and others in their families, classroom, and local community.; Science — S 6.1.1 Scientific Inquiry: Children engage in scientific inquiry by questioning, making observations, making simple predictions, ~~investigating and collecting evidence, and~~
		Goal 6: Children practice health skills and routines	Wash and dry hands before eating and after toileting, without assistance.	K. Personal care and healthy behavior	19. Personal care: Children carry out personal care routines on their own.; 20. Healthy behavior: Children engage in healthy practices.	Physical Development and Health — PDH 3.3.3 Health, Safety, and Well-Being: Children complete personal care routines independently.; Physical Development and Health — PDH 3.3.1 Health, Safety, and Well-Being: Children discuss healthy choices and the importance of maintaining health when prompted by an adult.
		Goal 6: Children practice health skills and routines	Cooperate and assist caregiver with tooth brushing.	K. Personal care and healthy behavior; E. Building relationships with adults	19. Personal care: Children carry out personal care routines on their own.; 20. Healthy behavior: Children engage in healthy practices.; 12. Building relationships: Children build relationships with other children and adults.	Physical Development and Health — PDH 3.3.3 Health, Safety, and Well-Being: Children complete personal care routines independently.; Physical Development and Health — PDH 3.3.1 Health, Safety, and Well-Being: Children discuss healthy choices and the importance of maintaining health when prompted by an adult.; Social and Emotional Learning — SE 2.2.1 Social Awareness and
		Goal 6: Children practice health skills and routines	Identify health products (shampoo, toothpaste, soap).	K. Personal care and healthy behavior; L. Speaking	20. Healthy behavior: Children engage in healthy practices.; 22. Speaking: Children express themselves using language.	Physical Development and Health — PDH 3.3.1 Health, Safety, and Well-Being: Children discuss healthy choices and the importance of maintaining health when prompted by an adult.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and ~~participate in learning.~~
		Goal 6: Children practice health skills and routines	Cover mouth when coughing.	K. Personal care and healthy behavior	20. Healthy behavior: Children engage in healthy practices.	Physical Development and Health — PDH 3.3.1 Health, Safety, and Well-Being: Children discuss healthy choices and the importance of maintaining health when prompted by an adult.
		Goal 6: Children practice health skills and routines	Recognize and communicate when experiencing symptoms of illness.	K. Personal care and healthy behavior; L. Speaking	20. Healthy behavior: Children engage in healthy practices.; 22. Speaking: Children express themselves using language.	Physical Development and Health — PDH 3.3.1 Health, Safety, and Well-Being: Children discuss healthy choices and the importance of maintaining health when prompted by an adult.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and ~~participate in learning.~~
		Goal 6: Children practice health skills and routines	Feed self with fork and spoon, without assistance.	K. Personal care and healthy behavior; J. Fine-motor skills	19. Personal care: Children carry out personal care routines on their own.; 17. Fine-motor skills: Children demonstrate dexterity and hand-eye coordination in using their small muscles.	Physical Development and Health — PDH 3.3.3 Health, Safety, and Well-Being: Children complete personal care routines independently.; Physical Development and Health — PDH 3.2.1 Fine Motor: Children use their small muscles with coordination and increased dexterity.
		Goal 6: Children practice health skills and routines	Clean up spills.	K. Personal care and healthy behavior	19. Personal care: Children carry out personal care routines on their own.	Physical Development and Health — PDH 3.3.3 Health, Safety, and Well-Being: Children complete personal care routines independently.
		Goal 6: Children practice health skills and routines	Get a drink of water without assistance.	K. Personal care and healthy behavior	19. Personal care: Children carry out personal care routines on their own.	Physical Development and Health — PDH 3.3.3 Health, Safety, and Well-Being: Children complete personal care routines independently.

		Goal 6: Children practice health skills and routines	Dress and undress with minimal help.	K. Personal care and healthy behavior; J. Fine-motor skills	19. Personal care: Children carry out personal care routines on their own.; 17. Fine-motor skills: Children demonstrate dexterity and hand-eye coordination in using their small muscles.	Physical Development and Health — PDH 3.3.3 Health, Safety, and Well-Being: Children complete personal care routines independently.; Physical Development and Health — PDH 3.2.1 Fine Motor: Children use their small muscles with coordination and increased dexterity.
		Goal 6: Children practice health skills and routines	Choose own clothes to wear, when asked. Put shoes on, without assistance.	K. Personal care and healthy behavior; A. Initiative and planning	19. Personal care: Children carry out personal care routines on their own.; 1. Initiative: Children demonstrate initiative as they explore their world.	Physical Development and Health — PDH 3.3.3 Health, Safety, and Well-Being: Children complete personal care routines independently.; Approaches to Learning — AL 1.1.1 Initiative & Planning: Children take the lead in investigating their environment, making their own choices about what to explore and how to participate in new experiences.
		Goal 6: Children practice health skills and routines	Decide, with few prompts, when to carry out self-help tasks (washing hands when dirty and before meals). skills and routines Choose to rest when he/she is tired.	K. Personal care and healthy behavior; A. Initiative and planning	19. Personal care: Children carry out personal care routines on their own.; 20. Healthy behavior: Children engage in healthy practices.; 1. Initiative: Children demonstrate initiative as they explore their world.	Physical Development and Health — PDH 3.3.3 Health, Safety, and Well-Being: Children complete personal care routines independently.; Physical Development and Health — PDH 3.3.1 Health, Safety, and Well-Being: Children discuss healthy choices and the importance of maintaining health when prompted by an adult.; Approaches to Learning — AL 1.1.1 Initiative & Planning: Children
		Goal 6: Children practice health skills and routines	Participate in helping younger siblings with personal care routines.	K. Personal care and healthy behavior; G. Community; F. Building relationships with other children	19. Personal care: Children carry out personal care routines on their own.; 11. Community: Children participate in the community of the classroom.; 12. Building relationships: Children build relationships with other children and adults.	Physical Development and Health — PDH 3.3.3 Health, Safety, and Well-Being: Children complete personal care routines independently.; Social Studies — SS 8.2.1 Community Membership: Children collaboratively generate solution(s) that benefit the classroom community or solve problems that occur in the classroom community with adult support.; Social and Emotional Learning — SE
		Goal 6: Children practice health skills and routines	Get own snack out of the cabinet. Begin to tie own shoes with assistance. Brush teeth and attempts flossing with supervision, and then allows assistance to complete process.	K. Personal care and healthy behavior; J. Fine-motor skills	19. Personal care: Children carry out personal care routines on their own.; 20. Healthy behavior: Children engage in healthy practices.; 17. Fine-motor skills: Children demonstrate dexterity and hand-eye coordination in using their small muscles.	Physical Development and Health — PDH 3.3.3 Health, Safety, and Well-Being: Children complete personal care routines independently.; Physical Development and Health — PDH 3.3.1 Health, Safety, and Well-Being: Children discuss healthy choices and the importance of maintaining health when prompted by an adult.; Physical Development and Health — PDH 3.2.1 Fine Motor: Children use
		Goal 6: Children practice health skills and routines	Wash face, without assistance.	K. Personal care and healthy behavior	19. Personal care: Children carry out personal care routines on their own.	Physical Development and Health — PDH 3.3.3 Health, Safety, and Well-Being: Children complete personal care routines independently.
		Goal 6: Children practice health skills and routines	Cover mouth and nose when coughing and sneezing with elbow or tissue.	K. Personal care and healthy behavior	20. Healthy behavior: Children engage in healthy practices.	Physical Development and Health — PDH 3.3.1 Health, Safety, and Well-Being: Children discuss healthy choices and the importance of maintaining health when prompted by an adult.
		Goal 6: Children practice health skills and routines	Use fork, spoon, and (sometimes) a blunt table knife.	K. Personal care and healthy behavior; J. Fine-motor skills	19. Personal care: Children carry out personal care routines on their own.; 17. Fine-motor skills: Children demonstrate dexterity and hand-eye coordination in using their small muscles.	Physical Development and Health — PDH 3.3.3 Health, Safety, and Well-Being: Children complete personal care routines independently.; Physical Development and Health — PDH 3.2.1 Fine Motor: Children use their small muscles with coordination and increased dexterity.
		Goal 6: Children practice health skills and routines	Pour milk or juice easily and with minimal spills.	K. Personal care and healthy behavior; J. Fine-motor skills	19. Personal care: Children carry out personal care routines on their own.; 17. Fine-motor skills: Children demonstrate dexterity and hand-eye coordination in using their small muscles.	Physical Development and Health — PDH 3.3.3 Health, Safety, and Well-Being: Children complete personal care routines independently.; Physical Development and Health — PDH 3.2.1 Fine Motor: Children use their small muscles with coordination and increased dexterity.

		Goal 6: Children practice health skills and routines	Dress and undresses in easy pull-on clothes, without assistance.	K. Personal care and healthy behavior; J. Fine-motor skills	19. Personal care: Children carry out personal care routines on their own.; 17. Fine-motor skills: Children demonstrate dexterity and hand-eye coordination in using their small muscles.	Physical Development and Health — PDH 3.3.3 Health, Safety, and Well-Being: Children complete personal care routines independently.; Physical Development and Health — PDH 3.2.1 Fine Motor: Children use their small muscles with coordination and increased dexterity.
		Goal 6: Children practice health skills and routines	Brush and comb hair, with assistance.	K. Personal care and healthy behavior; J. Fine-motor skills	19. Personal care: Children carry out personal care routines on their own.; 17. Fine-motor skills: Children demonstrate dexterity and hand-eye coordination in using their small muscles.	Physical Development and Health — PDH 3.3.3 Health, Safety, and Well-Being: Children complete personal care routines independently.; Physical Development and Health — PDH 3.2.1 Fine Motor: Children use their small muscles with coordination and increased dexterity.
		Goal 6: Children practice health skills and routines	Help select clothes appropriate for the weather.	K. Personal care and healthy behavior; L. Speaking	20. Healthy behavior: Children engage in healthy practices.; 22. Speaking: Children express themselves using language.	Physical Development and Health — PDH 3.3.1 Health, Safety, and Well-Being: Children discuss healthy choices and the importance of maintaining health when prompted by an adult.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and ~~participate in learning~~
		Goal 7: Children eat a variety of nutritious foods	Participate in preparing nutritious snacks and meals.	K. Personal care and healthy behavior; J. Fine-motor skills	20. Healthy behavior: Children engage in healthy practices.; 17. Fine-motor skills: Children demonstrate dexterity and hand-eye coordination in using their small muscles.	Physical Development and Health — PDH 3.3.1 Health, Safety, and Well-Being: Children discuss healthy choices and the importance of maintaining health when prompted by an adult.; Physical Development and Health — PDH 3.2.1 Fine Motor: Children use their small muscles with coordination and increased dexterity.
		Goal 7: Children eat a variety of nutritious foods	Choose to eat foods that are healthy for the body, with assistance.	K. Personal care and healthy behavior	20. Healthy behavior: Children engage in healthy practices.	Physical Development and Health — PDH 3.3.1 Health, Safety, and Well-Being: Children discuss healthy choices and the importance of maintaining health when prompted by an adult.
		Goal 7: Children eat a variety of nutritious foods	Pass food at the table and take appropriate sized portions, or other culturally-specific family serving style.	K. Personal care and healthy behavior; G. Community	19. Personal care: Children carry out personal care routines on their own.; 11. Community: Children participate in the community of the classroom.	Physical Development and Health — PDH 3.3.3 Health, Safety, and Well-Being: Children complete personal care routines independently.; Social Studies — SS 8.2.1 Community Membership: Children collaboratively generate solution(s) that benefit the classroom community or solve problems that occur in the classroom community with adult ~~support~~
		Goal 7: Children eat a variety of nutritious foods	Be able to explain the primary function of certain foods (milk helps build strong bones).	K. Personal care and healthy behavior; L. Speaking	20. Healthy behavior: Children engage in healthy practices.; 22. Speaking: Children express themselves using language.	Physical Development and Health — PDH 3.3.1 Health, Safety, and Well-Being: Children discuss healthy choices and the importance of maintaining health when prompted by an adult.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and ~~participate in learning~~
		Goal 7: Children eat a variety of nutritious foods	Recognize foods from different food groups, with assistance.	K. Personal care and healthy behavior; M. Listening and comprehension	20. Healthy behavior: Children engage in healthy practices.; 21. Comprehension: Children understand language.	Physical Development and Health — PDH 3.3.1 Health, Safety, and Well-Being: Children discuss healthy choices and the importance of maintaining health when prompted by an adult.; Language and Literacy — LL 4.1.2 Language & Communication: Children understand and respond to questions, directions, and information from others.
		Goal 7: Children eat a variety of nutritious foods	Provide simple explanations for own and others' food allergies. of nutritious foods	K. Personal care and healthy behavior; L. Speaking	20. Healthy behavior: Children engage in healthy practices.; 22. Speaking: Children express themselves using language.	Physical Development and Health — PDH 3.3.1 Health, Safety, and Well-Being: Children discuss healthy choices and the importance of maintaining health when prompted by an adult.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and ~~participate in learning~~

		Goal 8: Children are kept safe, and learn safety rules	Carry scissors and pencils with points down to avoid accidents.	K. Personal care and healthy behavior; EE. Tools and technology	20. Healthy behavior: Children engage in healthy practices.; 52. Tools and technology: Children explore and use tools and technology.	Physical Development and Health — PDH 3.3.2 Health, Safety, and Well-Being: Children follow safety practices and give explanations for safety practices.; Technology & Engineering — TE 7.1.1 Tools & Technology: Children select and use analog tools safely in their attempt to accomplish goals and solve problems.
		Goal 8: Children are kept safe, and learn safety rules	Begin to look both ways before crossing street or road, and know to cross with adult assistance.	K. Personal care and healthy behavior; E. Building relationships with adults	20. Healthy behavior: Children engage in healthy practices.; 12. Building relationships: Children build relationships with other children and adults.	Physical Development and Health — PDH 3.3.2 Health, Safety, and Well-Being: Children follow safety practices and give explanations for safety practices.; Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children establish and maintain positive relationships with both children and adults.
		Goal 8: Children are kept safe, and learn safety rules	Recognize danger and poison symbols and avoid those objects or areas.	K. Personal care and healthy behavior	20. Healthy behavior: Children engage in healthy practices.	Physical Development and Health — PDH 3.3.2 Health, Safety, and Well-Being: Children follow safety practices and give explanations for safety practices.
		Goal 8: Children are kept safe, and learn safety rules	Know to not touch or take medicine without adult assistance, but knows that medicine can improve health when used properly. Understand the difference between “safe touch” and “unsafe touch”.	K. Personal care and healthy behavior; E. Building relationships with adults; L. Speaking	20. Healthy behavior: Children engage in healthy practices.; 18. Body awareness: Children know about their bodies and how to navigate them in space.; 12. Building relationships: Children build relationships with other children and adults.; 22. Speaking: Children	Physical Development and Health — PDH 3.3.2 Health, Safety, and Well-Being: Children follow safety practices and give explanations for safety practices.; Physical Development and Health — PDH 3.1.2 Gross Motor: Children demonstrate body and spatial awareness by adjusting position, speed, and/or direction to avoid obstacles.; Social and Emotional Learning — SE 2.2.1 Social-Awareness
		Goal 8: Children are kept safe, and learn safety rules	Follow emergency drill instruction (fire, earthquake, tsunami).	K. Personal care and healthy behavior; M. Listening and comprehension	20. Healthy behavior: Children engage in healthy practices.; 21. Comprehension: Children understand language.	Physical Development and Health — PDH 3.3.2 Health, Safety, and Well-Being: Children follow safety practices and give explanations for safety practices.; Language and Literacy — LL 4.1.2 Language & Communication: Children understand and respond to questions, directions, and information from others.
		Goal 8: Children are kept safe, and learn safety rules	Begin to try to help getting buckled into car seat.	K. Personal care and healthy behavior; J. Fine-motor skills	20. Healthy behavior: Children engage in healthy practices.; 17. Fine-motor skills: Children demonstrate dexterity and hand-eye coordination in using their small muscles.	Physical Development and Health — PDH 3.3.2 Health, Safety, and Well-Being: Children follow safety practices and give explanations for safety practices.; Physical Development and Health — PDH 3.2.1 Fine Motor: Children use their small muscles with coordination and increased dexterity.
		Goal 8: Children are kept safe, and learn safety rules	Know not to accept rides, food, or money from strangers.	K. Personal care and healthy behavior; E. Building relationships with adults	20. Healthy behavior: Children engage in healthy practices.; 12. Building relationships: Children build relationships with other children and adults.	Physical Development and Health — PDH 3.3.2 Health, Safety, and Well-Being: Children follow safety practices and give explanations for safety practices.; Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children establish and maintain positive relationships with both children and adults.
		Goal 9: Children develop positive relationships with adults	Separate from primary caregiver with help from familiar adult (consistent adult is at the door with a smile and a high five). Express affection for significant adult (“I love you.”). Use familiar adults when engaging new adults (Stays close to mom and makes minimal eye contact with new adult).	E. Building relationships with adults	12. Building relationships: Children build relationships with other children and adults.	Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children establish and maintain positive relationships with both children and adults.
		Goal 10: Children develop positive relationships with other children	Separate willingly from adults to play with other children.	F. Building relationships with other children; E. Building relationships with adults	12. Building relationships: Children build relationships with other children and adults.	Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children establish and maintain positive relationships with both children and adults.

		Goal 10: Children develop positive relationships with other children	Make and maintains a positive relationship with at least one child (develops friendships). Initiate or enters play, with more than one child, shows flexibility in roles (cooperative play). Participate in simple sequences of pretend play ("It's time to feed the baby, I will get the bottle, you change her diaper.").	F. Building relationships with other children; AA. Pretend play	12. Building relationships: Children build relationships with other children and adults.; 13. Cooperative play: Children engage in cooperative play.; 43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.	Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children establish and maintain positive relationships with both children and adults.; Creative Arts — CA 9.4.1 Dramatic Play: Children create play scenarios.
		Goal 10: Children develop positive relationships with other children	Attempt to solve social problems, with assistance (asks for a timer, offers to trade, says "When I'm done YOU CAN have it.").	H. Conflict resolution; F. Building relationships with other children; L. Speaking	15. Conflict resolution: Children resolve social conflicts.; 12. Building relationships: Children build relationships with other children and adults.; 22. Speaking: Children express themselves using language.	Social and Emotional Learning — SE 2.2.3 Social-Awareness and Relationships: Children use positive strategies to resolve social problems independently and/or engage in HighScope's six steps to conflict resolution.; Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children establish and maintain positive relationships with both children and adults.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.; Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children establish and maintain positive relationships with both children and adults.
		Goal 10: Children develop positive relationships with other children	Use mostly words and some gestures to communicate ("Do you want to play with me?").	L. Speaking; F. Building relationships with other children	22. Speaking: Children express themselves using language.; 12. Building relationships: Children build relationships with other children and adults.	Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.; Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children establish and maintain positive relationships with both children and adults.
		Goal 10: Children develop positive relationships with other children	Interact with other children positively ("I want to be the dad, who do you want to be?").	F. Building relationships with other children; AA. Pretend play; L. Speaking	12. Building relationships: Children build relationships with other children and adults.; 13. Cooperative play: Children engage in cooperative play.; 43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.; 22. Speaking: Children express themselves using language.	Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children establish and maintain positive relationships with both children and adults.; Creative Arts — CA 9.4.1 Dramatic Play: Children create play scenarios.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.
		Goal 10: Children develop positive relationships with other children	Share materials and toys, with assistance ("That is mine." Adult: "You left it here and Carmen saw it."). Helps other children and follows suggestions given by another child ("I'll help you clean up." "Ok, you do the blocks.").	F. Building relationships with other children; G. Community	12. Building relationships: Children build relationships with other children and adults.; 13. Cooperative play: Children engage in cooperative play.; 10. Empathy: Children demonstrate empathy toward others.; 11. Community: Children participate in the community of the classroom.	Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children establish and maintain positive relationships with both children and adults.; Social and Emotional Learning — SE 2.2.2 Social-Awareness and Relationships: Children show empathy for others through comforting actions/words, identify how their actions made others feel, and give a simple explanation.
		Goal 10: Children develop positive relationships with other children	Have positive relationships in different settings (child has friends at school and church).	F. Building relationships with other children	12. Building relationships: Children build relationships with other children and adults.	Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children establish and maintain positive relationships with both children and adults.
		Goal 10: Children develop positive relationships with other children	Maintain positive relationships with multiple children.	F. Building relationships with other children	12. Building relationships: Children build relationships with other children and adults.	Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children establish and maintain positive relationships with both children and adults.
		Goal 10: Children develop positive relationships with other children	Show understanding of another child's feelings and attempts to comfort them (child falls and is crying, another child goes to see if they are ok).			
		Goal 10: Children develop positive relationships with other children	Attempt to solve problems, seeks adult assistance ("Can we take turns?").	F. Building relationships with other children; D. Emotions	12. Building relationships: Children build relationships with other children and adults.; 10. Empathy: Children demonstrate empathy toward others.	Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children establish and maintain positive relationships with both children and adults.; Social and Emotional Learning — SE 2.2.2 Social-Awareness and Relationships: Children show empathy for others through comforting actions/words, identify how their actions made others feel, and give a simple explanation.

		Goal 10: Children develop positive relationships with other children	Share materials and toys with other children.	H. Conflict resolution; F. Building relationships with other children; E. Building relationships with adults	15. Conflict resolution: Children resolve social conflicts.; 12. Building relationships: Children build relationships with other children and adults.	Social and Emotional Learning — SE 2.2.3 Social-Awareness and Relationships: Children use positive strategies to resolve social problems independently and/or engage in HighScope's six steps to conflict resolution.; Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children establish and maintain positive relationships with both children and adults.
		Goal 10: Children develop positive relationships with other children	Initiate more complex cooperative play, with three or more children, for extended periods of time. Play games with rules, with assistance (adult teaches a simple board game and then children play). Play different roles and makes plans with children (leader, follower, dad, baby).	F. Building relationships with other children	12. Building relationships: Children build relationships with other children and adults.; 13. Cooperative play: Children engage in cooperative play.	Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children establish and maintain positive relationships with both children and adults.
		Goal 10: Children develop positive relationships with other children	Complete projects with other children (children make a fort with sheets. The fort changes often.).	F. Building relationships with other children; AA. Pretend play; A. Initiative and planning	12. Building relationships: Children build relationships with other children and adults.; 13. Cooperative play: Children engage in cooperative play.; 43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.; 2. Planning:	Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children establish and maintain positive relationships with both children and adults.; Creative Arts — CA 9.4.1 Dramatic Play: Children create play scenarios.; Approaches to Learning — AL 1.1.2 Initiative & Planning: Children communicate their thoughts and decisions as they make plans, identify steps to
		Goal 10: Children develop positive relationships with other children	Use multiple strategies to solve problems (attempts to communicate and then seeks assistance).	F. Building relationships with other children; B. Problem solving with materials	13. Cooperative play: Children engage in cooperative play.; 4. Problem solving: Children solve problems encountered in play.	Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children establish and maintain positive relationships with both children and adults.; Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children recognize problems with materials, tools, or processes and adapt their strategies to develop solutions, applying what they learn to new
		Goal 10: Children develop positive relationships with other children	Demonstrate understanding of others' intentions or motives ("You wanted my toy because yours broke.").	H. Conflict resolution; B. Problem solving with materials; L. Speaking	15. Conflict resolution: Children resolve social conflicts.; 4. Problem solving: Children solve problems encountered in play.; 22. Speaking: Children express themselves using language.	Social and Emotional Learning — SE 2.2.3 Social-Awareness and Relationships: Children use positive strategies to resolve social problems independently and/or engage in HighScope's six steps to conflict resolution.; Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children recognize problems with materials, tools, or processes and adapt their strategies to develop solutions, applying
		Goal 11: Children demonstrate awareness of behavior and its effects	Show empathy for physically hurt or emotionally upset child.	D. Emotions; F. Building relationships with other children; L. Speaking	10. Empathy: Children demonstrate empathy toward others.; 12. Building relationships: Children build relationships with other children and adults.; 22. Speaking: Children express themselves using language.	Social and Emotional Learning — SE 2.2.2 Social-Awareness and Relationships: Children show empathy for others through comforting actions/words, identify how their actions made others feel, and give a simple explanation behind others' emotional expressions.; Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children establish and maintain
		Goal 11: Children demonstrate awareness of behavior and its effects	Describe other children's positive, thoughtful, kind behaviors.	D. Emotions	10. Empathy: Children demonstrate empathy toward others.	Social and Emotional Learning — SE 2.2.2 Social-Awareness and Relationships: Children show empathy for others through comforting actions/words, identify how their actions made others feel, and give a simple explanation behind others' emotional expressions.
		Goal 11: Children demonstrate awareness of behavior and its effects	Demonstrate understanding of the consequences of own actions on others. ("I gave him the block and he is playing with it now."). Ask "why" questions about behavior he/she sees.	D. Emotions; L. Speaking	10. Empathy: Children demonstrate empathy toward others.; 14. Moral development: Children develop an internal sense of right and wrong.; 22. Speaking: Children express themselves using language.	Social and Emotional Learning — SE 2.2.2 Social-Awareness and Relationships: Children show empathy for others through comforting actions/words, identify how their actions made others feel, and give a simple explanation behind others' emotional expressions.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other
		Goal 11: Children demonstrate awareness of behavior and its effects	Take turns and share with peers, with assistance. Practice empathetic, caring behavior so others respond positively.	D. Emotions; L. Speaking	10. Empathy: Children demonstrate empathy toward others.; 14. Moral development: Children develop an internal sense of right and wrong.; 22. Speaking: Children express themselves using language.	Social and Emotional Learning — SE 2.2.2 Social-Awareness and Relationships: Children show empathy for others through comforting actions/words, identify how their actions made others feel, and give a simple explanation behind others' emotional expressions.; Language and Literacy — LL 4.1.3 Language & Communication: Children ask questions to learn more about topics

		Goal 11: Children demonstrate awareness of behavior and its effects	Describe how own actions make others feel and behave.	F. Building relationships with other children; D. Emotions	13. Cooperative play: Children engage in cooperative play.; 10. Empathy: Children demonstrate empathy toward others.; 12. Building relationships: Children build relationships with other children and adults.	Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children establish and maintain positive relationships with both children and adults.; Social and Emotional Learning — SE 2.2.2 Social-Awareness and Relationships: Children show empathy for others through comforting actions/words, identify how their actions made others feel, and give a simple explanation behind others' emotional expressions.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other
		Goal 11: Children demonstrate awareness of behavior and its effects	Explain his/her response to others' actions and feelings ("I gave him a hug because he was sad.").	D. Emotions; L. Speaking	10. Empathy: Children demonstrate empathy toward others.; 22. Speaking: Children express themselves using language.	Social and Emotional Learning — SE 2.2.2 Social-Awareness and Relationships: Children show empathy for others through comforting actions/words, identify how their actions made others feel, and give a simple explanation behind others' emotional expressions.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other
		Goal 11: Children demonstrate awareness of behavior and its effects	Cooperate with peers to complete a project with little conflict.	D. Emotions; L. Speaking	10. Empathy: Children demonstrate empathy toward others.; 22. Speaking: Children express themselves using language.	Social and Emotional Learning — SE 2.2.2 Social-Awareness and Relationships: Children show empathy for others through comforting actions/words, identify how their actions made others feel, and give a simple explanation behind others' emotional expressions.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other
		Goal 11: Children demonstrate awareness of behavior and its effects	Guess how own and others' behavior will influence responses. awareness of behavior	F. Building relationships with other children; H. Conflict resolution	13. Cooperative play: Children engage in cooperative play.; 15. Conflict resolution: Children resolve social conflicts.; 12. Building relationships: Children build relationships with other children and adults.	Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children establish and maintain positive relationships with both children and adults.; Social and Emotional Learning — SE 2.2.3 Social-Awareness and Relationships: Children use positive strategies to resolve social problems independently and/or engage in
		Goal 12: Children participate positively in group activities	Seek out other children to play with.	D. Emotions	10. Empathy: Children demonstrate empathy toward others.	Social and Emotional Learning — SE 2.2.2 Social-Awareness and Relationships: Children show empathy for others through comforting actions/words, identify how their actions made others feel, and give a simple explanation behind others' emotional expressions.
		Goal 12: Children participate positively in group activities	Notice and comment on who is absent from group settings.	F. Building relationships with other children	12. Building relationships: Children build relationships with other children and adults.	Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children establish and maintain positive relationships with both children and adults.
		Goal 12: Children participate positively in group activities	Identify self as a member of a group (family, culture, school).	G. Community; L. Speaking	11. Community: Children participate in the community of the classroom.; 22. Speaking: Children express themselves using language.	Social Studies — SS 8.2.1 Community Membership: Children collaboratively generate solution(s) that benefit the classroom community or solve problems that occur in the classroom community with adult support.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and
		Goal 12: Children participate positively in group activities	Use play to explore, practice and understand social roles.	FF. Knowledge of self and others; G. Community	7. Self-identity: Children have a positive self-identity.; 11. Community: Children participate in the community of the classroom.	Social Studies — SS 8.1.1 Self & Social Systems: Children recognize and describe similarities and differences among themselves and others in their families, classroom, and local community.; Social Studies — SS 8.2.1 Community Membership: Children collaboratively generate solution(s) that benefit the classroom community or solve problems that occur in the classroom community with adult
		Goal 12: Children participate positively in group activities	Join a group of other children playing, with adult encouragement.	AA. Pretend play; FF. Knowledge of self and others	43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.; 54. Community roles: Children recognize that people have different roles and functions in the community.	Creative Arts — CA 9.4.1 Dramatic Play: Children create play scenarios.; Social Studies — SS 8.5.1 Economic Systems: Children identify roles within their family, classroom, and community and describe the different work people do to help others.

		Goal 13: Children adapt to diverse settings	Explore objects and materials and interact with others in a variety of group settings.	F. Building relationships with other children; E. Building relationships with adults	12. Building relationships: Children build relationships with other children and adults.	Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children establish and maintain positive relationships with both children and adults.
		Goal 13: Children adapt to diverse settings	Make smooth transitions from one activity/ setting to the next during the day, with guidance.	A. Initiative and planning; F. Building relationships with other children; E. Building relationships with adults	1. Initiative: Children demonstrate initiative as they explore their world.; 12. Building relationships: Children build relationships with other children and adults.	Approaches to Learning — AL 1.1.1 Initiative & Planning: Children demonstrate initiative and curiosity as they explore and learn.; Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children establish and maintain positive relationships with both children and adults.
		Goal 13: Children adapt to diverse settings	Adjust behavior to different settings. Express anticipation of special events in different settings.	A. Initiative and planning; C. Engagement	2. Planning: Children make plans and follow through on their intentions.; 3. Engagement: Children focus on activities that interest them.	Approaches to Learning — AL 1.1.2 Initiative & Planning: Children communicate their thoughts and decisions as they make plans, identify steps to accomplish their goal, and follow through.; Approaches to Learning — AL 1.2.1 Engagement & Persistence: Children sustain attention and engagement during both child- and adult-initiated experiences.
		Goal 13: Children adapt to diverse settings	Adjust to a variety of settings throughout the day.	G. Community; A. Initiative and planning; L. Speaking	11. Community: Children participate in the community of the classroom.; 2. Planning: Children make plans and follow through on their intentions.; 22. Speaking: Children express themselves using language.	Social Studies — SS 8.2.1 Community Membership: Children collaboratively generate solution(s) that benefit the classroom community or solve problems that occur in the classroom community with adult support.; Approaches to Learning — AL 1.1.2 Initiative & Planning: Children communicate their thoughts and decisions as they make plans, identify steps to accomplish their goal.
		Goal 13: Children adapt to diverse settings	Anticipate diverse settings and what will be needed in them, with assistance ("We are going to the library, so I will need the books.").	G. Community; A. Initiative and planning	11. Community: Children participate in the community of the classroom.; 2. Planning: Children make plans and follow through on their intentions.	Social Studies — SS 8.2.1 Community Membership: Children collaboratively generate solution(s) that benefit the classroom community or solve problems that occur in the classroom community with adult support.; Approaches to Learning — AL 1.1.2 Initiative & Planning: Children communicate their thoughts and decisions as they make plans, identify steps to accomplish their goal.
		Goal 14: Children demonstrate empathy for others	Notice and show concern for another child's feelings.	A. Initiative and planning	2. Planning: Children make plans and follow through on their intentions.	Approaches to Learning — AL 1.1.2 Initiative & Planning: Children communicate their thoughts and decisions as they make plans, identify steps to accomplish their goal, and follow through.
		Goal 14: Children demonstrate empathy for others	Adopt a variety of roles and feelings during pretend play.	D. Emotions	10. Empathy: Children demonstrate empathy toward others.	Social and Emotional Learning — SE 2.2.2 Social-Awareness and Relationships: Children show empathy for others through comforting actions/words, identify how their actions made others feel, and give a simple explanation behind others' emotional expressions.
		Goal 14: Children demonstrate empathy for others	Care for and doesn't destroy plants, flowers and other living things with guidance.	AA. Pretend play; D. Emotions	43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.; 9. Emotions: Children recognize, label, and regulate their feelings.	Creative Arts — CA 9.4.1 Dramatic Play: Children create play scenarios.; Social and Emotional Learning — SE 2.1.1 Self-Awareness and Emotions: Children name emotions and identify how others make them feel.
		Goal 14: Children demonstrate empathy for others	Act kindly and gently with safe, child-friendly animals. Describe how another child feels ("I think her feelings are hurt because I was picked to help rake leaves.").	DD. Natural and physical world; G. Community	58. Ecology: Children understand the importance of taking care of their environment.; 51. Natural and physical world: Children gather knowledge about the natural and physical world.	Science — S 6.2.3 Natural Environment: Children actively care for the natural environment by engaging in everyday practices and giving reasons why their actions are important.

		Goal 14: Children demonstrate empathy for others	Comfort family members or friends who are not feeling well or are upset.	D. Emotions; DD. Natural and physical world; L. Speaking	10. Empathy: Children demonstrate empathy toward others.; 51. Natural and physical world: Children gather knowledge about the natural and physical world.; 22. Speaking: Children express themselves using language.	Social and Emotional Learning — SE 2.2.2 Social-Awareness and Relationships: Children show empathy for others through comforting actions/words, identify how their actions made others feel, and give a simple explanation behind others' emotional expressions.; Language and Literacy — LL 4.1.1 Language & Communication: ~~Children use their home language(s) and other~~
		Goal 14: Children demonstrate empathy for others	Express excitement about special events and accomplishments of others.	D. Emotions; E. Building relationships with adults; F. Building relationships with other children	10. Empathy: Children demonstrate empathy toward others.; 12. Building relationships: Children build relationships with other children and adults.	Social and Emotional Learning — SE 2.2.2 Social-Awareness and Relationships: Children show empathy for others through comforting actions/words, identify how their actions made others feel, and give a simple explanation behind others' emotional expressions.; Social and Emotional Learning — SE 2.2.1 Social-Awareness ~~and Relationships: Children establish and maintain~~
		Goal 14: Children demonstrate empathy for others	Be able to adjust plans in response to injured peer or animal ("I know we can't go to the gym today because David hurt his leg."). empathy for others	D. Emotions; L. Speaking	10. Empathy: Children demonstrate empathy toward others.; 22. Speaking: Children express themselves using language.	Social and Emotional Learning — SE 2.2.2 Social-Awareness and Relationships: Children show empathy for others through comforting actions/words, identify how their actions made others feel, and give a simple explanation behind others' emotional expressions.; Language and Literacy — LL 4.1.1 Language & Communication: ~~Children use their home language(s) and other~~
		Goal 15: Children recognize, appreciate, and respect similarities and differences in people	Identify gender and other basic similarities and differences between self and others.	D. Emotions; A. Initiative and planning	10. Empathy: Children demonstrate empathy toward others.; 2. Planning: Children make plans and follow through on their intentions.	Social and Emotional Learning — SE 2.2.2 Social-Awareness and Relationships: Children show empathy for others through comforting actions/words, identify how their actions made others feel, and give a simple explanation behind others' emotional expressions.; Approaches to Learning — AL 1.1.2 Initiative & Planning: Children ~~communicate their thoughts and decisions as they~~
		Goal 15: Children recognize, appreciate, and respect similarities and differences in people	Compare similarities or differences of others (hair color, skin color).	FF. Knowledge of self and others; KK. Diversity	7. Self-identity: Children have a positive self-identity.; 53. Diversity: Children understand that people have diverse characteristics, interests, and abilities.	Social Studies — SS 8.1.1 Self & Social Systems: Children recognize and describe similarities and differences among themselves and others in their families, classroom, and local community.
		Goal 15: Children recognize, appreciate, and respect similarities and differences in people	Develop awareness, knowledge and appreciation of own gender and cultural identity.	KK. Diversity	53. Diversity: Children understand that people have diverse characteristics, interests, and abilities.	Social Studies — SS 8.1.1 Self & Social Systems: Children recognize and describe similarities and differences among themselves and others in their families, classroom, and local community.
		Goal 15: Children recognize, appreciate, and respect similarities and differences in people	Begin to include other children in her/his activities who are of a different gender, ethnic background, who speak other languages, or have special needs.	FF. Knowledge of self and others; KK. Diversity	7. Self-identity: Children have a positive self-identity.; 53. Diversity: Children understand that people have diverse characteristics, interests, and abilities.	Social Studies — SS 8.1.1 Self & Social Systems: Children recognize and describe similarities and differences among themselves and others in their families, classroom, and local community.
		Goal 15: Children recognize, appreciate, and respect similarities and differences in people	Ask questions about others' families, language, ethnicity, cultural heritage, physical characteristics. Shows concern about fairness within peer group.	F. Building relationships with other children; KK. Diversity	12. Building relationships: Children build relationships with other children and adults.; 13. Cooperative play: Children engage in cooperative play.; 53. Diversity: Children understand that people have diverse characteristics, interests, and abilities.	Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children establish and maintain positive relationships with both children and adults.; Social Studies — SS 8.1.1 Self & Social Systems: Children recognize and describe similarities and differences among themselves and others in their families, classroom, ~~and local community.~~
		Goal 15: Children recognize, appreciate, and respect similarities and differences in people	Recognize others' abilities in certain areas (Maria is a fast runner).	KK. Diversity; L. Speaking; D. Emotions	53. Diversity: Children understand that people have diverse characteristics, interests, and abilities.; 22. Speaking: Children express themselves using language.; 14. Moral development: Children develop an internal sense of right and wrong.; 10. Empathy: Children	Social Studies — SS 8.1.1 Self & Social Systems: Children recognize and describe similarities and differences among themselves and others in their families, classroom, and local community.; Language and Literacy — LL 4.1.3 Language & Communication: Children ask questions to learn more about topics that interest them.; Social and Emotional Learning — SE 2.2.2 Social-Awareness

		Goal 15: Children recognize, appreciate, and respect similarities and differences in people	Name and accept differences and similarities in preferences (food likes/dislikes and favorite play).	KK. Diversity	53. Diversity: Children understand that people have diverse characteristics, interests, and abilities.	Social Studies — SS 8.1.1 Self & Social Systems: Children recognize and describe similarities and differences among themselves and others in their families, classroom, and local community.
		Goal 15: Children recognize, appreciate, and respect similarities and differences in people	Notice that children might use different words for the same object.	KK. Diversity; L. Speaking	53. Diversity: Children understand that people have diverse characteristics, interests, and abilities.; 22. Speaking: Children express themselves using language.	Social Studies — SS 8.1.1 Self & Social Systems: Children recognize and describe similarities and differences among themselves and others in their families, classroom, and local community.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to ~~express ideas and participate in learning~~
		Goal 15: Children recognize, appreciate, and respect similarities and differences in people	Explore a situation from another's perspective. appreciate, and respect people	KK. Diversity; L. Speaking	53. Diversity: Children understand that people have diverse characteristics, interests, and abilities.; 23. Vocabulary: Children understand and use a variety of words and phrases.	Social Studies — SS 8.1.1 Self & Social Systems: Children recognize and describe similarities and differences among themselves and others in their families, classroom, and local community.; Language and Literacy — LL 4.1.4 Language & Communication: Children understand and accurately use a variety of vocabulary words.
		Goal 16: Children show awareness of their unique self	Refer to self by first and last name and use appropriate pronouns (I, me) rather than referring to self in third person.	D. Emotions; KK. Diversity	10. Empathy: Children demonstrate empathy toward others.; 53. Diversity: Children understand that people have diverse characteristics, interests, and abilities.	Social and Emotional Learning — SE 2.2.2 Social-Awareness and Relationships: Children show empathy for others through comforting actions/words, identify how their actions made others feel, and give a simple explanation behind others' emotional expressions.; Social Studies — SS 8.1.1 Self & Social Systems: Children recognize ~~and describe similarities and differences among~~
		Goal 16: Children show awareness of their unique self	Choose individual activities (doing puzzles, painting).	FF. Knowledge of self and others; L. Speaking	7. Self-identity: Children have a positive self-identity.; 22. Speaking: Children express themselves using language.	Social Studies — SS 8.1.1 Self & Social Systems: Children recognize and describe similarities and differences among themselves and others in their families, classroom, and local community.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to ~~express ideas and participate in learning~~
		Goal 16: Children show awareness of their unique self	Participate in pretend play, assuming different roles.	A. Initiative and planning	1. Initiative: Children demonstrate initiative as they explore their world.	Approaches to Learning — AL 1.1.1 Initiative & Planning: Children demonstrate initiative and curiosity as they explore and learn.
		Goal 16: Children show awareness of their unique self	Describe family members and begin to understand their relationship to one another.	AA. Pretend play; FF. Knowledge of self and others	43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.; 7. Self-identity: Children have a positive self-identity.	Creative Arts — CA 9.4.1 Dramatic Play: Children create play scenarios.; Social Studies — SS 8.1.1 Self & Social Systems: Children recognize and describe similarities and differences among themselves and others in their families, classroom, and local community.
		Goal 16: Children show awareness of their unique self	Show awareness of own thoughts, feelings, and preferences.	FF. Knowledge of self and others; L. Speaking	7. Self-identity: Children have a positive self-identity.; 22. Speaking: Children express themselves using language.	Social Studies — SS 8.1.1 Self & Social Systems: Children recognize and describe similarities and differences among themselves and others in their families, classroom, and local community.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to ~~express ideas and participate in learning~~
		Goal 16: Children show awareness of their unique self	Describe own basic physical characteristics. Try to get his/her way and express clear preferences.	FF. Knowledge of self and others; D. Emotions	7. Self-identity: Children have a positive self-identity.; 9. Emotions: Children recognize, label, and regulate their feelings.	Social Studies — SS 8.1.1 Self & Social Systems: Children recognize and describe similarities and differences among themselves and others in their families, classroom, and local community.; Social and Emotional Learning — SE 2.1.1 Self-Awareness and Emotions: Children name emotions and identify how others make them feel.

	Domain 2: Social & Emotional Development	Goal 16: Children show awareness of their unique self	Test abilities through trial and error.	FF. Knowledge of self and others; L. Speaking	7. Self-identity: Children have a positive self-identity.; 22. Speaking: Children express themselves using language.	Social Studies — SS 8.1.1 Self & Social Systems: Children recognize and describe similarities and differences among themselves and others in their families, classroom, and local community.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to ~~express ideas and participate in learning~~ .
		Goal 16: Children show awareness of their unique self	Test limits set by caregiver.	A. Initiative and planning; B. Problem solving with materials	1. Initiative: Children demonstrate initiative as they explore their world.; 4. Problem solving: Children solve problems encountered in play.	Approaches to Learning — AL 1.1.1 Initiative & Planning: Children demonstrate initiative and curiosity as they explore and learn.; Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children recognize problems with materials, tools, or processes and adapt their strategies to develop solutions, applying what they learn to new ~~situations~~ .
		Goal 16: Children show awareness of their unique self	Develop awareness, knowledge, and appreciation of own gender and cultural identity. of their unique self Identify feelings, likes and dislikes, and begin to be able to explain why he/she has them. Share information about self with others.	FF. Knowledge of self and others; E. Building relationships with adults	7. Self-identity: Children have a positive self-identity.; 14. Moral development: Children develop an internal sense of right and wrong.; 12. Building relationships: Children build relationships with other children and adults.	Social Studies — SS 8.1.1 Self & Social Systems: Children recognize and describe similarities and differences among themselves and others in their families, classroom, and local community.; Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children establish and maintain positive relationships with both ~~children and adults~~ .
		Goal 16: Children show awareness of their unique self	Know some important personal information (family's name, street name).	FF. Knowledge of self and others; L. Speaking	7. Self-identity: Children have a positive self-identity.; 22. Speaking: Children express themselves using language.	Social Studies — SS 8.1.1 Self & Social Systems: Children recognize and describe similarities and differences among themselves and others in their families, classroom, and local community.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to ~~express ideas and participate in learning~~ .
		Goal 16: Children show awareness of their unique self	Play alone and with others, and enjoy him or herself.	FF. Knowledge of self and others; F. Building relationships with other children	7. Self-identity: Children have a positive self-identity.; 12. Building relationships: Children build relationships with other children and adults.	Social Studies — SS 8.1.1 Self & Social Systems: Children recognize and describe similarities and differences among themselves and others in their families, classroom, and local community.; Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children establish and maintain positive relationships with both ~~children and adults~~ .
		Goal 16: Children show awareness of their unique self	Accept responsibilities and follow through on (helps with chores).	G. Community; A. Initiative and planning	11. Community: Children participate in the community of the classroom.; 2. Planning: Children make plans and follow through on their intentions.	Social Studies — SS 8.2.1 Community Membership: Children collaboratively generate solution(s) that benefit the classroom community or solve problems that occur in the classroom community with adult support.; Approaches to Learning — AL 1.1.2 Initiative & Planning: Children communicate their thoughts and decisions as they ~~make plans, identify steps to accomplish their goal~~ .
		Goal 16: Children show awareness of their unique self	Request quiet time and space.	FF. Knowledge of self and others; L. Speaking	7. Self-identity: Children have a positive self-identity.; 9. Emotions: Children recognize, label, and regulate their feelings.; 22. Speaking: Children express themselves using language.	Social Studies — SS 8.1.1 Self & Social Systems: Children recognize and describe similarities and differences among themselves and others in their families, classroom, and local community.; Social and Emotional Learning — SE 2.1.2 Self-Awareness and Emotions: Children regulate their emotions and actions with increasing ~~independence; Language and Literacy — LL 4.1.1~~ .
		Goal 16: Children show awareness of their unique self	Describe self, using several physical and behavioral characteristics ("I am tall and I can reach up high."). Describe own skills and abilities in certain areas ("I like to paint."). Suggest games and activities that demonstrate own preferences and abilities (sets up a game of catch).	FF. Knowledge of self and others; L. Speaking; A. Initiative and planning	7. Self-identity: Children have a positive self-identity.; 22. Speaking: Children express themselves using language.; 1. Initiative: Children demonstrate initiative as they explore their world.	Social Studies — SS 8.1.1 Self & Social Systems: Children recognize and describe similarities and differences among themselves and others in their families, classroom, and local community.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to ~~express ideas and participate in learning~~ .
		Goal 16: Children show awareness of their unique self	Notice different preferences between self and others ("I like to play with dolls and she likes to play with toy animals.").	FF. Knowledge of self and others; KK. Diversity	7. Self-identity: Children have a positive self-identity.; 53. Diversity: Children understand that people have diverse characteristics, interests, and abilities.	Social Studies — SS 8.1.1 Self & Social Systems: Children recognize and describe similarities and differences among themselves and others in their families, classroom, and local community.

		Goal 17: Children demonstrate belief in their abilities to succeed, motivation, self-direction, and behavior control	Express delight with mastery of a skill ("I did it myself.").	FF. Knowledge of self and others	7. Self-identity: Children have a positive self-identity.	Social Studies — SS 8.1.1 Self & Social Systems: Children recognize and describe similarities and differences among themselves and others in their families, classroom, and local community.
		Goal 17: Children demonstrate belief in their abilities to succeed, motivation, self-direction, and behavior control	Ask others to view own creations ("Look at my picture.").	FF. Knowledge of self and others; L. Speaking; X. Art	7. Self-identity: Children have a positive self-identity.; 22. Speaking: Children express themselves using language.; 40. Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.	Social Studies — SS 8.1.1 Self & Social Systems: Children recognize and describe similarities and differences among themselves and others in their families, classroom, and local community.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to ~~express ideas and participate in learning.~~ <i>Creative</i>
		Goal 17: Children demonstrate belief in their abilities to succeed, motivation, self-direction, and behavior control	Demonstrate confidence in own abilities ("I can climb to the top of the big slide!").	FF. Knowledge of self and others; A. Initiative and planning	7. Self-identity: Children have a positive self-identity.; 1. Initiative: Children demonstrate initiative as they explore their world.	Social Studies — SS 8.1.1 Self & Social Systems: Children recognize and describe similarities and differences among themselves and others in their families, classroom, and local community.; Approaches to Learning — AL 1.1.1 Initiative & Planning: Children demonstrate initiative and curiosity as they explore and learn.
		Goal 17: Children demonstrate belief in their abilities to succeed, motivation, self-direction, and behavior control	Express own ideas and opinions. Enjoy process of creating.	L. Speaking; FF. Knowledge of self and others; X. Art	22. Speaking: Children express themselves using language.; 7. Self-identity: Children have a positive self-identity.; 40. Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.	Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.; Social Studies — SS 8.1.1 Self & Social Systems: Children recognize and describe similarities and differences among themselves and others in their families, classroom, and local community.
		Goal 17: Children demonstrate belief in their abilities to succeed, motivation, self-direction, and behavior control	Take on new tasks and improve skills with practice (catching a ball).	A. Initiative and planning; C. Engagement	1. Initiative: Children demonstrate initiative as they explore their world.; 3. Engagement: Children focus on activities that interest them.	Approaches to Learning — AL 1.1.1 Initiative & Planning: Children demonstrate initiative and curiosity as they explore and learn.; Approaches to Learning — AL 1.2.2 Engagement & Persistence: Children sustain effort through new or difficult tasks by repeating an action, seeking peer or teacher support, and/or adjusting strategies.
		Goal 17: Children demonstrate belief in their abilities to succeed, motivation, self-direction, and behavior control	Express delight over a successful project and want others to like it too.	FF. Knowledge of self and others; L. Speaking	7. Self-identity: Children have a positive self-identity.; 22. Speaking: Children express themselves using language.	Social Studies — SS 8.1.1 Self & Social Systems: Children recognize and describe similarities and differences among themselves and others in their families, classroom, and local community.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to ~~express ideas and participate in learning.~~
		Goal 17: Children demonstrate belief in their abilities to succeed, motivation, self-direction, and behavior control	Start a task and work on it until finished.	A. Initiative and planning; C. Engagement	2. Planning: Children make plans and follow through on their intentions.; 3. Engagement: Children focus on activities that interest them.	Approaches to Learning — AL 1.1.2 Initiative & Planning: Children communicate their thoughts and decisions as they make plans, identify steps to accomplish their goal, and follow through.; Approaches to Learning — AL 1.2.2 Engagement & Persistence: Children sustain effort through new or difficult tasks by repeating an action, seeking peer ~~or teacher support, and/or adjusting strategies.~~
		Goal 18: Children understand and follow rules and routines	Participate easily in routine activities (meal time, snack time, bedtime).	G. Community; K. Personal care and healthy behavior	11. Community: Children participate in the community of the classroom.; 20. Healthy behavior: Children engage in healthy practices.	Social Studies — SS 8.2.1 Community Membership: Children collaboratively generate solution(s) that benefit the classroom community or solve problems that occur in the classroom community with adult support.; Physical Development and Health — PDH 3.3.1 Health, Safety, and Well-Being: Children discuss healthy ~~choices and the importance of maintaining health.~~
		Goal 18: Children understand and follow rules and routines	Follow simple rules without reminders (handles toys with care).	G. Community	11. Community: Children participate in the community of the classroom.; 14. Moral development: Children develop an internal sense of right and wrong.	Social Studies — SS 8.2.1 Community Membership: Children collaboratively generate solution(s) that benefit the classroom community or solve problems that occur in the classroom community with adult support.

		Goal 18: Children understand and follow rules and routines	Demonstrate increasing ability to use materials purposefully, safely, and respectfully.	G. Community; EE. Tools and technology	11. Community: Children participate in the community of the classroom.; 14. Moral development: Children develop an internal sense of right and wrong.; 52. Tools and technology: Children explore and use tools and technology.	Social Studies — SS 8.2.1 Community Membership: Children collaboratively generate solution(s) that benefit the classroom community or solve problems that occur in the classroom community with adult support.; Technology & Engineering — TE 7.1.1 Tools & Technology: Children select and use analog tools safely in their ~~attempt to accomplish goals and solve problems~~
		Goal 18: Children understand and follow rules and routines	Adapt to changes in daily schedule. Predict what comes next in the day, when there is an established and consistent schedule.	A. Initiative and planning	2. Planning: Children make plans and follow through on their intentions.	Approaches to Learning — AL 1.1.2 Initiative & Planning: Children communicate their thoughts and decisions as they make plans, identify steps to accomplish their goal, and follow through.
		Goal 18: Children understand and follow rules and routines	Manage transitions and adapt to changes in schedules and routines with adult support.	A. Initiative and planning; C. Engagement; E. Building relationships with adults	2. Planning: Children make plans and follow through on their intentions.; 3. Engagement: Children focus on activities that interest them.; 12. Building relationships: Children build relationships with other children and adults.	Approaches to Learning — AL 1.1.2 Initiative & Planning: Children communicate their thoughts and decisions as they make plans, identify steps to accomplish their goal, and follow through.; Approaches to Learning — AL 1.2.1 Engagement & Persistence: Children sustain attention and engagement during both child- and adult-initiated ~~experiences~~ ; Social and Emotional Learning — SE
		Goal 18: Children understand and follow rules and routines	Engage in and complete simple routines without assistance (puts coat on to go outside to play).	G. Community; A. Initiative and planning	11. Community: Children participate in the community of the classroom.; 2. Planning: Children make plans and follow through on their intentions.	Social Studies — SS 8.2.1 Community Membership: Children collaboratively generate solution(s) that benefit the classroom community or solve problems that occur in the classroom community with adult support.; Approaches to Learning — AL 1.1.2 Initiative & Planning: Children communicate their thoughts and decisions as they ~~make plans, identify steps to accomplish their goal~~
		Goal 18: Children understand and follow rules and routines	Follow rules in different settings (lower voice when enters library).	G. Community	11. Community: Children participate in the community of the classroom.; 14. Moral development: Children develop an internal sense of right and wrong.	Social Studies — SS 8.2.1 Community Membership: Children collaboratively generate solution(s) that benefit the classroom community or solve problems that occur in the classroom community with adult support.
		Goal 18: Children understand and follow rules and routines	Explain simple family or classroom rules to others.	G. Community; L. Speaking	11. Community: Children participate in the community of the classroom.; 14. Moral development: Children develop an internal sense of right and wrong.; 22. Speaking: Children express themselves using language.	Social Studies — SS 8.2.1 Community Membership: Children collaboratively generate solution(s) that benefit the classroom community or solve problems that occur in the classroom community with adult ~~forms of communication to express ideas and~~
		Goal 18: Children understand and follow rules and routines	Manage transitions and adapt to changes in schedules and routines independently. and follow rules and	A. Initiative and planning; G. Community	2. Planning: Children make plans and follow through on their intentions.; 11. Community: Children participate in the community of the classroom.	Approaches to Learning — AL 1.1.2 Initiative & Planning: Children communicate their thoughts and decisions as they make plans, identify steps to accomplish their goal, and follow through.; Social Studies — SS 8.2.1 Community Membership: Children collaboratively generate solution(s) that ~~benefit the classroom community or solve problems that occur in the classroom community with adult~~
		Goal 19: Children regulate their feelings and impulses	Express strong emotions constructively, at times with assistance.	D. Emotions; L. Speaking	9. Emotions: Children recognize, label, and regulate their feelings.; 22. Speaking: Children express themselves using language.	Social and Emotional Learning — SE 2.1.2 Self-Awareness and Emotions: Children regulate their emotions and actions with increasing independence.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in ~~learning~~
		Goal 19: Children regulate their feelings and impulses	Recognize own feelings and desire to control self, with assistance.	D. Emotions	9. Emotions: Children recognize, label, and regulate their feelings.	Social and Emotional Learning — SE 2.1.1 Self-Awareness and Emotions: Children name emotions and identify how others make them feel.; Social and Emotional Learning — SE 2.1.2 Self-Awareness and Emotions: Children regulate their emotions and actions with increasing independence.

		Goal 19: Children regulate their feelings and impulses	Calm self after having strong emotions, with guidance (go to quiet area or request favorite book to be read when upset).	D. Emotions; E. Building relationships with adults	9. Emotions: Children recognize, label, and regulate their feelings.; 12. Building relationships: Children build relationships with other children and adults.	Social and Emotional Learning — SE 2.1.2 Self-Awareness and Emotions: Children regulate their emotions and actions with increasing independence.; Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children establish and maintain positive relationships with both children and adults.
		Goal 19: Children regulate their feelings and impulses	Wait for turn and sometimes show patience during group activities.	D. Emotions; F. Building relationships with other children	9. Emotions: Children recognize, label, and regulate their feelings.; 13. Cooperative play: Children engage in cooperative play.	Social and Emotional Learning — SE 2.1.2 Self-Awareness and Emotions: Children regulate their emotions and actions with increasing independence.; Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children establish and maintain positive relationships with both children and adults.
		Goal 19: Children regulate their feelings and impulses	Stick with difficult tasks without becoming overly frustrated.	D. Emotions; C. Engagement	9. Emotions: Children recognize, label, and regulate their feelings.; 3. Engagement: Children focus on activities that interest them.	Social and Emotional Learning — SE 2.1.2 Self-Awareness and Emotions: Children regulate their emotions and actions with increasing independence.; Approaches to Learning — AL 1.2.2 Engagement & Persistence: Children sustain effort through new or difficult tasks by repeating an action, seeking peer or teacher support, and/or adjusting strategies.
		Goal 19: Children regulate their feelings and impulses	Express self in safe and appropriate ways (express anger or sadness without fights.)	D. Emotions; L. Speaking	9. Emotions: Children recognize, label, and regulate their feelings.; 22. Speaking: Children express themselves using language.	Social and Emotional Learning — SE 2.1.2 Self-Awareness and Emotions: Children regulate their emotions and actions with increasing independence.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.
		Goal 19: Children regulate their feelings and impulses	Show ability to control destructive impulses, with guidance.	D. Emotions	9. Emotions: Children recognize, label, and regulate their feelings.	Social and Emotional Learning — SE 2.1.2 Self-Awareness and Emotions: Children regulate their emotions and actions with increasing independence.
		Goal 19: Children regulate their feelings and impulses	Seek peaceful resolution to conflict.	H. Conflict resolution; D. Emotions	15. Conflict resolution: Children resolve social conflicts.; 9. Emotions: Children recognize, label, and regulate their feelings.	Social and Emotional Learning — SE 2.2.3 Social-Awareness and Relationships: Children use positive strategies to resolve social problems independently and/or engage in HighScope's six steps to conflict resolution.; Social and Emotional Learning — SE 2.1.2 Self-Awareness and Emotions: Children regulate their emotions and actions with increasing independence.
		Goal 19: Children regulate their feelings and impulses	Stop and listen to instructions before jumping into activity, with guidance. feelings and impulses	D. Emotions; M. Listening and comprehension	9. Emotions: Children recognize, label, and regulate their feelings.; 21. Comprehension: Children understand language.	Social and Emotional Learning — SE 2.1.2 Self-Awareness and Emotions: Children regulate their emotions and actions with increasing independence.; Language and Literacy — LL 4.1.2 Language & Communication: Children understand and respond to questions, directions, and information from others.
		Goal 20: Children express appropriately a range of emotions	Name and talk about own emotions. Use pretend play to understand and respond to emotions. Associate emotions with words and facial expressions.	D. Emotions; AA. Pretend play; L. Speaking	9. Emotions: Children recognize, label, and regulate their feelings.; 43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.; 22. Speaking: Children express themselves using language.	Social and Emotional Learning — SE 2.1.1 Self-Awareness and Emotions: Children name emotions and identify how others make them feel.; Creative Arts — CA 9.4.1 Dramatic Play: Children create play scenarios.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.
		Goal 20: Children express appropriately a range of emotions	Express a broad range of emotions across settings, during play and interactions with peers and adults.	D. Emotions; F. Building relationships with other children; E. Building relationships with adults	9. Emotions: Children recognize, label, and regulate their feelings.; 12. Building relationships: Children build relationships with other children and adults.	Social and Emotional Learning — SE 2.1.1 Self-Awareness and Emotions: Children name emotions and identify how others make them feel.; Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children establish and maintain positive relationships with both children and adults.

		Goal 20: Children express appropriately a range of emotions	Share own excitement with peers, caregivers, and adults. Acknowledge sadness about loss (change in caregiver, divorce, or death). Not inhibit emotional expression (cry when feeling sad; name some levels of emotion such as frustrated or angry). a range of	D. Emotions; L. Speaking; F. Building relationships with other children; E. Building relationships with adults	9. Emotions: Children recognize, label, and regulate their feelings.; 22. Speaking: Children express themselves using language.; 12. Building relationships: Children build relationships with other children and adults.	Social and Emotional Learning — SE 2.1.1 Self-Awareness and Emotions: Children name emotions and identify how others make them feel.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.; ~~Social and Emotional Learning — SE 2.2.1 Social~~
		Goal 21: Children demonstrate awareness of family characteristics and functions	Recognize extended family members (cousins, aunts, uncles).	FF. Knowledge of self and others	7. Self-identity: Children have a positive self-identity.	Social Studies — SS 8.1.1 Self & Social Systems: Children recognize and describe similarities and differences among themselves and others in their families, classroom, and local community.
		Goal 21: Children demonstrate awareness of family characteristics and functions	Talk about how other children have different family compositions.	KK. Diversity; L. Speaking	53. Diversity: Children understand that people have diverse characteristics, interests, and abilities.; 22. Speaking: Children express themselves using language.	Social Studies — SS 8.1.1 Self & Social Systems: Children recognize and describe similarities and differences among themselves and others in their families, classroom, and local community.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to ~~express ideas and participate in learning~~
		Goal 21: Children demonstrate awareness of family characteristics and functions	Quickly adjust to a new rule (lining up inside the building rather than outside when the weather gets colder or it rains).	G. Community; A. Initiative and planning	11. Community: Children participate in the community of the classroom.; 2. Planning: Children make plans and follow through on their intentions.	Social Studies — SS 8.2.1 Community Membership: Children collaboratively generate solution(s) that benefit the classroom community or solve problems that occur in the classroom community with adult support.; Approaches to Learning — AL 1.1.2 Initiative & Planning: Children communicate their thoughts and decisions as they ~~make plans, identify steps to accomplish their goal~~
		Goal 22: Children demonstrate awareness of their community, human interdependence, and social roles	Recognize others' capabilities in specific area ("That woman is good at fixing cars.").	KK. Diversity; FF. Knowledge of self and others	53. Diversity: Children understand that people have diverse characteristics, interests, and abilities.; 54. Community roles: Children recognize that people have different roles and functions in the community.	Social Studies — SS 8.1.1 Self & Social Systems: Children recognize and describe similarities and differences among themselves and others in their families, classroom, and local community.; Social Studies — SS 8.5.1 Economic Systems: Children identify roles within their family, classroom, and community and describe the different work people ~~do to help others~~
		Goal 22: Children demonstrate awareness of their community, human interdependence, and social roles	Identify some types of jobs and some of the tools used to perform those jobs.	FF. Knowledge of self and others; EE. Tools and technology	54. Community roles: Children recognize that people have different roles and functions in the community.; 52. Tools and technology: Children explore and use tools and technology.	Social Studies — SS 8.5.1 Economic Systems: Children identify roles within their family, classroom, and community and describe the different work people do to help others.; Technology & Engineering — TE 7.1.1 Tools & Technology: Children select and use analog tools safely in their attempt to accomplish goals and ~~solve problems~~
		Goal 22: Children demonstrate awareness of their community, human interdependence, and social roles	Understand personal responsibility as a member of a group ("If you put away the toys, then I'll clean up the art table.").	G. Community	11. Community: Children participate in the community of the classroom.; 14. Moral development: Children develop an internal sense of right and wrong.	Social Studies — SS 8.2.1 Community Membership: Children collaboratively generate solution(s) that benefit the classroom community or solve problems that occur in the classroom community with adult support.
		Goal 23: Children demonstrate civic responsibility	Show awareness of group rules (wait before painting because the easels are full).	G. Community	11. Community: Children participate in the community of the classroom.; 14. Moral development: Children develop an internal sense of right and wrong.	Social Studies — SS 8.2.1 Community Membership: Children collaboratively generate solution(s) that benefit the classroom community or solve problems that occur in the classroom community with adult support.
		Goal 23: Children demonstrate civic responsibility	Help to make rules for free choice play ("Only four people at the sand table.").	G. Community; L. Speaking	11. Community: Children participate in the community of the classroom.; 14. Moral development: Children develop an internal sense of right and wrong.; 22. Speaking: Children express themselves using language.	Social Studies — SS 8.2.1 Community Membership: Children collaboratively generate solution(s) that benefit the classroom community or solve problems that occur in the classroom community with adult support.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other ~~forms of communication to express ideas and~~

		Goal 23: Children demonstrate civic responsibility	Follow rules while playing games and reminds others of the rules.	G. Community; L. Speaking	11. Community: Children participate in the community of the classroom.; 14. Moral development: Children develop an internal sense of right and wrong.; 22. Speaking: Children express themselves using language.	Social Studies — SS 8.2.1 Community Membership: Children collaboratively generate solution(s) that benefit the classroom community or solve problems that occur in the classroom community with adult support.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and
		Goal 23: Children demonstrate civic responsibility	Respond to another child's needs by sometimes giving and sharing.	F. Building relationships with other children; D. Emotions	12. Building relationships: Children build relationships with other children and adults.; 13. Cooperative play: Children engage in cooperative play.; 10. Empathy: Children demonstrate empathy toward others.	Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children establish and maintain positive relationships with both children and adults.; Social and Emotional Learning — SE 2.2.2 Social-Awareness and Relationships: Children show empathy for others through comforting actions/words, identify how their actions made others feel, and give a simple explanation
		Goal 23: Children demonstrate civic responsibility	Notice if another child is missing an essential article needed to participate in the group (other child does not have crayons to draw with).	G. Community; D. Emotions	11. Community: Children participate in the community of the classroom.; 10. Empathy: Children demonstrate empathy toward others.	Social Studies — SS 8.2.1 Community Membership: Children collaboratively generate solution(s) that benefit the classroom community or solve problems that occur in the classroom community with adult support.; Social and Emotional Learning — SE 2.2.2 Social-Awareness and Relationships: Children show empathy for others through comforting actions/words, identify
		Goal 23: Children demonstrate civic responsibility	Invite other children to join groups or other activities.	F. Building relationships with other children	12. Building relationships: Children build relationships with other children and adults.	Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children establish and maintain positive relationships with both children and adults.
		Goal 23: Children demonstrate civic responsibility	With adult support, avoid imitating the negative behavior of another child. With adult reminders, waits to communicate information in a group.	D. Emotions; G. Community; L. Speaking	9. Emotions: Children recognize, label, and regulate their feelings.; 11. Community: Children participate in the community of the classroom.; 22. Speaking: Children express themselves using language.	Social and Emotional Learning — SE 2.1.2 Self-Awareness and Emotions: Children regulate their emotions and actions with increasing independence.; Social Studies — SS 8.2.1 Community Membership: Children collaboratively generate solution(s) that benefit the classroom community or solve problems that occur in the classroom community with adult support ;
		Goal 23: Children demonstrate civic responsibility	Exhibit positive citizenship behaviors by sharing, taking turns, following rules, and taking responsibility for classroom jobs.	G. Community; F. Building relationships with other children	11. Community: Children participate in the community of the classroom.; 14. Moral development: Children develop an internal sense of right and wrong.; 13. Cooperative play: Children engage in cooperative play.	Social Studies — SS 8.2.1 Community Membership: Children collaboratively generate solution(s) that benefit the classroom community or solve problems that occur in the classroom community with adult support.; Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children establish and maintain positive relationships with both children and adults
		Goal 24: Children demonstrate awareness and appreciation of their own and others' cultures	Follow rules and understand that there may be different rules for different places.	G. Community; KK. Diversity	11. Community: Children participate in the community of the classroom.; 14. Moral development: Children develop an internal sense of right and wrong.; 53. Diversity: Children understand that people have diverse characteristics, interests, and abilities	Social Studies — SS 8.2.1 Community Membership: Children collaboratively generate solution(s) that benefit the classroom community or solve problems that occur in the classroom community with adult support.; Social Studies — SS 8.1.1 Self & Social Systems: Children recognize and describe similarities and differences among themselves and others in their families, classroom
		Goal 24: Children demonstrate awareness and appreciation of their own and others' cultures	Share information about their family and community.	FF. Knowledge of self and others; G. Community; L. Speaking	7. Self-identity: Children have a positive self-identity.; 11. Community: Children participate in the community of the classroom.; 22. Speaking: Children express themselves using language.	Social Studies — SS 8.1.1 Self & Social Systems: Children recognize and describe similarities and differences among themselves and others in their families, classroom, and local community.; Social Studies — SS 8.2.1 Community Membership: Children collaboratively generate solution(s) that benefit the classroom community or solve problems that occur in the classroom community with adult
		Goal 24: Children demonstrate awareness and appreciation of their own and others' cultures	Identify themselves as members of a family or classroom.	FF. Knowledge of self and others; G. Community	7. Self-identity: Children have a positive self-identity.; 11. Community: Children participate in the community of the classroom.	Social Studies — SS 8.1.1 Self & Social Systems: Children recognize and describe similarities and differences among themselves and others in their families, classroom, and local community.; Social Studies — SS 8.2.1 Community Membership: Children collaboratively generate solution(s) that benefit the classroom community or solve problems that occur in the classroom community with adult

		Goal 24: Children demonstrate awareness and appreciation of their own and others' cultures	Create art that contains realistic elements (pointing to one of their drawings and saying "This is my house.").	X. Art; L. Speaking; FF. Knowledge of self and others	40. Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.; 22. Speaking: Children express themselves using language.; 7. Self-identity: Children have a positive self-identity.	Creative Arts — CA 9.1.1 Visual Arts: Children initiate and lead as they create 2-D and 3-D art representations.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.; Social Studies — SS 8.1.1 Self & Social Systems: ~~Children recognize and describe~~
		Goal 24: Children demonstrate awareness and appreciation of their own and others' cultures	Engage in pretend play and act out different settings or events that happen at home (being a doll's "Daddy" or using a spoon to feed a doll). Demonstrate an understanding of the rights and responsibilities in a group (following simple classroom rules, participating in classroom clean-up).	AA. Pretend play; G. Community	43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.; 11. Community: Children participate in the community of the classroom.; 14. Moral development: Children ~~develop an internal sense of right~~	Creative Arts — CA 9.4.1 Dramatic Play: Children create play scenarios.; Social Studies — SS 8.2.1 Community Membership: Children collaboratively generate solution(s) that benefit the classroom community or solve problems that occur in the classroom community with adult support.
		Goal 24: Children demonstrate awareness and appreciation of their own and others' cultures	Demonstrate an awareness of and appreciation for personal characteristics ("That man is nice.", "She has red hair.").	KK. Diversity; FF. Knowledge of self and others; L. Speaking	53. Diversity: Children understand that people have diverse characteristics, interests, and abilities.; 7. Self-identity: Children have a positive self-identity.; 22. Speaking: Children express themselves using language.	Social Studies — SS 8.1.1 Self & Social Systems: Children recognize and describe similarities and differences among themselves and others in their families, classroom, and local community.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to ~~express ideas and participate in learning~~
		Goal 25: Children show curiosity and interest in learning	Ask others for information ("What is that?" "Why is the moon round?").	A. Initiative and planning; L. Speaking	1. Initiative: Children demonstrate initiative as they explore their world.; 5. Use of resources: Children gather information and formulate ideas about their world.; 22. Speaking: Children express themselves using language.	Approaches to Learning — AL 1.1.1 Initiative & Planning: Children take the lead in investigating their environment, making their own choices about what to explore and how to participate in new experiences.; Language and Literacy — LL 4.1.3 Language & Communication: Children ask questions to learn more about topics that interest them
		Goal 25: Children show curiosity and interest in learning	Use "Why" to get additional information.	A. Initiative and planning; L. Speaking	5. Use of resources: Children gather information and formulate ideas about their world.; 22. Speaking: Children express themselves using language.	Language and Literacy — LL 4.1.3 Language & Communication: Children ask questions to learn more about topics that interest them.
		Goal 25: Children show curiosity and interest in learning	Develop personal interests (trains, farm animals).	A. Initiative and planning	1. Initiative: Children demonstrate initiative as they explore their world.; 3. Engagement: Children focus on activities that interest them.	Approaches to Learning — AL 1.1.1 Initiative & Planning: Children take the lead in investigating their environment, making their own choices about what to explore and how to participate in new experiences.; Approaches to Learning — AL 1.2.1 Engagement & Persistence: Children sustain attention and engagement during both child- and ~~adult-initiated experiences~~
		Goal 25: Children show curiosity and interest in learning	Ask a peer to join in play.	A. Initiative and planning; F. Building relationships with other children; L. Speaking	1. Initiative: Children demonstrate initiative as they explore their world.; 12. Building relationships: Children build relationships with other children and adults.; 22. Speaking: Children express themselves using language.	Approaches to Learning — AL 1.1.1 Initiative & Planning: Children take the lead in investigating their environment, making their own choices about what to explore and how to participate in new experiences.; Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children establish and maintain positive relationships with ~~both children and adults; Language and Literacy~~
		Goal 25: Children show curiosity and interest in learning	Join a play activity already in progress.	A. Initiative and planning; F. Building relationships with other children	1. Initiative: Children demonstrate initiative as they explore their world.; 12. Building relationships: Children build relationships with other children and adults.	Approaches to Learning — AL 1.1.1 Initiative & Planning: Children take the lead in investigating their environment, making their own choices about what to explore and how to participate in new experiences.; Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children establish and maintain positive relationships with ~~both children and adults~~
		Goal 25: Children show curiosity and interest in learning	Select new activities during play time (select characters for dress-up).	A. Initiative and planning	1. Initiative: Children demonstrate initiative as they explore their world.	Approaches to Learning — AL 1.1.1 Initiative & Planning: Children take the lead in investigating their environment, making their own choices about what to explore and how to participate in new experiences.

3 to 5 Years		Goal 25: Children show curiosity and interest in learning	Find and use materials to follow through on an idea (blocks for building a tower, blank paper and crayons for drawing about a story or experience).	A. Initiative and planning; B. Problem solving with materials	1. Initiative: Children demonstrate initiative as they explore their world.; 2. Planning: Children make plans and follow through on their intentions.; 5. Use of resources: Children gather information and formulate ideas about their world.; 4. Problem solving: Children solve	Approaches to Learning — AL 1.1.1 Initiative & Planning: Children take the lead in investigating their environment, making their own choices about what to explore and how to participate in new experiences.; Approaches to Learning — AL 1.1.2 Initiative & Planning: Children communicate their thoughts and decisions as they make plans, identify steps to accomplish their goal, and follow through .
		Goal 25: Children show curiosity and interest in learning	Engage in discussions about new events and occurrences ("Why did this happen?")	A. Initiative and planning; L. Speaking; C. Reflection	5. Use of resources: Children gather information and formulate ideas about their world.; 22. Speaking: Children express themselves using language.; 6. Reflection: Children reflect on their experiences.	Language and Literacy — LL 4.1.3 Language & Communication: Children ask questions to learn more about topics that interest them.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.; ~~Approaches to Learning — AL 1.3.1 Problem~~
		Goal 25: Children show curiosity and interest in learning	Ask questions about changes in his/her world.	A. Initiative and planning; L. Speaking	5. Use of resources: Children gather information and formulate ideas about their world.; 22. Speaking: Children express themselves using language.	Language and Literacy — LL 4.1.3 Language & Communication: Children ask questions to learn more about topics that interest them.
		Goal 25: Children show curiosity and interest in learning	Look for new information and want to know more about personal interests.	A. Initiative and planning	1. Initiative: Children demonstrate initiative as they explore their world.; 5. Use of resources: Children gather information and formulate ideas about their world.; 3. Engagement: Children focus on activities that interest them.	Approaches to Learning — AL 1.1.1 Initiative & Planning: Children take the lead in investigating their environment, making their own choices about what to explore and how to participate in new experiences.; Approaches to Learning — AL 1.2.1 Engagement & Persistence: Children sustain attention and engagement during both child- and ~~adult-initiated experiences.~~
		Goal 25: Children show curiosity and interest in learning	Develop increasing complexity and persistence in using familiar materials.	C. Engagement; B. Problem solving with materials	3. Engagement: Children focus on activities that interest them.; 4. Problem solving: Children solve problems encountered in play.	Approaches to Learning — AL 1.2.2 Engagement & Persistence: Children sustain effort through new or difficult tasks by repeating an action, seeking peer or teacher support, and/or adjusting strategies.; Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children recognize problems with materials, tools, or processes and adapt their ~~strategies to develop solutions, applying what they~~
		Goal 25: Children show curiosity and interest in learning	Form a plan for an activity and act on it.	A. Initiative and planning	2. Planning: Children make plans and follow through on their intentions.	Approaches to Learning — AL 1.1.2 Initiative & Planning: Children communicate their thoughts and decisions as they make plans, identify steps to accomplish their goal, and follow through.
		Goal 25: Children show curiosity and interest in learning	Tell the difference between appropriate and inappropriate (or dangerous) risk-taking. to learning and interest in	A. Initiative and planning; K. Personal care and healthy behavior	1. Initiative: Children demonstrate initiative as they explore their world.; 20. Healthy behavior: Children engage in healthy practices.; 14. Moral development: Children develop an internal sense of right and wrong.	Approaches to Learning — AL 1.1.1 Initiative & Planning: Children take the lead in investigating their environment, making their own choices about what to explore and how to participate in new experiences.; Physical Development and Health — PDH 3.3.2 Health, Safety, and Well-Being: Children identify and follow basic safety rules and seek adult ~~help when needed.~~
		Goal 26: Children persist when facing challenges	Remains engaged in an activity for at least 5 to 10 minutes at a time.	C. Engagement	3. Engagement: Children focus on activities that interest them.	Approaches to Learning — AL 1.2.1 Engagement & Persistence: Children sustain attention and engagement during both child- and adult-initiated experiences.
		Goal 26: Children persist when facing challenges	Completes favorite tasks over and over again. Persists in trying to complete a task after previous attempts have failed (finish a puzzle, build a tower).	C. Engagement; B. Problem solving with materials	3. Engagement: Children focus on activities that interest them.; 4. Problem solving: Children solve problems encountered in play.	Approaches to Learning — AL 1.2.2 Engagement & Persistence: Children sustain effort through new or difficult tasks by repeating an action, seeking peer or teacher support, and/or adjusting strategies.; Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children recognize problems with materials, tools, or processes and adapt their ~~strategies to develop solutions, applying what they~~

3 to 5 Years		Goal 26: Children persist when facing challenges	Uses at least two different strategies to solve a problem.	B. Problem solving with materials	4. Problem solving: Children solve problems encountered in play.	Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children recognize problems with materials, tools, or processes and adapt their strategies to develop solutions, applying what they learn to new situations.
		Goal 26: Children persist when facing challenges	Participates in meal time with few distractions.	C. Engagement; K. Personal care and healthy behavior	3. Engagement: Children focus on activities that interest them.; 20. Healthy behavior: Children engage in healthy practices.	Approaches to Learning — AL 1.2.1 Engagement & Persistence: Children sustain attention and engagement during both child- and adult-initiated experiences.; Physical Development and Health — PDH 3.3.1 Health, Safety, and Well-Being: Children discuss healthy choices and the importance of maintaining health when prompted by an adult.
		Goal 26: Children persist when facing challenges	Works on a task over a period of time, leaving and returning to it (block structure).	C. Engagement	3. Engagement: Children focus on activities that interest them.	Approaches to Learning — AL 1.2.2 Engagement & Persistence: Children sustain effort through new or difficult tasks by repeating an action, seeking peer or teacher support, and/or adjusting strategies.
		Goal 26: Children persist when facing challenges	Shifts attention back to activity at hand after being distracted.	C. Engagement	3. Engagement: Children focus on activities that interest them.	Approaches to Learning — AL 1.2.1 Engagement & Persistence: Children sustain attention and engagement during both child- and adult-initiated experiences.
		Goal 26: Children persist when facing challenges	Focuses on projects despite distractions.	C. Engagement	3. Engagement: Children focus on activities that interest them.	Approaches to Learning — AL 1.2.1 Engagement & Persistence: Children sustain attention and engagement during both child- and adult-initiated experiences.
	Domain 3: Approaches to Learning	Goal 26: Children persist when facing challenges	Accepts reasonable challenges and continues through frustration. Cooperates with a peer or adult on a task. facing challenges	C. Engagement; B. Problem solving with materials; F. Building relationships with other children	3. Engagement: Children focus on activities that interest them.; 4. Problem solving: Children solve problems encountered in play.; 13. Cooperative play: Children engage in cooperative play.; 12. Building relationships: Children build relationships with other children and adults.; 22. Speaking: Children express themselves using language.	Approaches to Learning — AL 1.2.2 Engagement & Persistence: Children sustain effort through new or difficult tasks by repeating an action, seeking peer or teacher support, and/or adjusting strategies.; Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children recognize problems with materials, tools, or processes and adapt their strategies to develop solutions, applying what they learn to new situations.
		Goal 27: Children demonstrate initiative	Ask a peer to join in play. Join a play activity already in progress, with assistance.	A. Initiative and planning; F. Building relationships with other children; L. Speaking	1. Initiative: Children demonstrate initiative as they explore their world.; 12. Building relationships: Children build relationships with other children and adults.; 22. Speaking: Children express themselves using language.	Approaches to Learning — AL 1.1.1 Initiative & Planning: Children take the lead in investigating their environment, making their own choices about what to explore and how to participate in new experiences.; Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children establish and maintain positive relationships with both children and adults.; Language and Literacy —
		Goal 27: Children demonstrate initiative	Select new activities during play time (select characters for dress-up).	A. Initiative and planning	1. Initiative: Children demonstrate initiative as they explore their world.	Approaches to Learning — AL 1.1.1 Initiative & Planning: Children take the lead in investigating their environment, making their own choices about what to explore and how to participate in new experiences.
		Goal 27: Children demonstrate initiative	Offer to help with chores (sweeping sand from the floor, helping to clean up spilled juice). Find and use materials to follow through on an idea (blocks for building a tower, blank paper and crayons for drawing about a story or experience).	A. Initiative and planning; G. Community; B. Problem solving with materials	1. Initiative: Children demonstrate initiative as they explore their world.; 2. Planning: Children make plans and follow through on their intentions.; 5. Use of resources: Children gather information and formulate ideas about their world.; 11. Community: Children participate	Approaches to Learning — AL 1.1.1 Initiative & Planning: Children take the lead in investigating their environment, making their own choices about what to explore and how to participate in new experiences.; Approaches to Learning — AL 1.1.2 Initiative & Planning: Children communicate their thoughts and decisions as they make plans, identify steps to accomplish their goal, and follow through.

		Goal 27: Children demonstrate initiative	Make decisions about what activity or materials to work with from selection offered. initiative	A. Initiative and planning	1. Initiative: Children demonstrate initiative as they explore their world.	Approaches to Learning — AL 1.1.1 Initiative & Planning: Children take the lead in investigating their environment, making their own choices about what to explore and how to participate in new experiences.
		Goal 28: Children approach daily activities with creativity and imagination	Invent new activities or games. Use imagination to create a variety of ideas.	A. Initiative and planning; AA. Pretend play	1. Initiative: Children demonstrate initiative as they explore their world.; 43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.	Approaches to Learning — AL 1.1.1 Initiative & Planning: Children take the lead in investigating their environment, making their own choices about what to explore and how to participate in new experiences.; Creative Arts — CA 9.4.1 Dramatic Play: Children create play scenarios.
		Goal 28: Children approach daily activities with creativity and imagination	Create acceptable rules for group activities.	G. Community; L. Speaking	11. Community: Children participate in the community of the classroom.; 14. Moral development: Children develop an internal sense of right and wrong.; 22. Speaking: Children express themselves using language.	Social Studies — SS 8.2.1 Community Membership: Children collaboratively generate solution(s) that benefit the classroom community or solve problems that occur in the classroom community with adult support.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and
		Goal 28: Children approach daily activities with creativity and imagination	Make up words, songs, or stories.	L. Speaking; Y. Music; AA. Pretend play	22. Speaking: Children express themselves using language.; 23. Vocabulary: Children understand and use a variety of words and phrases.; 41. Music: Children express and represent what they observe, think, imagine, and feel through music.; 43. Pretend play:	Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.; Language and Literacy — LL 4.1.4 Language & Communication: Children understand and accurately use a variety of vocabulary words.; Creative Arts — CA 9.2.1 Music: Children create
		Goal 28: Children approach daily activities with creativity and imagination	Express ideas through art construction, movement, or music.	X. Art; Z. Movement; Y. Music	40. Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.; 42. Movement: Children express and represent what they observe, think, imagine, and feel through movement.; 41. Music: Children	Creative Arts — CA 9.1.1 Visual Arts: Children initiate and lead as they create 2-D and 3-D art representations.; Creative Arts — CA 9.3.1 Expressive Movement: Children create movement sequences.; Creative Arts — CA 9.2.1 Music: Children create music.
		Goal 28: Children approach daily activities with creativity and imagination	Engage in extensive pretend play that includes role play (play "house" or "explorers").	AA. Pretend play	43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.	Creative Arts — CA 9.4.1 Dramatic Play: Children create play scenarios.
		Goal 28: Children approach daily activities with creativity and imagination	Investigate and experiment with materials. Represent reality in a variety of ways (pretend play, drawing). Invent projects and work on them.	CC. Experimenting, predicting, and drawing conclusions; AA. Pretend play; X. Art; A. Initiative and planning	47. Experimenting: Children experiment to test their ideas.; 43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.; 40. Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.	Science — S 6.1.1 Scientific Inquiry: Children engage in scientific inquiry by questioning, making observations, making simple predictions, investigating and collecting evidence, and describing what they notice.; Creative Arts — CA 9.4.1 Dramatic Play: Children create play scenarios.; Creative Arts — CA 9.1.1 Visual Arts: Children initiate and lead as they create 2-D and 3-D art representations.
		Goal 28: Children approach daily activities with creativity and imagination	Engage in role play. daily activities with	AA. Pretend play	43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.	Creative Arts — CA 9.4.1 Dramatic Play: Children create play scenarios.
		Goal 29: Children learn through play and exploration	Tell others about events that happened in the past.	HH. History; L. Speaking	57. History: Children understand past, present, and future.; 22. Speaking: Children express themselves using language.	Social Studies — 8.4.1 Time, Continuity & Change: Children communicate about past events in their own lives.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.

		Goal 29: Children learn through play and exploration	Represent things in environment with available materials, moving from simple to complex representations (recreate pictures of a house, bridge, road with blocks).	X. Art; B. Problem solving with materials	40. Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.; 4. Problem solving: Children solve problems encountered in play.	Creative Arts — CA 9.1.1 Visual Arts: Children initiate and lead as they create 2-D and 3-D art representations.; Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children recognize problems with materials, tools, or processes and adapt their strategies to develop solutions, applying what they learn to new situations
		Goal 29: Children learn through play and exploration	Think out loud and talk through a situation.	L. Speaking; C. Reflection	22. Speaking: Children express themselves using language.; 6. Reflection: Children reflect on their experiences.	Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.; Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children recognize problems with materials, tools, or processes and adapt their strategies to develop solutions, applying what they learn to new situations.
		Goal 29: Children learn through play and exploration	Work out problems mentally rather than through trial and error.	B. Problem solving with materials; C. Reflection	4. Problem solving: Children solve problems encountered in play.; 6. Reflection: Children reflect on their experiences.	Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children recognize problems with materials, tools, or processes and adapt their strategies to develop solutions, applying what they learn to new situations.
		Goal 29: Children learn through play and exploration	Use a variety of methods to express thoughts and ideas (discussion, art activities).	L. Speaking; X. Art	22. Speaking: Children express themselves using language.; 40. Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.	Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.; Creative Arts — CA 9.1.1 Visual Arts: Children initiate and lead as they create 2-D and 3-D art representations.
		Goal 29: Children learn through play and exploration	Demonstrate long-term memory of meaningful events and interesting ideas.	C. Reflection	6. Reflection: Children reflect on their experiences.	Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children recognize problems with materials, tools, or processes and adapt their strategies to develop solutions, applying what they learn to new situations.
		Goal 29: Children learn through play and exploration	Describe or act out a memory of a situation or action.	C. Reflection; L. Speaking; AA. Pretend play	6. Reflection: Children reflect on their experiences.; 22. Speaking: Children express themselves using language.; 43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.	Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children recognize problems with materials, tools, or processes and adapt their strategies to develop solutions, applying what they learn to new situations.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.
		Goal 29: Children learn through play and exploration	Seek information for further understanding. Use multiple sources of information to complete projects and acquire new information, with assistance.	A. Initiative and planning	5. Use of resources: Children gather information and formulate ideas about their world.; 3. Engagement: Children focus on activities that interest them.	Approaches to Learning — AL 1.1.1 Initiative & Planning: Children take the lead in investigating their environment, making their own choices about what to explore and how to participate in new experiences.; Approaches to Learning — AL 1.2.1 Engagement & Persistence: Children sustain attention and engagement during both child- and adult-initiated experiences.
		Goal 29: Children learn through play and exploration	Plan activities and set goals based on past experience.	A. Initiative and planning; C. Reflection	2. Planning: Children make plans and follow through on their intentions.; 6. Reflection: Children reflect on their experiences.	Approaches to Learning — AL 1.1.2 Initiative & Planning: Children communicate their thoughts and decisions as they make plans, identify steps to accomplish their goal, and follow through.; Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children recognize problems with materials, tools, or processes and adapt their strategies to develop solutions, applying what they learn to new situations.
		Goal 29: Children learn through play and exploration	Demonstrate beginning understanding of what others are thinking, their intentions, or motivations. play and exploration	F. Building relationships with other children; L. Speaking	10. Empathy: Children demonstrate empathy toward others.; 12. Building relationships: Children build relationships with other children and adults.; 22. Speaking: Children express themselves using language.	Social and Emotional Learning — SE 2.2.2 Social-Awareness and Relationships: Children show empathy for others through comforting actions/words, identify how their actions made others feel, and give a simple explanation behind others' emotional expressions.; Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children establish and maintain

		Goal 30: Children gain reasoning and critical thinking skills	Explore cause-and-effect relationships (rolling two different cars down a ramp and observing the different distances traveled).	CC. Experimenting, predicting, and drawing conclusions	47. Experimenting: Children experiment to test their ideas.; 48. Predicting: Children predict what they expect will happen.; 49. Drawing conclusions: Children draw conclusions based on their experiences and observations.	Science — S 6.1.1 Scientific Inquiry: Children engage in scientific inquiry by questioning, making observations, making simple predictions, investigating and collecting evidence, and describing what they notice.; Science — S 6.3.2 Physical Science: Children describe how objects move and change, and give explanations about why change occurs
		Goal 30: Children gain reasoning and critical thinking skills	Recognize and labels aspects of an event (long, fun).	C. Reflection; L. Speaking	6. Reflection: Children reflect on their experiences.; 23. Vocabulary: Children understand and use a variety of words and phrases.; 22. Speaking: Children express themselves using language.	Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children recognize problems with materials, tools, or processes and adapt their strategies to develop solutions, applying what they learn to new situations.; Language and Literacy — LL 4.1.4 Language & Communication: Children understand and accurately use a variety of vocabulary words.; Language and Literacy — LL
		Goal 30: Children gain reasoning and critical thinking skills	Compare experiences, with adult assistance (recalls and compares play times with different children). Use comparative words ("Now the music is faster." "The soup is hotter than the juice.").	C. Reflection; L. Speaking	6. Reflection: Children reflect on their experiences.; 23. Vocabulary: Children understand and use a variety of words and phrases.; 22. Speaking: Children express themselves using language.	Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children recognize problems with materials, tools, or processes and adapt their strategies to develop solutions, applying what they learn to new situations.; Language and Literacy — LL 4.1.4 Language & Communication: Children understand and accurately use a variety of vocabulary words.; Language and Literacy — LL
		Goal 30: Children gain reasoning and critical thinking skills	Solve simple problems without trying every possibility (putting big blocks at the base of a tower and smaller blocks on top to make a tower that doesn't topple). and general and critical thinking	B. Problem solving with materials; C. Reflection	4. Problem solving: Children solve problems encountered in play.; 6. Reflection: Children reflect on their experiences.	Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children recognize problems with materials, tools, or processes and adapt their strategies to develop solutions, applying what they learn to new situations.
		Goal 30: Children gain reasoning and critical thinking skills	Use previous experiences to make plans before attempting to solve some problems (using a wagon to gather toys into one spot rather than trying to carry them all by hand). Explain reasoning behind a strategy or choice and why it did or didn't work.	A. Initiative and planning; B. Problem solving with materials; C. Reflection; L. Speaking	2. Planning: Children make plans and follow through on their intentions.; 4. Problem solving: Children solve problems encountered in play.; 6. Reflection: Children reflect on their experiences.; 22. Speaking: Children express themselves using language	Approaches to Learning — AL 1.1.2 Initiative & Planning: Children communicate their thoughts and decisions as they make plans, identify steps to accomplish their goal, and follow through.; Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children recognize problems with materials, tools, or processes and adapt their strategies to develop solutions, applying what they
		Goal 30: Children gain reasoning and critical thinking skills	Try out different solutions to problems (trying to staple pieces of paper after unsuccessfully trying to tape them together).	B. Problem solving with materials; C. Reflection	4. Problem solving: Children solve problems encountered in play.; 6. Reflection: Children reflect on their experiences.	Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children recognize problems with materials, tools, or processes and adapt their strategies to develop solutions, applying what they learn to new situations.
		Goal 30: Children gain reasoning and critical thinking skills	Remember past experiences in the correct order and includes relevant details. ("How did the peddler feel when the monkeys didn't give him back his caps?").	C. Reflection; M. Listening and comprehension	6. Reflection: Children reflect on their experiences.; 21. Comprehension: Children understand language.	Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children recognize problems with materials, tools, or processes and adapt their strategies to develop solutions, applying what they learn to new situations.; Language and Literacy — LL 4.4.1 Comprehension: Children demonstrate understanding of information presented in stories and informational texts
		Goal 31: Children find multiple solutions to questions, tasks, problems, and challenges	Find their own solution or agree to try someone else's idea for a problem (accepting a suggestion to secure a tower's greater stability by building it on a wood floor rather than on a thick rug).	B. Problem solving with materials; C. Reflection	4. Problem solving: Children solve problems encountered in play.; 6. Reflection: Children reflect on their experiences.	Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children recognize problems with materials, tools, or processes and adapt their strategies to develop solutions, applying what they learn to new situations.
		Goal 31: Children find multiple solutions to questions, tasks, problems, and challenges	Successfully follow three-step directions. Retells a familiar story in the proper sequence, including such details as characters, phrases, and events.	M. Listening and comprehension; L. Speaking	21. Comprehension: Children understand language.; 22. Speaking: Children express themselves using language.	Language and Literacy — LL 4.1.2 Language & Communication: Children understand and respond to questions, directions, and information from others.; Language and Literacy — LL 4.4.1 Comprehension: Children demonstrate understanding of information presented in stories and informational texts.; Language and Literacy — LL 4.1.1 Language & Communication: Children use

		Goal 31: Children find multiple solutions to questions, tasks, problems, and challenges	Follow detailed, multi-step directions.	M. Listening and comprehension	21. Comprehension: Children understand language.	Language and Literacy — LL 4.1.2 Language & Communication: Children understand and respond to questions, directions, and information from others.
		Goal 32: Children use symbols and images to represent something not present	Provide more complex description of a person or object that is not present (the dog is black, soft, and runs around; child gestures to show how big). Use symbols or pictures as representation for talking. Use objects to represent real items in make-believe play (card becomes camera). Recognize objects, places, and ideas by symbols (recognizes which is the men's or women's restroom by looking at the doors).	L. Speaking; X. Art; AA. Pretend play; P. Reading	22. Speaking: Children express themselves using language.; 23. Vocabulary: Children understand and use a variety of words and phrases.; 40. Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.; 43.	Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.; Language and Literacy — LL 4.1.4 Language & Communication: Children understand and accurately use a variety of vocabulary words.; ~~Creative Arts — CA 9.1.1 Visual Arts: Children~~
		Goal 32: Children use symbols and images to represent something not present	Use physical objects to demonstrate vocabulary (creates two piles of blocks, one with “more” blocks, one with “less”).	S. Number and counting; L. Speaking	31. Number words and symbols: Children recognize and use number words and symbols.; 32. Counting: Children count things.; 23. Vocabulary: Children understand and use a variety of words and phrases.	Mathematics — M 5.1.1 Number Sense, Counting, & Cardinality: Children use math talk to describe, organize, and navigate their environment by using numbers and ordinal words.; Mathematics — M 5.1.3 Number Sense, Counting, & Cardinality: Children use one-to-one correspondence to accurately count objects in small sets.; Language and Literacy — LL 4.1.4 Language &
		Goal 32: Children use symbols and images to represent something not present	Represent simple objects through drawings, movement, mime, three-dimensional constructions.	X. Art; Z. Movement	40. Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.; 42. Movement: Children express and represent what they observe, think, imagine, and feel through movement.	Creative Arts — CA 9.1.1 Visual Arts: Children initiate and lead as they create 2-D and 3-D art representations.; Creative Arts — CA 9.3.1 Expressive Movement: Children create movement sequences.
		Goal 33: Children can distinguish between fantasy and reality	Engage in complex make-believe play, theme-oriented play that involves multiple characters and settings).	AA. Pretend play	43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.	Creative Arts — CA 9.4.1 Dramatic Play: Children create play scenarios.
		Goal 33: Children can distinguish between fantasy and reality	Make connections between characters in books, stories, or movies, with people in real life.	M. Listening and comprehension; C. Reflection	21. Comprehension: Children understand language.; 6. Reflection: Children reflect on their experiences.	Language and Literacy — LL 4.4.1 Comprehension: Children demonstrate understanding of information presented in stories and informational texts.; Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children recognize problems with materials, tools, or processes and adapt their strategies to develop solutions, applying what they learn to new situations.
		Goal 33: Children can distinguish between fantasy and reality	Question the reality of characters in books, family and traditional oral stories. Explain if a	M. Listening and comprehension; L. Speaking; C. Reflection	21. Comprehension: Children understand language.; 22. Speaking: Children express themselves using language.; 6. Reflection: Children reflect on their experiences.	Language and Literacy — LL 4.4.1 Comprehension: Children demonstrate understanding of information presented in stories and informational texts.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.; ~~Approaches to Learning — AL 1.3.1 Problem~~
		Goal 34: Children demonstrate knowledge of numbers and counting	Quickly count objects up to four.	S. Number and counting	32. Counting: Children count things.	Mathematics — M 5.1.2 Number Sense, Counting, & Cardinality: Children perceptually subitize sets of 1–5.; Mathematics — M 5.1.3 Number Sense, Counting, & Cardinality: Children use one-to-one correspondence to accurately count objects in small sets.; Mathematics — M 5.1.4 Number Sense, Counting, & Cardinality: Children recognize that the final number word names the total quantity.
		Goal 34: Children demonstrate knowledge of numbers and counting	Use toys and other objects as tools to solve simple addition and subtraction problems when the total is smaller than five.	S. Number and counting	33. Part-whole relationships: Children combine and separate quantities of objects.	Mathematics — M 5.2.1 Number Relationships & Operations: Children compose and decompose any number from 2 to 5.; Mathematics — M 5.2.2 Number Relationships & Operations: Children join and separate objects in concrete ways.

		Goal 34: Children demonstrate knowledge of numbers and counting	Verbally count to 20 (or in some way indicate knowledge of the words for the numbers from 1 to 20 in sequence) with occasional errors. Count to 10 from memory.	S. Number and counting	31. Number words and symbols: Children recognize and use number words and symbols.; 32. Counting: Children count things.	Mathematics — M 5.1.1 Number Sense, Counting, & Cardinality: Children use math talk to describe, organize, and navigate their environment by using numbers and ordinal words.
		Goal 34: Children demonstrate knowledge of numbers and counting	Understand that the last number counted represents the number of objects in a set.	S. Number and counting	32. Counting: Children count things.	Mathematics — M 5.1.4 Number Sense, Counting, & Cardinality: Children recognize that the final number word names the total quantity.
		Goal 34: Children demonstrate knowledge of numbers and counting	Recognize and write some numerals up to 10.	S. Number and counting; R. Writing	31. Number words and symbols: Children recognize and use number words and symbols.; 29. Writing: Children write for many different purposes.	Mathematics — M 5.1.5 Number Sense, Counting, & Cardinality: Children recognize and write some numerals 0–10.
		Goal 34: Children demonstrate knowledge of numbers and counting	Solve simple word problems with totals of five or fewer items (know they will have a total of four pencils if they already have three and are given one more).	S. Number and counting	33. Part-whole relationships: Children combine and separate quantities of objects.	Mathematics — M 5.2.1 Number Relationships & Operations: Children compose and decompose any number from 2 to 5.; Mathematics — M 5.2.2 Number Relationships & Operations: Children join and separate objects in concrete ways.
		Goal 34: Children demonstrate knowledge of numbers and counting	Continue to count when another item is added to a set. Quickly name the number in a group of objects, up to 10.	S. Number and counting	32. Counting: Children count things.; 33. Part-whole relationships: Children combine and separate quantities of objects.	Mathematics — M 5.1.3 Number Sense, Counting, & Cardinality: Children use one-to-one correspondence to accurately count objects in small sets.; Mathematics — M 5.1.4 Number Sense, Counting, & Cardinality: Children recognize that the final number word names the total quantity.; Mathematics — M 5.2.2 Number Relationships & Operations: Children join and separate objects in concrete ways.
		Goal 34: Children demonstrate knowledge of numbers and counting	Use counting to compare two sets of objects and to determine which set has more, less, or the same as the other.	S. Number and counting; W. Data analysis	32. Counting: Children count things.; 39. Data analysis: Children use information about quantity to draw conclusions, make decisions, and solve problems.	Mathematics — M 5.1.3 Number Sense, Counting, & Cardinality: Children use one-to-one correspondence to accurately count objects in small sets.; Mathematics — M 5.6.1 Data: Children sort objects into categories according to more than one attribute and count how many in each group.
		Goal 34: Children demonstrate knowledge of numbers and counting	Understand that adding one or taking away one changes the number in a group of objects by exactly one.	S. Number and counting	33. Part-whole relationships: Children combine and separate quantities of objects.	Mathematics — M 5.2.2 Number Relationships & Operations: Children join and separate objects in concrete ways.
		Goal 34: Children demonstrate knowledge of numbers and counting	Use toys and other objects as tools to solve simple addition and subtraction problems with totals smaller than 10.	S. Number and counting	33. Part-whole relationships: Children combine and separate quantities of objects.	Mathematics — M 5.2.2 Number Relationships & Operations: Children join and separate objects in concrete ways.
		Goal 34: Children demonstrate knowledge of numbers and counting	Verbally count beyond 20, demonstrating an understanding of the number pattern.	S. Number and counting	31. Number words and symbols: Children recognize and use number words and symbols.; 32. Counting: Children count things.	Mathematics — M 5.1.1 Number Sense, Counting, & Cardinality: Children use math talk to describe, organize, and navigate their environment by using numbers and ordinal words.

		Goal 34: Children demonstrate knowledge of numbers and counting	Use strategies to count large sets of objects (more than 10). Know the number that comes before or after a specified number (up to 20).	S. Number and counting	31. Number words and symbols: Children recognize and use number words and symbols.; 32. Counting: Children count things.	Mathematics — M 5.1.1 Number Sense, Counting, & Cardinality: Children use math talk to describe, organize, and navigate their environment by using numbers and ordinal words.; Mathematics — M 5.1.3 Number Sense, Counting, & Cardinality: Children use one-to-one correspondence to accurately count objects in small sets.
		Goal 34: Children demonstrate knowledge of numbers and counting	Recognize and order each written numeral up to 10.	S. Number and counting	31. Number words and symbols: Children recognize and use number words and symbols.	Mathematics — M 5.1.1 Number Sense, Counting, & Cardinality: Children use math talk to describe, organize, and navigate their environment by using numbers and ordinal words.; Mathematics — M 5.1.5 Number Sense, Counting, & Cardinality: Children recognize and write some numerals 0–10.
		Goal 34: Children demonstrate knowledge of numbers and counting	Solve simple word problems with totals of 10 or fewer items (know they will have nine grapes if they have seven and are given two more). knowledge of numbers	S. Number and counting	33. Part-whole relationships: Children combine and separate quantities of objects.	Mathematics — M 5.2.2 Number Relationships & Operations: Children join and separate objects in concrete ways.
		Goal 35: Children demonstrate knowledge of measurement: size, volume, weight, length, and time	Compare two small sets of objects (five or fewer).	U. Measurement; S. Number and counting	36. Measuring: Children measure to describe, compare, and order things.; 32. Counting: Children count things.	Mathematics — M 5.5.2 Measurement: Children use comparative language to describe and explain similarities and differences between objects.; Mathematics — M 5.1.3 Number Sense, Counting, & Cardinality: Children use one-to-one correspondence to accurately count objects in small sets.
		Goal 35: Children demonstrate knowledge of measurement: size, volume, weight, length, and time	Make small series of objects (putting three or four objects in order by length).	U. Measurement	36. Measuring: Children measure to describe, compare, and order things.	Mathematics — M 5.5.1 Measurement: Children compare objects directly and indirectly using nonstandard and standard units with increasing accuracy.; Mathematics — M 5.5.2 Measurement: Children use comparative language to describe and explain similarities and differences between objects.
		Goal 35: Children demonstrate knowledge of measurement: size, volume, weight, length, and time	Recognize differences in measuring (when trying to pour the same amount of juice into three cups, looks to see if one cup has more than the others). Use multiple copies of the same unit to measure (seeing how many pillows make up pillow fort wall).	U. Measurement	36. Measuring: Children measure to describe, compare, and order things.; 37. Unit: Children understand and use the concept of unit.	Mathematics — M 5.5.1 Measurement: Children compare objects directly and indirectly using nonstandard and standard units with increasing accuracy.
		Goal 35: Children demonstrate knowledge of measurement: size, volume, weight, length, and time	Use comparative language (“shortest,” “heavier,” “biggest”).	U. Measurement; L. Speaking	36. Measuring: Children measure to describe, compare, and order things.; 23. Vocabulary: Children understand and use a variety of words and phrases.	Mathematics — M 5.5.2 Measurement: Children use comparative language to describe and explain similarities and differences between objects.; Language and Literacy — LL 4.1.4 Language & Communication: Children understand and accurately use a variety of vocabulary words.
		Goal 35: Children demonstrate knowledge of measurement: size, volume, weight, length, and time	Build block buildings and include such structural features as arches and ramps.	T. Geometry: Shapes and spatial awareness; B. Problem solving with materials	34. Shapes: Children identify, name, and describe shapes.; 35. Spatial awareness: Children recognize spatial relationships among people and objects.; 4. Problem solving: Children solve problems encountered in play.	Mathematics — M 5.4.1 Geometry & Spatial Awareness: Children identify two- and three-dimensional shapes and describe shape attributes.; Mathematics — M 5.4.2 Geometry & Spatial Awareness: Children transform (compose and decompose) shapes into new shapes or forms.; Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children recognize problems
		Goal 35: Children demonstrate knowledge of measurement: size, volume, weight, length, and time	Order four or more items by decreasing or increasing (arranging a rock collection from the largest to the smallest).	U. Measurement	36. Measuring: Children measure to describe, compare, and order things.	Mathematics — M 5.5.1 Measurement: Children compare objects directly and indirectly using nonstandard and standard units with increasing accuracy.; Mathematics — M 5.5.2 Measurement: Children use comparative language to describe and explain similarities and differences between objects.

		Goal 35: Children demonstrate knowledge of measurement: size, volume, weight, length, and time	Use correct tools to measure different items (choosing a scale for weight and a cup for volume).	U. Measurement; EE. Tools and technology	36. Measuring: Children measure to describe, compare, and order things.; 37. Unit: Children understand and use the concept of unit.	Mathematics — M 5.5.1 Measurement: Children compare objects directly and indirectly using nonstandard and standard units with increasing accuracy.
		Goal 35: Children demonstrate knowledge of measurement: size, volume, weight, length, and time	Use measurement language ("This is three blocks long.").	U. Measurement; L. Speaking	36. Measuring: Children measure to describe, compare, and order things.; 37. Unit: Children understand and use the concept of unit.; 22. Speaking: Children express themselves using language.	Mathematics — M 5.5.1 Measurement: Children compare objects directly and indirectly using nonstandard and standard units with increasing accuracy.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.
		Goal 35: Children demonstrate knowledge of measurement: size, volume, weight, length, and time	Correctly add an object to an existing series (put longest block at end of row of increasing lengths). some knowledge of height, weight and length	U. Measurement	36. Measuring: Children measure to describe, compare, and order things.	Mathematics — M 5.5.1 Measurement: Children compare objects directly and indirectly using nonstandard and standard units with increasing accuracy.; Mathematics — M 5.5.2 Measurement: Children use comparative language to describe and explain similarities and differences between objects.
		Goal 36: Children sort, classify, and organize objects and information	Sort objects and then counts and compares them.	BB. Observing and classifying; W. Data analysis; S. Number and counting	46. Classifying: Children classify materials, actions, people, and events.; 39. Data analysis: Children use information about quantity to draw conclusions, make decisions, and solve problems.; 32. Counting: Children count things.	Mathematics — M 5.6.1 Data: Children sort objects into categories according to more than one attribute and count how many in each group.; Mathematics — M 5.1.3 Number Sense, Counting, & Cardinality: Children use one-to-one correspondence to accurately count objects in small sets.
		Goal 36: Children sort, classify, and organize objects and information	Sort objects by one attribute into two or more groups (big, medium, and small).	BB. Observing and classifying; W. Data analysis	46. Classifying: Children classify materials, actions, people, and events.; 39. Data analysis: Children use information about quantity to draw conclusions, make decisions, and solve problems.	Mathematics — M 5.6.1 Data: Children sort objects into categories according to more than one attribute and count how many in each group.
		Goal 36: Children sort, classify, and organize objects and information	Classify everyday objects that go together (mittens, hats, coats).	BB. Observing and classifying	46. Classifying: Children classify materials, actions, people, and events.	Mathematics — M 5.6.1 Data: Children sort objects into categories according to more than one attribute and count how many in each group.
		Goal 36: Children sort, classify, and organize objects and information	Copy, complete, and extend repeating patterns.	V. Patterns	38. Patterns: Children identify, describe, copy, complete, and create patterns.	Mathematics — M 5.3.1 Patterns & Algebraic Thinking: Children identify, copy, extend, create, and explain patterns.
		Goal 36: Children sort, classify, and organize objects and information	Build block buildings and include such structural features as arches and ramps.	T. Geometry: Shapes and spatial awareness; B. Problem solving with materials	34. Shapes: Children identify, name, and describe shapes.; 35. Spatial awareness: Children recognize spatial relationships among people and objects.; 4. Problem solving: Children solve problems encountered in play.	Mathematics — M 5.4.1 Geometry & Spatial Awareness: Children identify two- and three-dimensional shapes and describe shape attributes.; Mathematics — M 5.4.2 Geometry & Spatial Awareness: Children transform (compose and decompose) shapes into new shapes or forms.; Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children recognize problems.
		Goal 36: Children sort, classify, and organize objects and information	Count only those objects in a group that have a specific attribute (all of the red cars in a picture).	BB. Observing and classifying; S. Number and counting	46. Classifying: Children classify materials, actions, people, and events.; 32. Counting: Children count things.	Mathematics — M 5.6.1 Data: Children sort objects into categories according to more than one attribute and count how many in each group.; Mathematics — M 5.1.3 Number Sense, Counting, & Cardinality: Children use one-to-one correspondence to accurately count objects in small sets.

	Domain 4: Cognition and General Knowledge	Goal 36: Children sort, classify, and organize objects and information	Place four or more objects or groups in order (number, length, etc.).	U. Measurement; S. Number and counting	36. Measuring: Children measure to describe, compare, and order things.; 31. Number words and symbols: Children recognize and use number words and symbols.	Mathematics — M 5.5.1 Measurement: Children compare objects directly and indirectly using nonstandard and standard units with increasing accuracy.; Mathematics — M 5.1.1 Number Sense, Counting, & Cardinality: Children use math talk to describe, organize, and navigate their environment by using numbers and ordinal words.
		Goal 36: Children sort, classify, and organize objects and information	Sort sets of objects by one characteristic, then sort by a different characteristic and explains the sorting rules (“These are all of the red ones, but these are all of the big ones.”).	BB. Observing and classifying; W. Data analysis; L. Speaking	46. Classifying: Children classify materials, actions, people, and events.; 39. Data analysis: Children use information about quantity to draw conclusions, make decisions, and solve problems.; 22. Speaking: Children express themselves using language	Mathematics — M 5.6.1 Data: Children sort objects into categories according to more than one attribute and count how many in each group.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.
		Goal 36: Children sort, classify, and organize objects and information	Replicate and extend simple patterns (adds yellow to patterns of different colored blocks).	V. Patterns	38. Patterns: Children identify, describe, copy, complete, and create patterns.	Mathematics — M 5.3.1 Patterns & Algebraic Thinking: Children identify, copy, extend, create, and explain patterns.
		Goal 36: Children sort, classify, and organize objects and information	Combine shapes into patterns that make new shapes or complete puzzles (rearranging a collection of circles and variously sized rectangles to make the image of a person).	T. Geometry: Shapes and spatial awareness; V. Patterns	34. Shapes: Children identify, name, and describe shapes.; 38. Patterns: Children identify, describe, copy, complete, and create patterns.	Mathematics — M 5.4.2 Geometry & Spatial Awareness: Children transform (compose and decompose) shapes into new shapes or forms.; Mathematics — M 5.3.1 Patterns & Algebraic Thinking: Children identify, copy, extend, create, and explain patterns.
		Goal 36: Children sort, classify, and organize objects and information	Build complex block buildings, intentionally maintain such features as symmetry.	T. Geometry: Shapes and spatial awareness; B. Problem solving with materials	34. Shapes: Children identify, name, and describe shapes.; 35. Spatial awareness: Children recognize spatial relationships among people and objects.; 4. Problem solving: Children solve problems encountered in play.	Mathematics — M 5.4.1 Geometry & Spatial Awareness: Children identify two- and three-dimensional shapes and describe shape attributes.; Mathematics — M 5.4.2 Geometry & Spatial Awareness: Children transform (compose and decompose) shapes into new shapes or forms.; Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children recognize problems
		Goal 36: Children sort, classify, and organize objects and information	Help child create his or her own patterns (“What would it look like if we sorted blocks by color?”). Suggest different rules for sorting (put a different color spoon with each plate). Offer art projects that use shapes (“You can draw a house by putting a triangle on top of a square.”, “You can draw a rectangle for the door.”). and organize objects	V. Patterns; BB. Observing and classifying; T. Geometry: Shapes and spatial awareness; X. Art	38. Patterns: Children identify, describe, copy, complete, and create patterns.; 46. Classifying: Children classify materials, actions, people, and events.; 34. Shapes: Children identify, name, and describe shapes.; 40. Art: Children express and represent what they observe	Mathematics — M 5.3.1 Patterns & Algebraic Thinking: Children identify, copy, extend, create, and explain patterns.; Mathematics — M 5.6.1 Data: Children sort objects into categories according to more than one attribute and count how many in each group.; Mathematics — M 5.4.1 Geometry & Spatial Awareness: Children identify two- and three-dimensional shapes and describe
		Goal 37: Children collect information through observation and manipulation	Try new experiences provided by adults and describe observations (mixing soil and water to make mud).	BB. Observing and classifying; CC. Experimenting, predicting, and drawing conclusions; L. Speaking	45. Observing: Children observe the materials and processes in their environment.; 47. Experimenting: Children experiment to test their ideas.; 50. Communicating ideas: Children communicate their ideas about the characteristics of things and how they work.; 22. Speaking:	Science — S 6.1.1 Scientific Inquiry: Children engage in scientific inquiry by questioning, making observations, making simple predictions, investigating and collecting evidence, and describing what they notice.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and
		Goal 37: Children collect information through observation and manipulation	Seek information through observation, exploration, and conversations. Identify, describe, and compare objects.	BB. Observing and classifying; A. Initiative and planning; L. Speaking	45. Observing: Children observe the materials and processes in their environment.; 46. Classifying: Children classify materials, actions, people, and events.; 5. Use of resources: Children gather information and formulate ideas about their world.; 22. Speaking:	Science — S 6.1.1 Scientific Inquiry: Children engage in scientific inquiry by questioning, making observations, making simple predictions, investigating and collecting evidence, and describing what they notice.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and
		Goal 38: Children make predictions and experiment	Ask questions and finds answers through active exploration.	CC. Experimenting, predicting, and drawing conclusions; A. Initiative and planning; L. Speaking	47. Experimenting: Children experiment to test their ideas.; 48. Predicting: Children predict what they expect will happen.; 49. Drawing conclusions: Children draw conclusions based on their experiences and observations.; 50. Communicating ideas: Children	Science — S 6.1.1 Scientific Inquiry: Children engage in scientific inquiry by questioning, making observations, making simple predictions, investigating and collecting evidence, and describing what they notice.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other

		Goal 38: Children make predictions and experiment	zMake predictions and develops generalizations based on past experiences.	A. Initiative and planning; B. Problem solving with materials; C. Reflection; L. Speaking	2. Planning: Children make plans and follow through on their intentions.; 4. Problem solving: Children solve problems encountered in play.; 6. Reflection: Children reflect on their experiences.; 22. Speaking: Children express themselves using language	Approaches to Learning — AL 1.1.2 Initiative & Planning: Children communicate their thoughts and decisions as they make plans, identify steps to accomplish their goal, and follow through.; Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children recognize problems with materials, tools, or processes and adapt their strategies to develop solutions, applying what they learn to new situations.
		Goal 38: Children make predictions and experiment	Use vocabulary that show recognition of changes (such as sink, float, melt, freeze).	B. Problem solving with materials; C. Reflection	4. Problem solving: Children solve problems encountered in play.; 6. Reflection: Children reflect on their experiences.	Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children recognize problems with materials, tools, or processes and adapt their strategies to develop solutions, applying what they learn to new situations.
		Goal 39: Children observe and describe the natural and physical world	Identify things as living or non-living based on their characteristics (breathes, moves, grows).	C. Reflection; M. Listening and comprehension	6. Reflection: Children reflect on their experiences.; 21. Comprehension: Children understand language.	Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children recognize problems with materials, tools, or processes and adapt their strategies to develop solutions, applying what they learn to new situations.; Language and Literacy — LL 4.4.1 Comprehension: Children demonstrate understanding of information presented in stories and informational texts.
		Goal 39: Children observe and describe the natural and physical world	Describe characteristics of plants, animals, and people ("That tree grew really tall!").	B. Problem solving with materials; C. Reflection	4. Problem solving: Children solve problems encountered in play.; 6. Reflection: Children reflect on their experiences.	Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children recognize problems with materials, tools, or processes and adapt their strategies to develop solutions, applying what they learn to new situations.
		Goal 39: Children observe and describe the natural and physical world	Show understanding of changes in living things (plants, spider webs).	M. Listening and comprehension; L. Speaking	21. Comprehension: Children understand language.; 22. Speaking: Children express themselves using language.	Language and Literacy — LL 4.1.2 Language & Communication: Children understand and respond to questions, directions, and information from others.; Language and Literacy — LL 4.4.1 Comprehension: Children demonstrate understanding of information presented in stories and informational texts.; Language and Literacy — LL 4.1.1 Language & Communication: Children use
		Goal 39: Children observe and describe the natural and physical world	Ask questions about growth and change in plants and animals.	M. Listening and comprehension	21. Comprehension: Children understand language.	Language and Literacy — LL 4.1.2 Language & Communication: Children understand and respond to questions, directions, and information from others.
		Goal 39: Children observe and describe the natural and physical world	Investigate properties of rocks, dirt and water. Recognize and provide simple descriptions of the state of matter ("Water is wet.").	L. Speaking; X. Art; AA. Pretend play; P. Reading	22. Speaking: Children express themselves using language.; 23. Vocabulary: Children understand and use a variety of words and phrases.; 40. Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.; 43.	Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.; Language and Literacy — LL 4.1.4 Language & Communication: Children understand and accurately use a variety of vocabulary words.; Creative Arts — CA 9.1.1 Visual Arts: Children
		Goal 39: Children observe and describe the natural and physical world	Make simple observations of the characteristics and movements of the sun, moon, stars, and clouds.	S. Number and counting; L. Speaking	31. Number words and symbols: Children recognize and use number words and symbols.; 32. Counting: Children count things.; 23. Vocabulary: Children understand and use a variety of words and phrases.	Mathematics — M 5.1.1 Number Sense, Counting, & Cardinality: Children use math talk to describe, organize, and navigate their environment by using numbers and ordinal words.; Mathematics — M 5.1.3 Number Sense, Counting, & Cardinality: Children use one-to-one correspondence to accurately count objects in small sets.; Language and Literacy — LL 4.1.4 Language & Communication: Children use
		Goal 39: Children observe and describe the natural and physical world	Discuss changes in the weather and seasons, using common weather-related vocabulary (rainy, sunny, windy).	X. Art; Z. Movement	40. Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.; 42. Movement: Children express and represent what they observe, think, imagine, and feel through movement.	Creative Arts — CA 9.1.1 Visual Arts: Children initiate and lead as they create 2-D and 3-D art representations.; Creative Arts — CA 9.3.1 Expressive Movement: Children create movement sequences.

		Goal 40: Children differentiate between events that happen in the past, present, and future	With support, retell or reenact familiar stories, including such details as characters, phrases, and events.	AA. Pretend play	43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.	Creative Arts — CA 9.4.1 Dramatic Play: Children create play scenarios.
		Goal 40: Children differentiate between events that happen in the past, present, and future	Demonstrate an awareness of important activities that are “coming up” or “in the near future” (keeping track of the days until a birthday or vacation trip) as a strategy to control excitement.	M. Listening and comprehension; C. Reflection	21. Comprehension: Children understand language.; 6. Reflection: Children reflect on their experiences.	Language and Literacy — LL 4.4.1 Comprehension: Children demonstrate understanding of information presented in stories and informational texts.; Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children recognize problems with materials, tools, or processes and adapt their strategies to develop solutions, applying what they learn to new situations.
		Goal 41: Children demonstrate awareness of location and spatial relationships	Make shapes from parts (using a set of circle, rectangle, and line shapes to create an image of a snowman). Combine and separate shapes to make designs or pictures (complete shape puzzles).	M. Listening and comprehension; L. Speaking; C. Reflection	21. Comprehension: Children understand language.; 22. Speaking: Children express themselves using language.; 6. Reflection: Children reflect on their experiences.	Language and Literacy — LL 4.4.1 Comprehension: Children demonstrate understanding of information presented in stories and informational texts.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.; Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children recognize problems with materials, tools, or processes and adapt their strategies to develop solutions, applying what they learn to new situations.
		Goal 41: Children demonstrate awareness of location and spatial relationships	Build simple examples of buildings, structures, or areas with three-dimensional shapes, such as building blocks.	S. Number and counting	32. Counting: Children count things.	Mathematics — M 5.1.2 Number Sense, Counting, & Cardinality: Children perceptually subitize sets of 1–5.; Mathematics — M 5.1.3 Number Sense, Counting, & Cardinality: Children use one-to-one correspondence to accurately count objects in small sets.; Mathematics — M 5.1.4 Number Sense, Counting, & Cardinality: Children recognize that the final number word names the total quantity.
		Goal 41: Children demonstrate awareness of location and spatial relationships	Name shapes (circle, triangle, square, rectangle), regardless of their size or orientation. Use basic language to describe location (“I am under the bed.”). Correctly follow directions involving their own positions in space (“move forward,” “sit behind,” etc.).	S. Number and counting	33. Part-whole relationships: Children combine and separate quantities of objects.	Mathematics — M 5.2.1 Number Relationships & Operations: Children compose and decompose any number from 2 to 5.; Mathematics — M 5.2.2 Number Relationships & Operations: Children join and separate objects in concrete ways.
		Goal 41: Children demonstrate awareness of location and spatial relationships	Link or sorts familiar shapes (circle, square, triangle) that have different sizes and orientation. awareness of location	S. Number and counting	31. Number words and symbols: Children recognize and use number words and symbols.; 32. Counting: Children count things.	Mathematics — M 5.1.1 Number Sense, Counting, & Cardinality: Children use math talk to describe, organize, and navigate their environment by using numbers and ordinal words.
		Goal 42: Children demonstrate knowledge of the relationship among people, places, and regions	Match objects to their usual locations (stove in the kitchen, bed in the bedroom, tree in the park). Be aware of characteristics of own geographic region (“It rains/snow here a lot.”)	S. Number and counting	32. Counting: Children count things.	Mathematics — M 5.1.4 Number Sense, Counting, & Cardinality: Children recognize that the final number word names the total quantity.
		Goal 42: Children demonstrate knowledge of the relationship among people, places, and regions	Recognize where he/she is while traveling in familiar areas, most of the time.	S. Number and counting; R. Writing	31. Number words and symbols: Children recognize and use number words and symbols.; 29. Writing: Children write for many different purposes.	Mathematics — M 5.1.5 Number Sense, Counting, & Cardinality: Children recognize and write some numerals 0–10.
		Goal 42: Children demonstrate knowledge of the relationship among people, places, and regions	Begin to express and understand concepts and language of geography in the contexts of the classroom, home, and community. Describe some physical characteristics (bodies of water, mountains, weather) and some of the social characteristics of the corresponding communities (types of shelter, clothing, food, jobs). Help to navigate on journeys (“After you pass the blue house, our house is next.” “I live by the	S. Number and counting	33. Part-whole relationships: Children combine and separate quantities of objects.	Mathematics — M 5.2.1 Number Relationships & Operations: Children compose and decompose any number from 2 to 5.; Mathematics — M 5.2.2 Number Relationships & Operations: Children join and separate objects in concrete ways.

		Goal 43: Children demonstrate awareness of economic concepts	Play store or restaurant with play or real money, receipts, credit cards, telephones.	S. Number and counting	32. Counting: Children count things.; 33. Part-whole relationships: Children combine and separate quantities of objects.	Mathematics — M 5.1.3 Number Sense, Counting, & Cardinality: Children use one-to-one correspondence to accurately count objects in small sets.; Mathematics — M 5.1.4 Number Sense, Counting, & Cardinality: Children recognize that the final number word names the total quantity.; ~~Mathematics — M 5.2.2 Number Relationships & Operations: Children join and separate objects in~~
		Goal 43: Children demonstrate awareness of economic concepts	Talk about what wants to be when he/she grows up.	S. Number and counting; W. Data analysis	32. Counting: Children count things.; 39. Data analysis: Children use information about quantity to draw conclusions, make decisions, and solve problems.	Mathematics — M 5.1.3 Number Sense, Counting, & Cardinality: Children use one-to-one correspondence to accurately count objects in small sets.; Mathematics — M 5.6.1 Data: Children sort objects into categories according to more than one attribute and count how many in each group.
		Goal 43: Children demonstrate awareness of economic concepts	Realize that making one choice means that you may not be able to do something else.	S. Number and counting	33. Part-whole relationships: Children combine and separate quantities of objects.	Mathematics — M 5.2.2 Number Relationships & Operations: Children join and separate objects in concrete ways.
		Goal 43: Children demonstrate awareness of economic concepts	Recognize that people rely on others for goods and services	S. Number and counting	33. Part-whole relationships: Children combine and separate quantities of objects.	Mathematics — M 5.2.2 Number Relationships & Operations: Children join and separate objects in concrete ways.
		Goal 43: Children demonstrate awareness of economic concepts	Understand the concept of saving resources for use in the future.	S. Number and counting	31. Number words and symbols: Children recognize and use number words and symbols.; 32. Counting: Children count things.	Mathematics — M 5.1.1 Number Sense, Counting, & Cardinality: Children use math talk to describe, organize, and navigate their environment by using numbers and ordinal words.
		Goal 43: Children demonstrate awareness of economic concepts	Accurately name some coins and paper cash (penny, nickel, dollar).	S. Number and counting	31. Number words and symbols: Children recognize and use number words and symbols.; 32. Counting: Children count things.	Mathematics — M 5.1.1 Number Sense, Counting, & Cardinality: Children use math talk to describe, organize, and navigate their environment by using numbers and ordinal words.; Mathematics — M 5.1.3 Number Sense, Counting, & Cardinality: Children use one-to-one correspondence to accurately count objects in small sets.
		Goal 43: Children demonstrate awareness of economic concepts	Recognize some things are owned by people and other things are collective goods. awareness of economic	S. Number and counting	31. Number words and symbols: Children recognize and use number words and symbols.	Mathematics — M 5.1.1 Number Sense, Counting, & Cardinality: Children use math talk to describe, organize, and navigate their environment by using numbers and ordinal words.; Mathematics — M 5.1.5 Number Sense, Counting, & Cardinality: Children recognize and write some numerals 0–10.
		Goal 44: Children demonstrate awareness of the relationship between humans and the environment	Show awareness of environment by noticing features of own home and other familiar places (recounts how water was flowing over the road on the way to store).	S. Number and counting	33. Part-whole relationships: Children combine and separate quantities of objects.	Mathematics — M 5.2.2 Number Relationships & Operations: Children join and separate objects in concrete ways.
		Goal 44: Children demonstrate awareness of the relationship between humans and the environment	Recognize things that do not belong in the environment (litter).	U. Measurement; S. Number and counting	36. Measuring: Children measure to describe, compare, and order things.; 32. Counting: Children count things.	Mathematics — M 5.5.2 Measurement: Children use comparative language to describe and explain similarities and differences between objects.; Mathematics — M 5.1.3 Number Sense, Counting, & Cardinality: Children use one-to-one correspondence to accurately count objects in small sets.

		Goal 44: Children demonstrate awareness of the relationship between humans and the environment	Help protect equipment and materials from weather (helps cover outdoor furniture, sweeps leaves).	U. Measurement	36. Measuring: Children measure to describe, compare, and order things.	Mathematics — M 5.5.1 Measurement: Children compare objects directly and indirectly using nonstandard and standard units with increasing accuracy.; Mathematics — M 5.5.2 Measurement: Children use comparative language to describe and explain similarities and differences between objects.
		Goal 44: Children demonstrate awareness of the relationship between humans and the environment	Recognize, with adult support and guidance, how people can take care of the earth's resources.	U. Measurement	36. Measuring: Children measure to describe, compare, and order things.; 37. Unit: Children understand and use the concept of unit.	Mathematics — M 5.5.1 Measurement: Children compare objects directly and indirectly using nonstandard and standard units with increasing accuracy.
		Goal 44: Children demonstrate awareness of the relationship between humans and the environment	Exhibit simple concepts of conservation (uses paper judiciously, does not waste water).	U. Measurement; L. Speaking	36. Measuring: Children measure to describe, compare, and order things.; 23. Vocabulary: Children understand and use a variety of words and phrases.	Mathematics — M 5.5.2 Measurement: Children use comparative language to describe and explain similarities and differences between objects.; Language and Literacy — LL 4.1.4 Language & Communication: Children understand and accurately use a variety of vocabulary words.
		Goal 44: Children demonstrate awareness of the relationship between humans and the environment	Show interest in understanding how animals gather and store food, sleep, and live. awareness of the and the environment	T. Geometry: Shapes and spatial awareness; B. Problem solving with materials	34. Shapes: Children identify, name, and describe shapes.; 35. Spatial awareness: Children recognize spatial relationships among people and objects.; 4. Problem solving: Children solve problems encountered in play.	Mathematics — M 5.4.1 Geometry & Spatial Awareness: Children identify two- and three-dimensional shapes and describe shape attributes.; Mathematics — M 5.4.2 Geometry & Spatial Awareness: Children transform (compose and decompose) shapes into new shapes or forms.; Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children recognize problems
		Goal 45: Children use technology appropriately	Uses a telephone to talk to familiar people, with assistance. Identify some materials as natural or as human-made and explains how he/she knows the difference.	U. Measurement	36. Measuring: Children measure to describe, compare, and order things.	Mathematics — M 5.5.1 Measurement: Children compare objects directly and indirectly using nonstandard and standard units with increasing accuracy.; Mathematics — M 5.5.2 Measurement: Children use comparative language to describe and explain similarities and differences between objects.
		Goal 45: Children use technology appropriately	Describe stories, images, or sounds experienced with technology (music on speaker, program on television, story heard on speaker). Use accurate vocabulary to identify technology (camera, computer, printer, television, phone).	U. Measurement; EE. Tools and technology	36. Measuring: Children measure to describe, compare, and order things.; 37. Unit: Children understand and use the concept of unit.	Mathematics — M 5.5.1 Measurement: Children compare objects directly and indirectly using nonstandard and standard units with increasing accuracy.
		Goal 45: Children use technology appropriately	Identify ways in which technology helps people ("The wheelchair helps Alfonso get from one place to another. " "Email or texting lets you communicate with your friend Opal, who lives far away.").	U. Measurement; L. Speaking	36. Measuring: Children measure to describe, compare, and order things.; 37. Unit: Children understand and use the concept of unit.; 22. Speaking: Children express themselves using language.	Mathematics — M 5.5.1 Measurement: Children compare objects directly and indirectly using nonstandard and standard units with increasing accuracy.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning
		Goal 45: Children use technology appropriately	Identify alternate ways of doing things with and without technology (can use hands or dishwasher to clean dishes, can travel by foot or by car). Consider, with adult guidance, what it must have been like to live without technology in an earlier time.	U. Measurement	36. Measuring: Children measure to describe, compare, and order things.	Mathematics — M 5.5.1 Measurement: Children compare objects directly and indirectly using nonstandard and standard units with increasing accuracy.; Mathematics — M 5.5.2 Measurement: Children use comparative language to describe and explain similarities and differences between objects.
		Goal 45: Children use technology appropriately	Use computer for simple 'point and click' operations on child-appropriate websites or software. appropriately	BB. Observing and classifying; W. Data analysis; S. Number and counting	46. Classifying: Children classify materials, actions, people, and events.; 39. Data analysis: Children use information about quantity to draw conclusions, make decisions, and solve problems.; 32. Counting: Children count things.	Mathematics — M 5.6.1 Data: Children sort objects into categories according to more than one attribute and count how many in each group.; Mathematics — M 5.1.3 Number Sense, Counting, & Cardinality: Children use one-to-one correspondence to accurately count objects in small sets.

		Goal 46: Children use creative arts to express and represent what they know, think, believe, or feel	Create new songs and dances or adds their own words to songs.	BB. Observing and classifying; W. Data analysis	46. Classifying: Children classify materials, actions, people, and events.; 39. Data analysis: Children use information about quantity to draw conclusions, make decisions, and solve problems.	Mathematics — M 5.6.1 Data: Children sort objects into categories according to more than one attribute and count how many in each group.
		Goal 46: Children use creative arts to express and represent what they know, think, believe, or feel	Express preferences for some different types of art, music, and drama.	BB. Observing and classifying	46. Classifying: Children classify materials, actions, people, and events.	Mathematics — M 5.6.1 Data: Children sort objects into categories according to more than one attribute and count how many in each group.
		Goal 46: Children use creative arts to express and represent what they know, think, believe, or feel	Explore musical instruments and uses them to produce rhythms and tones.	V. Patterns	38. Patterns: Children identify, describe, copy, complete, and create patterns.	Mathematics — M 5.3.1 Patterns & Algebraic Thinking: Children identify, copy, extend, create, and explain patterns.
		Goal 46: Children use creative arts to express and represent what they know, think, believe, or feel	Mold and build with dough and clay and then identifies and sometimes names their creation ("I make a dog and his name is Spot.").	T. Geometry: Shapes and spatial awareness; B. Problem solving with materials	34. Shapes: Children identify, name, and describe shapes.; 35. Spatial awareness: Children recognize spatial relationships among people and objects.; 4. Problem solving: Children solve problems encountered in play.	Mathematics — M 5.4.1 Geometry & Spatial Awareness: Children identify two- and three-dimensional shapes and describe shape attributes.; Mathematics — M 5.4.2 Geometry & Spatial Awareness: Children transform (compose and decompose) shapes into new shapes or forms.; Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children recognize problems
		Goal 46: Children use creative arts to express and represent what they know, think, believe, or feel	Act out plots and characters found in familiar stories.	BB. Observing and classifying; S. Number and counting	46. Classifying: Children classify materials, actions, people, and events.; 32. Counting: Children count things.	Mathematics — M 5.6.1 Data: Children sort objects into categories according to more than one attribute and count how many in each group.; Mathematics — M 5.1.3 Number Sense, Counting, & Cardinality: Children use one-to-one correspondence to accurately count objects in small sets.
		Goal 46: Children use creative arts to express and represent what they know, think, believe, or feel	Participate in pretend play with other children.	U. Measurement; S. Number and counting	36. Measuring: Children measure to describe, compare, and order things.; 31. Number words and symbols: Children recognize and use number words and symbols.	Mathematics — M 5.5.1 Measurement: Children compare objects directly and indirectly using nonstandard and standard units with increasing accuracy.; Mathematics — M 5.1.1 Number Sense, Counting, & Cardinality: Children use math talk to describe, organize, and navigate their environment by using numbers and ordinal words.
		Goal 46: Children use creative arts to express and represent what they know, think, believe, or feel	Apply vocal skills to instruments to produce more complex rhythms, tones, melodies, and songs.	BB. Observing and classifying; W. Data analysis; L. Speaking	46. Classifying: Children classify materials, actions, people, and events.; 39. Data analysis: Children use information about quantity to draw conclusions, make decisions, and solve problems.; 22. Speaking: Children express themselves using language	Mathematics — M 5.6.1 Data: Children sort objects into categories according to more than one attribute and count how many in each group.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.
		Goal 46: Children use creative arts to express and represent what they know, think, believe, or feel	Intentionally create content in a work of art (picture, a playdough sculpture, etc.).	V. Patterns	38. Patterns: Children identify, describe, copy, complete, and create patterns.	Mathematics — M 5.3.1 Patterns & Algebraic Thinking: Children identify, copy, extend, create, and explain patterns.
		Goal 46: Children use creative arts to express and represent what they know, think, believe, or feel	Write and act out stories based upon familiar topics or characters. arts to express and believe, or feel	T. Geometry: Shapes and spatial awareness; V. Patterns	34. Shapes: Children identify, name, and describe shapes.; 38. Patterns: Children identify, describe, copy, complete, and create patterns.	Mathematics — M 5.4.2 Geometry & Spatial Awareness: Children transform (compose and decompose) shapes into new shapes or forms.; Mathematics — M 5.3.1 Patterns & Algebraic Thinking: Children identify, copy, extend, create, and explain patterns.

		Goal 47: Children demonstrate understanding and appreciation of creative arts	Enjoy and engage with displays of art, music, and drama. Express clear preferences for types of artwork or art activities. Plan art and shows with increasing care and persistence in completing it. Choose own art for display in the classroom or for inclusion in a portfolio or book and explains their choices and preferences in some detail.	T. Geometry: Shapes and spatial awareness; B. Problem solving with materials	34. Shapes: Children identify, name, and describe shapes.; 35. Spatial awareness: Children recognize spatial relationships among people and objects.; 4. Problem solving: Children solve problems encountered in play.	Mathematics — M 5.4.1 Geometry & Spatial Awareness: Children identify two- and three-dimensional shapes and describe shape attributes.; Mathematics — M 5.4.2 Geometry & Spatial Awareness: Children transform (compose and decompose) shapes into new shapes or forms.; Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children recognize problems
		Goal 47: Children demonstrate understanding and appreciation of creative arts	Communicate about elements appearing in art, music and drama.	V. Patterns; BB. Observing and classifying; T. Geometry: Shapes and spatial awareness; X. Art	38. Patterns: Children identify, describe, copy, complete, and create patterns.; 46. Classifying: Children classify materials, actions, people, and events.; 34. Shapes: Children identify, name, and describe shapes.; 40. Art: Children express and represent what they observe	Mathematics — M 5.3.1 Patterns & Algebraic Thinking: Children identify, copy, extend, create, and explain patterns.; Mathematics — M 5.6.1 Data: Children sort objects into categories according to more than one attribute and count how many in each group.; Mathematics — M 5.4.1 Geometry & Spatial Awareness: Children identify two- and three-dimensional shapes and describe
		Goal 48: Children demonstrate communication skills (pragmatic language)	Listen to others and take turns in a group discussion for a short period.	BB. Observing and classifying; CC. Experimenting, predicting, and drawing conclusions; L. Speaking	45. Observing: Children observe the materials and processes in their environment.; 47. Experimenting: Children experiment to test their ideas.; 50. Communicating ideas: Children communicate their ideas about the characteristics of things and how they work.; 22. Speaking: Children	Science — S 6.1.1 Scientific Inquiry: Children engage in scientific inquiry by questioning, making observations, making simple predictions, investigating and collecting evidence, and describing what they notice.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and
		Goal 48: Children demonstrate communication skills (pragmatic language)	Respond to simple open-ended questions.	BB. Observing and classifying; A. Initiative and planning; L. Speaking	45. Observing: Children observe the materials and processes in their environment.; 46. Classifying: Children classify materials, actions, people, and events.; 5. Use of resources: Children gather information and formulate ideas about their world.; 22. Speaking: Children	Science — S 6.1.1 Scientific Inquiry: Children engage in scientific inquiry by questioning, making observations, making simple predictions, investigating and collecting evidence, and describing what they notice.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and
		Goal 48: Children demonstrate communication skills (pragmatic language)	State point of view, likes/dislikes, and opinions using words, signs or picture boards. Use multiple word sentences.	CC. Experimenting, predicting, and drawing conclusions; A. Initiative and planning; L. Speaking	47. Experimenting: Children experiment to test their ideas.; 48. Predicting: Children predict what they expect will happen.; 49. Drawing conclusions: Children draw conclusions based on their experiences and observations.; 50. Communicating ideas: Children	Science — S 6.1.1 Scientific Inquiry: Children engage in scientific inquiry by questioning, making observations, making simple predictions, investigating and collecting evidence, and describing what they notice.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and
		Goal 48: Children demonstrate communication skills (pragmatic language)	Relay a simple message (from grandparent to parent).	A. Initiative and planning; B. Problem solving with materials; C. Reflection; L. Speaking	2. Planning: Children make plans and follow through on their intentions.; 4. Problem solving: Children solve problems encountered in play.; 6. Reflection: Children reflect on their experiences.; 22. Speaking: Children express themselves using language	Approaches to Learning — AL 1.1.2 Initiative & Planning: Children communicate their thoughts and decisions as they make plans, identify steps to accomplish their goal, and follow through.; Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children recognize problems with materials, tools, or processes and adapt their strategies to develop solutions, applying what they
		Goal 48: Children demonstrate communication skills (pragmatic language)	Repeat words or ideas to be sure information is communicated.	B. Problem solving with materials; C. Reflection	4. Problem solving: Children solve problems encountered in play.; 6. Reflection: Children reflect on their experiences.	Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children recognize problems with materials, tools, or processes and adapt their strategies to develop solutions, applying what they learn to new situations.
		Goal 48: Children demonstrate communication skills (pragmatic language)	Use pre-writing (also known as “print approximations”) in play with other children when pretending to communicate.	C. Reflection; M. Listening and comprehension	6. Reflection: Children reflect on their experiences.; 21. Comprehension: Children understand language.	Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children recognize problems with materials, tools, or processes and adapt their strategies to develop solutions, applying what they learn to new situations.; Language and Literacy — LL 4.4.1 Comprehension: Children demonstrate understanding of information presented in stories and informational texts
		Goal 48: Children demonstrate communication skills (pragmatic language)	Enjoy and participate in jokes and humor with peers (make up silly knock-knock jokes).	B. Problem solving with materials; C. Reflection	4. Problem solving: Children solve problems encountered in play.; 6. Reflection: Children reflect on their experiences.	Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children recognize problems with materials, tools, or processes and adapt their strategies to develop solutions, applying what they learn to new situations.

		Goal 48: Children demonstrate communication skills (pragmatic language)	Use and respond to a variety of more complex non-verbal cues (facial expressions for pride, displeasure, encouragement).	M. Listening and comprehension; L. Speaking	21. Comprehension: Children understand language.; 22. Speaking: Children express themselves using language.	Language and Literacy — LL 4.1.2 Language & Communication: Children understand and respond to questions, directions, and information from others.; Language and Literacy — LL 4.4.1 Comprehension: Children demonstrate understanding of information presented in stories and informational texts.; Language and Literacy — ~~LL 4.1.1 Language & Communication: Children use~~
		Goal 48: Children demonstrate communication skills (pragmatic language)	Begin to understand that non-family adults and peers may not understand home language (code switching for children learning English as an additional language, using more or less forFor English language learners, in the family's home language and must be celebrated. The indicators development of the child's home literacy understanding of social mal language for ~~different contexts~~).	M. Listening and comprehension	21. Comprehension: Children understand language.	Language and Literacy — LL 4.1.2 Language & Communication: Children understand and respond to questions, directions, and information from others.
		Goal 48: Children demonstrate communication skills (pragmatic language)	Work with caregivers and peers to solve simple problems verbally, and is progressing toward independence. (Caregiver identifies feelings and states problem "You both are upset...you both want the swing." Child states "I want swing").	L. Speaking; X. Art; AA. Pretend play; P. Reading	22. Speaking: Children express themselves using language.; 23. Vocabulary: Children understand and use a variety of words and phrases.; 40. Art: Children express and represent what they observe, think, imagine, and feel through two- ~~and three-dimensional art~~ . 43.	Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.; Language and Literacy — LL 4.1.4 Language & Communication: Children understand and accurately use a variety of vocabulary words.; ~~Creative Arts — CA 9.1.1 Visual Arts: Children~~
		Goal 48: Children demonstrate communication skills (pragmatic language)	Begin to understand that non-family adults and peers may not understand home language. Listen to others and responds in group conversations and discussions.	S. Number and counting; L. Speaking	31. Number words and symbols: Children recognize and use number words and symbols.; 32. Counting: Children count things.; 23. Vocabulary: Children understand and use a variety of words and phrases.	Mathematics — M 5.1.1 Number Sense, Counting, & Cardinality: Children use math talk to describe, organize, and navigate their environment by using numbers and ordinal words.; Mathematics — M 5.1.3 Number Sense, Counting, & Cardinality: Children use one-to-one correspondence to accurately count objects in small sets.; Language and Literacy — ~~LL 4.1.4 Language &~~
		Goal 48: Children demonstrate communication skills (pragmatic language)	Enjoy telling jokes or creating humorous dramatic play.	X. Art; Z. Movement	40. Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.; 42. Movement: Children express and represent what they observe, think, imagine, and feel through ~~movement~~ .	Creative Arts — CA 9.1.1 Visual Arts: Children initiate and lead as they create 2-D and 3-D art representations.; Creative Arts — CA 9.3.1 Expressive Movement: Children create movement sequences.
		Goal 48: Children demonstrate communication skills (pragmatic language)	Enjoy listening to stories from different sources (in person, audiobooks, podcasts).	AA. Pretend play	43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.	Creative Arts — CA 9.4.1 Dramatic Play: Children create play scenarios.
		Goal 48: Children demonstrate communication skills (pragmatic language)	Begin conversation by making statements or asking questions.	M. Listening and comprehension; C. Reflection	21. Comprehension: Children understand language.; 6. Reflection: Children reflect on their experiences.	Language and Literacy — LL 4.4.1 Comprehension: Children demonstrate understanding of information presented in stories and informational texts.; Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children recognize problems with materials, tools, or processes and adapt their strategies to develop solutions, applying what they ~~learn to new situations~~ .
		Goal 48: Children demonstrate communication skills (pragmatic language)	Use language appropriately depending upon the purpose (to tell stories, get information, ask for help), most of the time. Adjust intonation and volume in a variety of settings (whispers when a baby is sleeping). building a strong foundation first is essential, valued below apply to the language.	M. Listening and comprehension; L. Speaking; C. Reflection	21. Comprehension: Children understand language.; 22. Speaking: Children express themselves using language.; 6. Reflection: Children reflect on their experiences.	Language and Literacy — LL 4.4.1 Comprehension: Children demonstrate understanding of information presented in stories and informational texts.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.; ~~Approaches to Learning — AL 1.3.1 Problem~~
		Goal 49: Children listen and understand (receptive language)	Follow directions that involve a twoor three-step sequence of actions which may not be related ("Please pick up your toys and then get your shoes").	S. Number and counting	32. Counting: Children count things.	Mathematics — M 5.1.2 Number Sense, Counting, & Cardinality: Children perceptually subitize sets of 1–5.; Mathematics — M 5.1.3 Number Sense, Counting, & Cardinality: Children use one-to-one correspondence to accurately count objects in small sets.; Mathematics — M 5.1.4 Number Sense, Counting, & Cardinality: Children recognize that the ~~final number word names the total quantity~~ .

		Goal 49: Children listen and understand (receptive language)	Show understanding of more concept words, such as on, under, behind, next to, first, last, above, below, basic colors).	S. Number and counting	33. Part-whole relationships: Children combine and separate quantities of objects.	Mathematics — M 5.2.1 Number Relationships & Operations: Children compose and decompose any number from 2 to 5.; Mathematics — M 5.2.2 Number Relationships & Operations: Children join and separate objects in concrete ways.
		Goal 49: Children listen and understand (receptive language)	Show understanding of several shapes, colors (child able to find the green pillow when asked).	S. Number and counting	31. Number words and symbols: Children recognize and use number words and symbols.; 32. Counting: Children count things.	Mathematics — M 5.1.1 Number Sense, Counting, & Cardinality: Children use math talk to describe, organize, and navigate their environment by using numbers and ordinal words.
		Goal 49: Children listen and understand (receptive language)	Answer “who, where, why, and how many” questions.	S. Number and counting	32. Counting: Children count things.	Mathematics — M 5.1.4 Number Sense, Counting, & Cardinality: Children recognize that the final number word names the total quantity.
		Goal 49: Children listen and understand (receptive language)	Know the difference between gender of self and peers.	S. Number and counting; R. Writing	31. Number words and symbols: Children recognize and use number words and symbols.; 29. Writing: Children write for many different purposes.	Mathematics — M 5.1.5 Number Sense, Counting, & Cardinality: Children recognize and write some numerals 0–10.
		Goal 49: Children listen and understand (receptive language)	Show increased understanding of vocabulary words for most toys, pictures, objects, and materials in the household and familiar environments.	S. Number and counting	33. Part-whole relationships: Children combine and separate quantities of objects.	Mathematics — M 5.2.1 Number Relationships & Operations: Children compose and decompose any number from 2 to 5.; Mathematics — M 5.2.2 Number Relationships & Operations: Children join and separate objects in concrete ways.
		Goal 49: Children listen and understand (receptive language)	Follow twoand three-part directions unfamiliar to the daily routine.	S. Number and counting	32. Counting: Children count things.; 33. Part-whole relationships: Children combine and separate quantities of objects.	Mathematics — M 5.1.3 Number Sense, Counting, & Cardinality: Children use one-to-one correspondence to accurately count objects in small sets.; Mathematics — M 5.1.4 Number Sense, Counting, & Cardinality: Children recognize that the final number word names the total quantity.; Mathematics — M 5.2.2 Number Relationships & Operations: Children join and separate objects in concrete ways.
		Goal 49: Children listen and understand (receptive language)	Use and understand complex sentences in home language.	S. Number and counting; W. Data analysis	32. Counting: Children count things.; 39. Data analysis: Children use information about quantity to draw conclusions, make decisions, and solve problems.	Mathematics — M 5.1.3 Number Sense, Counting, & Cardinality: Children use one-to-one correspondence to accurately count objects in small sets.; Mathematics — M 5.6.1 Data: Children sort objects into categories according to more than one attribute and count how many in each group.
		Goal 49: Children listen and understand (receptive language)	Enjoy humor through word play (jokes, riddles, words that sound fun together). Begin to identify pairs of words that rhyme.	S. Number and counting	33. Part-whole relationships: Children combine and separate quantities of objects.	Mathematics — M 5.2.2 Number Relationships & Operations: Children join and separate objects in concrete ways.
		Goal 49: Children listen and understand (receptive language)	Begin to represent a storyline through drawing, acting, or singing, with assistance,	S. Number and counting	33. Part-whole relationships: Children combine and separate quantities of objects.	Mathematics — M 5.2.2 Number Relationships & Operations: Children join and separate objects in concrete ways.

		Goal 49: Children listen and understand (receptive language)	Make grammatical adjustments in English (men instead of "mans," went instead of "goed").	S. Number and counting	31. Number words and symbols: Children recognize and use number words and symbols.; 32. Counting: Children count things.	Mathematics — M 5.1.1 Number Sense, Counting, & Cardinality: Children use math talk to describe, organize, and navigate their environment by using numbers and ordinal words.
		Goal 49: Children listen and understand (receptive language)	Show increased understanding of advanced concept words, such as more/less, first/ last, big, bigger, biggest, morning/daytime/ nighttime.	S. Number and counting	31. Number words and symbols: Children recognize and use number words and symbols.; 32. Counting: Children count things.	Mathematics — M 5.1.1 Number Sense, Counting, & Cardinality: Children use math talk to describe, organize, and navigate their environment by using numbers and ordinal words.; Mathematics — M 5.1.3 Number Sense, Counting, & Cardinality: Children use one-to-one correspondence to accurately count objects in small sets.
		Goal 49: Children listen and understand (receptive language)	Be able to stay engaged for longer periods of time for books, in conversations and/or stories. understand	S. Number and counting	31. Number words and symbols: Children recognize and use number words and symbols.	Mathematics — M 5.1.1 Number Sense, Counting, & Cardinality: Children use math talk to describe, organize, and navigate their environment by using numbers and ordinal words.; Mathematics — M 5.1.5 Number Sense, Counting, & Cardinality: Children recognize and write some numerals 0–10.
		Goal 50: Children communicate their thoughts, feelings, and ideas with others (expressive language)	Ask the meaning of unfamiliar words and then experiment with using them.	S. Number and counting	33. Part-whole relationships: Children combine and separate quantities of objects.	Mathematics — M 5.2.2 Number Relationships & Operations: Children join and separate objects in concrete ways.
		Goal 50: Children communicate their thoughts, feelings, and ideas with others (expressive language)	Use words to further describe actions or adjectives ("running fast" or "playing well"). Use multiple words to explain ideas (when talking about primary caregiver says "mother/ father" and/or "parent").	U. Measurement; S. Number and counting	36. Measuring: Children measure to describe, compare, and order things.; 32. Counting: Children count things.	Mathematics — M 5.5.2 Measurement: Children use comparative language to describe and explain similarities and differences between objects.; Mathematics — M 5.1.3 Number Sense, Counting, & Cardinality: Children use one-to-one correspondence to accurately count objects in small sets.
		Goal 50: Children communicate their thoughts, feelings, and ideas with others (expressive language)	Use words to express emotions (happy, sad, tired, scared). Talk in sentences with five to six words to describe people, places, and events.	U. Measurement	36. Measuring: Children measure to describe, compare, and order things.	Mathematics — M 5.5.1 Measurement: Children compare objects directly and indirectly using nonstandard and standard units with increasing accuracy.; Mathematics — M 5.5.2 Measurement: Children use comparative language to describe and explain similarities and differences between objects.
		Goal 50: Children communicate their thoughts, feelings, and ideas with others (expressive language)	Use words with past and future.	U. Measurement	36. Measuring: Children measure to describe, compare, and order things.; 37. Unit: Children understand and use the concept of unit.	Mathematics — M 5.5.1 Measurement: Children compare objects directly and indirectly using nonstandard and standard units with increasing accuracy.
		Goal 50: Children communicate their thoughts, feelings, and ideas with others (expressive language)	Use verb tenses to denote and describe events from the past or future. (He jumped on the bed, I am going to grandma's house).	U. Measurement; L. Speaking	36. Measuring: Children measure to describe, compare, and order things.; 23. Vocabulary: Children understand and use a variety of words and phrases.	Mathematics — M 5.5.2 Measurement: Children use comparative language to describe and explain similarities and differences between objects.; Language and Literacy — LL 4.1.4 Language & Communication: Children understand and accurately use a variety of vocabulary words.
		Goal 50: Children communicate their thoughts, feelings, and ideas with others (expressive language)	Describe a task, project, and/or event sequentially in three or more segments. Use prepositions in everyday language, sometimes needing assistance (at, in, under).	T. Geometry: Shapes and spatial awareness; B. Problem solving with materials	34. Shapes: Children identify, name, and describe shapes.; 35. Spatial awareness: Children recognize spatial relationships among people and objects.; 4. Problem solving: Children solve problems encountered in play.	Mathematics — M 5.4.1 Geometry & Spatial Awareness: Children identify two- and three-dimensional shapes and describe shape attributes.; Mathematics — M 5.4.2 Geometry & Spatial Awareness: Children transform (compose and decompose) shapes into new shapes or forms.; Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children recognize problems

	Domain 5: Communication, Language, Literacy and the Arts	Goal 50: Children communicate their thoughts, feelings, and ideas with others (expressive language)	Child may go through a period of normal Screen Time. Children are watching us and want to limit the amount of time they are we need to watch our own use of technology, phones. For children ages 2 to 5 years, day of high-quality programs. Parents children to help them understand to the world around them. Designate encourage interactive activities that (games, playing, ~~talking, singing, telling their thoughts, feelings~~). Be able to recall and describe a previous event, such as what they ate for breakfast.	U. Measurement	36. Measuring: Children measure to describe, compare, and order things.	Mathematics — M 5.5.1 Measurement: Children compare objects directly and indirectly using nonstandard and standard units with increasing accuracy.; Mathematics — M 5.5.2 Measurement: Children use comparative language to describe and explain similarities and differences between objects.
		Goal 50: Children communicate their thoughts, feelings, and ideas with others (expressive language)		U. Measurement; EE. Tools and technology	36. Measuring: Children measure to describe, compare, and order things.; 37. Unit: Children understand and use the concept of unit.	Mathematics — M 5.5.1 Measurement: Children compare objects directly and indirectly using nonstandard and standard units with increasing accuracy.
		Goal 50: Children communicate their thoughts, feelings, and ideas with others (expressive language)	Use increasingly complex language in response to questions to show understanding of new ideas, experiences and concepts.	U. Measurement; L. Speaking	36. Measuring: Children measure to describe, compare, and order things.; 37. Unit: Children understand and use the concept of unit.; 22. Speaking: Children express themselves using language.	Mathematics — M 5.5.1 Measurement: Children compare objects directly and indirectly using nonstandard and standard units with increasing accuracy.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.
		Goal 50: Children communicate their thoughts, feelings, and ideas with others (expressive language)	Define words, with assistance ("Firefighters put out fires").	U. Measurement	36. Measuring: Children measure to describe, compare, and order things.	Mathematics — M 5.5.1 Measurement: Children compare objects directly and indirectly using nonstandard and standard units with increasing accuracy.; Mathematics — M 5.5.2 Measurement: Children use comparative language to describe and explain similarities and differences between objects.
		Goal 50: Children communicate their thoughts, feelings, and ideas with others (expressive language)	Be able to retell a 3-part story or event in sequence. Use sentences in home language that show an emerging understanding of grammatical structure. Speech is 90 to 100 percent understandable.	BB. Observing and classifying; W. Data analysis; S. Number and counting	46. Classifying: Children classify materials, actions, people, and events.; 39. Data analysis: Children use information about quantity to draw conclusions, make decisions, and solve problems.; 32. Counting: Children count things.	Mathematics — M 5.6.1 Data: Children sort objects into categories according to more than one attribute and count how many in each group.; Mathematics — M 5.1.3 Number Sense, Counting, & Cardinality: Children use one-to-one correspondence to accurately count objects in small sets.
		Goal 50: Children communicate their thoughts, feelings, and ideas with others (expressive language)	Express an idea in more than one way Expand vocabulary to include 1,000 to 2,000 words.	BB. Observing and classifying; W. Data analysis	46. Classifying: Children classify materials, actions, people, and events.; 39. Data analysis: Children use information about quantity to draw conclusions, make decisions, and solve problems.	Mathematics — M 5.6.1 Data: Children sort objects into categories according to more than one attribute and count how many in each group.
		Goal 50: Children communicate their thoughts, feelings, and ideas with others (expressive language)	Ask others for assistance to define new words in their vocabulary.	BB. Observing and classifying	46. Classifying: Children classify materials, actions, people, and events.	Mathematics — M 5.6.1 Data: Children sort objects into categories according to more than one attribute and count how many in each group.
		Goal 50: Children communicate their thoughts, feelings, and ideas with others (expressive language)	Show an interest in playing with language through joke telling and word play. to imitate us. If we want children using a (phone, TV, tablet), then especially smartlimit screen use to 1 hour per should co-view media with what they are seeing and apply it media-free times together, and will promote brain development stories, and reading together).	V. Patterns	38. Patterns: Children identify, describe, copy, complete, and create patterns.	Mathematics — M 5.3.1 Patterns & Algebraic Thinking: Children identify, copy, extend, create, and explain patterns.
		Goal 51: Children demonstrate appreciation and enjoyment of reading (emergent literacy)	Know that alphabet letters can be individually named and begin to show interest in naming them (letters from their name, letters common in their environment). Know first and last page of a book.	T. Geometry: Shapes and spatial awareness; B. Problem solving with materials	34. Shapes: Children identify, name, and describe shapes.; 35. Spatial awareness: Children recognize spatial relationships among people and objects.; 4. Problem solving: Children solve problems encountered in play.	Mathematics — M 5.4.1 Geometry & Spatial Awareness: Children identify two- and three-dimensional shapes and describe shape attributes.; Mathematics — M 5.4.2 Geometry & Spatial Awareness: Children transform (compose and decompose) shapes into new shapes or forms.; Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children recognize problems.

		Goal 51: Children demonstrate appreciation and enjoyment of reading (emergent literacy)	Begin to understand that print progresses from left to right (Exceptions are Arabic, Chinese, Japanese text, etc.).	BB. Observing and classifying; S. Number and counting	46. Classifying: Children classify materials, actions, people, and events.; 32. Counting: Children count things.	Mathematics — M 5.6.1 Data: Children sort objects into categories according to more than one attribute and count how many in each group.; Mathematics — M 5.1.3 Number Sense, Counting, & Cardinality: Children use one-to-one correspondence to accurately count objects in small sets.
		Goal 51: Children demonstrate appreciation and enjoyment of reading (emergent literacy)	Recognize some signs and symbols in environment (stop signs). Use pictures to predict a story.	U. Measurement; S. Number and counting	36. Measuring: Children measure to describe, compare, and order things.; 31. Number words and symbols: Children recognize and use number words and symbols.	Mathematics — M 5.5.1 Measurement: Children compare objects directly and indirectly using nonstandard and standard units with increasing accuracy.; Mathematics — M 5.1.1 Number Sense, Counting, & Cardinality: Children use math talk to describe, organize, and navigate their environment by using numbers and ordinal words.
		Goal 51: Children demonstrate appreciation and enjoyment of reading (emergent literacy)	Recite some words in familiar books from memory.	BB. Observing and classifying; W. Data analysis; L. Speaking	46. Classifying: Children classify materials, actions, people, and events.; 39. Data analysis: Children use information about quantity to draw conclusions, make decisions, and solve problems.; 22. Speaking: Children express themselves using language	Mathematics — M 5.6.1 Data: Children sort objects into categories according to more than one attribute and count how many in each group.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.
		Goal 51: Children demonstrate appreciation and enjoyment of reading (emergent literacy)	Fill in missing information in a familiar story.	V. Patterns	38. Patterns: Children identify, describe, copy, complete, and create patterns.	Mathematics — M 5.3.1 Patterns & Algebraic Thinking: Children identify, copy, extend, create, and explain patterns.
		Goal 51: Children demonstrate appreciation and enjoyment of reading (emergent literacy)	Pretend to read a familiar book.	T. Geometry: Shapes and spatial awareness; V. Patterns	34. Shapes: Children identify, name, and describe shapes.; 38. Patterns: Children identify, describe, copy, complete, and create patterns.	Mathematics — M 5.4.2 Geometry & Spatial Awareness: Children transform (compose and decompose) shapes into new shapes or forms.; Mathematics — M 5.3.1 Patterns & Algebraic Thinking: Children identify, copy, extend, create, and explain patterns.
		Goal 51: Children demonstrate appreciation and enjoyment of reading (emergent literacy)	Enjoy a variety of genres (poetry, folk or fairy tales, nonfiction books about different concepts).	T. Geometry: Shapes and spatial awareness; B. Problem solving with materials	34. Shapes: Children identify, name, and describe shapes.; 35. Spatial awareness: Children recognize spatial relationships among people and objects.; 4. Problem solving: Children solve problems encountered in play.	Mathematics — M 5.4.1 Geometry & Spatial Awareness: Children identify two- and three-dimensional shapes and describe shape attributes.; Mathematics — M 5.4.2 Geometry & Spatial Awareness: Children transform (compose and decompose) shapes into new shapes or forms.; Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children recognize problems
		Goal 51: Children demonstrate appreciation and enjoyment of reading (emergent literacy)	Compare stories with real life.	V. Patterns; BB. Observing and classifying; T. Geometry: Shapes and spatial awareness; X. Art	38. Patterns: Children identify, describe, copy, complete, and create patterns.; 46. Classifying: Children classify materials, actions, people, and events.; 34. Shapes: Children identify, name, and describe shapes.; 40. Art: Children express and represent what they observe	Mathematics — M 5.3.1 Patterns & Algebraic Thinking: Children identify, copy, extend, create, and explain patterns.; Mathematics — M 5.6.1 Data: Children sort objects into categories according to more than one attribute and count how many in each group.; Mathematics — M 5.4.1 Geometry & Spatial Awareness: Children identify two- and three-dimensional shapes and describe
		Goal 51: Children demonstrate appreciation and enjoyment of reading (emergent literacy)	Recognize and name at least half of the letters in the alphabet, including letters in own name (first name and last name), as well as letters encountered often in the environment.	BB. Observing and classifying; CC. Experimenting, predicting, and drawing conclusions; L. Speaking	45. Observing: Children observe the materials and processes in their environment.; 47. Experimenting: Children experiment to test their ideas.; 50. Communicating ideas: Children communicate their ideas about the characteristics of things and how they work.; 22. Speaking:	Science — S 6.1.1 Scientific Inquiry: Children engage in scientific inquiry by questioning, making observations, making simple predictions, investigating and collecting evidence, and describing what they notice.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and
		Goal 51: Children demonstrate appreciation and enjoyment of reading (emergent literacy)	Produce the sound of many recognized letters. Make up an ending for a story.	BB. Observing and classifying; A. Initiative and planning; L. Speaking	45. Observing: Children observe the materials and processes in their environment.; 46. Classifying: Children classify materials, actions, people, and events.; 5. Use of resources: Children gather information and formulate ideas about their world.; 22. Speaking:	Science — S 6.1.1 Scientific Inquiry: Children engage in scientific inquiry by questioning, making observations, making simple predictions, investigating and collecting evidence, and describing what they notice.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other

		Goal 51: Children demonstrate appreciation and enjoyment of reading (emergent literacy)	Be interested in reading a variety of printed materials (books, newspapers, cereal boxes) and may ask for help.	CC. Experimenting, predicting, and drawing conclusions; A. Initiative and planning; L. Speaking	47. Experimenting: Children experiment to test their ideas.; 48. Predicting: Children predict what they expect will happen.; 49. Drawing conclusions: Children draw conclusions based on their experiences and observations.; 50. ~~Communicating ideas: Children~~	Science — S 6.1.1 Scientific Inquiry: Children engage in scientific inquiry by questioning, making observations, making simple predictions, investigating and collecting evidence, and describing what they notice.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other ~~forms of communication to express ideas and~~
		Goal 51: Children demonstrate appreciation and enjoyment of reading (emergent literacy)	Use signs he/she sees for information (“no fishing” sign on dock).	A. Initiative and planning; B. Problem solving with materials; C. Reflection; L. Speaking	2. Planning: Children make plans and follow through on their intentions.; 4. Problem solving: Children solve problems encountered in play.; 6. Reflection: Children reflect on their experiences.; 22. Speaking: Children ~~express themselves using language~~	Approaches to Learning — AL 1.1.2 Initiative & Planning: Children communicate their thoughts and decisions as they make plans, identify steps to accomplish their goal, and follow through.; Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children recognize problems with materials, tools, or processes and adapt their ~~strategies to develop solutions, applying what they~~
		Goal 51: Children demonstrate appreciation and enjoyment of reading (emergent literacy)	Give opinion on books in terms of sections enjoyed.	B. Problem solving with materials; C. Reflection	4. Problem solving: Children solve problems encountered in play.; 6. Reflection: Children reflect on their experiences.	Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children recognize problems with materials, tools, or processes and adapt their strategies to develop solutions, applying what they learn to new situations.
		Goal 51: Children demonstrate appreciation and enjoyment of reading (emergent literacy)	Enjoy a variety of genres (poetry, folk or fairy appreciation and tales, nonfiction books about different concepts).	C. Reflection; M. Listening and comprehension	6. Reflection: Children reflect on their experiences.; 21. Comprehension: Children understand language.	Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children recognize problems with materials, tools, or processes and adapt their strategies to develop solutions, applying what they learn to new situations.; Language and Literacy — LL 4.4.1 Comprehension: Children demonstrate understanding of information presented in stories ~~and informational texts~~
		Goal 51: Children demonstrate appreciation and enjoyment of reading (emergent literacy)	Use picture clues for information (attempts to predict weather by looking at picture of clouds and rain in newspaper or on television news).	B. Problem solving with materials; C. Reflection	4. Problem solving: Children solve problems encountered in play.; 6. Reflection: Children reflect on their experiences.	Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children recognize problems with materials, tools, or processes and adapt their strategies to develop solutions, applying what they learn to new situations.
		Goal 51: Children demonstrate appreciation and enjoyment of reading (emergent literacy)	Start to make letter-sound associations (begins to recognize that the sound “b” is present in the words ball, boy, and baby).	M. Listening and comprehension; L. Speaking	21. Comprehension: Children understand language.; 22. Speaking: Children express themselves using language.	Language and Literacy — LL 4.1.2 Language & Communication: Children understand and respond to questions, directions, and information from others.; Language and Literacy — LL 4.4.1 Comprehension: Children demonstrate understanding of information presented in stories and informational texts.; Language and Literacy — ~~LL 4.1.1 Language & Communication: Children use~~
		Goal 51: Children demonstrate appreciation and enjoyment of reading (emergent literacy)	Recognize beginning sound and letter in his or her name as well as some classmates.	M. Listening and comprehension	21. Comprehension: Children understand language.	Language and Literacy — LL 4.1.2 Language & Communication: Children understand and respond to questions, directions, and information from others.
		Goal 51: Children demonstrate appreciation and enjoyment of reading (emergent literacy)	With prompting and support, run their finger under or over print as they pretend to read text. Demonstrate understanding of some basic print conventions (the concept of what a letter is, the concept of words, direction of print). Recognize differences among letters, words, and numerals.	L. Speaking; X. Art; AA. Pretend play; P. Reading	22. Speaking: Children express themselves using language.; 23. Vocabulary: Children understand and use a variety of words and phrases.; 40. Art: Children express and represent what they observe, think, imagine, and feel through two- ~~and three dimensional art~~ ; 43.	Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.; Language and Literacy — LL 4.1.4 Language & Communication: Children understand and accurately use a variety of vocabulary words.; ~~Creative Arts — CA 9.1.1 Visual Arts: Children~~
		Goal 51: Children demonstrate appreciation and enjoyment of reading (emergent literacy)	Read own first name.	S. Number and counting; L. Speaking	31. Number words and symbols: Children recognize and use number words and symbols.; 32. Counting: Children count things.; 23. Vocabulary: Children understand and use a variety of words and phrases.	Mathematics — M 5.1.1 Number Sense, Counting, & Cardinality: Children use math talk to describe, organize, and navigate their environment by using numbers and ordinal words.; Mathematics — M 5.1.3 Number Sense, Counting, & Cardinality: Children use one-to-one correspondence to accurately count objects in small sets.; Language and Literacy — ~~LL 4.1.4 Language &~~

		Goal 51: Children demonstrate appreciation and enjoyment of reading (emergent literacy)	Find objects in a picture with the same beginning sound, with assistance (all items that begin with a "b").	X. Art; Z. Movement	40. Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.; 42. Movement: Children express and represent what they observe, think, imagine, and feel through movement.	Creative Arts — CA 9.1.1 Visual Arts: Children initiate and lead as they create 2-D and 3-D art representations.; Creative Arts — CA 9.3.1 Expressive Movement: Children create movement sequences.
		Goal 52: Children use writing for a variety of purposes (emergent writing)	Know the difference between printed letters and drawings.	AA. Pretend play	43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.	Creative Arts — CA 9.4.1 Dramatic Play: Children create play scenarios.
		Goal 52: Children use writing for a variety of purposes (emergent writing)	Create increasingly recognizable drawings, including attempts to represent human figures, older preschool expands drawings to include other objects, pets, scenery.	M. Listening and comprehension; C. Reflection	21. Comprehension: Children understand language.; 6. Reflection: Children reflect on their experiences.	Language and Literacy — LL 4.4.1 Comprehension: Children demonstrate understanding of information presented in stories and informational texts.; Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children recognize problems with materials, tools, or processes and adapt their strategies to develop solutions, applying what they learn to new situations.
		Goal 52: Children use writing for a variety of purposes (emergent writing)	Child may identify and refine or revise symbols to represent concepts and ideas they are exploring (squiggly lines for curly hair). Attempt to copy letters of the alphabet.	M. Listening and comprehension; L. Speaking; C. Reflection	21. Comprehension: Children understand language.; 22. Speaking: Children express themselves using language.; 6. Reflection: Children reflect on their experiences.	Language and Literacy — LL 4.4.1 Comprehension: Children demonstrate understanding of information presented in stories and informational texts.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.; Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children recognize problems with materials, tools, or processes and adapt their strategies to develop solutions, applying what they learn to new situations.
		Goal 52: Children use writing for a variety of purposes (emergent writing)	Label pictures using letter-like marks.	S. Number and counting	32. Counting: Children count things.	Mathematics — M 5.1.2 Number Sense, Counting, & Cardinality: Children perceptually subitize sets of 1–5.; Mathematics — M 5.1.3 Number Sense, Counting, & Cardinality: Children use one-to-one correspondence to accurately count objects in small sets.; Mathematics — M 5.1.4 Number Sense, Counting, & Cardinality: Children recognize that the final number word names the total quantity.
		Goal 52: Children use writing for a variety of purposes (emergent writing)	Try to connect sounds in spoken words with the written form.	S. Number and counting	33. Part-whole relationships: Children combine and separate quantities of objects.	Mathematics — M 5.2.1 Number Relationships & Operations: Children compose and decompose any number from 2 to 5.; Mathematics — M 5.2.2 Number Relationships & Operations: Children join and separate objects in concrete ways.
		Goal 52: Children use writing for a variety of purposes (emergent writing)	Show interest in using approximations of letters to write their own name or other familiar words.	S. Number and counting	31. Number words and symbols: Children recognize and use number words and symbols.; 32. Counting: Children count things.	Mathematics — M 5.1.1 Number Sense, Counting, & Cardinality: Children use math talk to describe, organize, and navigate their environment by using numbers and ordinal words.
		Goal 52: Children use writing for a variety of purposes (emergent writing)	May use invented spelling with consistent or logical beginning sound substitutions.	S. Number and counting	32. Counting: Children count things.	Mathematics — M 5.1.4 Number Sense, Counting, & Cardinality: Children recognize that the final number word names the total quantity.
		Goal 52: Children use writing for a variety of purposes (emergent writing)	Attempt to convey meaning through writing. Dictate a story for an adult to put in print. for a variety of purposes	S. Number and counting; R. Writing	31. Number words and symbols: Children recognize and use number words and symbols.; 29. Writing: Children write for many different purposes.	Mathematics — M 5.1.5 Number Sense, Counting, & Cardinality: Children recognize and write some numerals 0–10.

		Goal 52: Children use writing for a variety of purposes (emergent writing)	Begin to hold marker/pencil in a tripod grasp (48 months).	S. Number and counting	33. Part-whole relationships: Children combine and separate quantities of objects.	Mathematics — M 5.2.1 Number Relationships & Operations: Children compose and decompose any number from 2 to 5.; Mathematics — M 5.2.2 Number Relationships & Operations: Children join and separate objects in concrete ways.
		Goal 52: Children use writing for a variety of purposes (emergent writing)	Write/draw/illustrate for a variety of purposes. May attempt to write a short phrase or greeting.	S. Number and counting	32. Counting: Children count things.; 33. Part-whole relationships: Children combine and separate quantities of objects.	Mathematics — M 5.1.3 Number Sense, Counting, & Cardinality: Children use one-to-one correspondence to accurately count objects in small sets.; Mathematics — M 5.1.4 Number Sense, Counting, & Cardinality: Children recognize that the final number word names the total quantity.; Mathematics — M 5.2.2 Number Relationships & Operations: Children join and separate objects in concrete ways.
		Goal 52: Children use writing for a variety of purposes (emergent writing)	May print several alphabetic letters for given letter names.	S. Number and counting; W. Data analysis	32. Counting: Children count things.; 39. Data analysis: Children use information about quantity to draw conclusions, make decisions, and solve problems.	Mathematics — M 5.1.3 Number Sense, Counting, & Cardinality: Children use one-to-one correspondence to accurately count objects in small sets.; Mathematics — M 5.6.1 Data: Children sort objects into categories according to more than one attribute and count how many in each group.
		Goal 52: Children use writing for a variety of purposes (emergent writing)	Show an interest in writing his or her first name.	S. Number and counting	33. Part-whole relationships: Children combine and separate quantities of objects.	Mathematics — M 5.2.2 Number Relationships & Operations: Children join and separate objects in concrete ways.
		Goal 52: Children use writing for a variety of purposes (emergent writing)	Make a simple storybook using pictures, personal experience or culture and some words, with assistance.	S. Number and counting	33. Part-whole relationships: Children combine and separate quantities of objects.	Mathematics — M 5.2.2 Number Relationships & Operations: Children join and separate objects in concrete ways.
		Goal 52: Children use writing for a variety of purposes (emergent writing)	Create a variety of written products that may or may not communicate intended message phonetically.	S. Number and counting	31. Number words and symbols: Children recognize and use number words and symbols.; 32. Counting: Children count things.	Mathematics — M 5.1.1 Number Sense, Counting, & Cardinality: Children use math talk to describe, organize, and navigate their environment by using numbers and ordinal words.
		Goal 52: Children use writing for a variety of purposes (emergent writing)	Show an interest in copying simple words posted in the classroom or in the environment.	S. Number and counting	31. Number words and symbols: Children recognize and use number words and symbols.; 32. Counting: Children count things.	Mathematics — M 5.1.1 Number Sense, Counting, & Cardinality: Children use math talk to describe, organize, and navigate their environment by using numbers and ordinal words.; Mathematics — M 5.1.3 Number Sense, Counting, & Cardinality: Children use one-to-one correspondence to accurately count objects in small sets.
		Goal 52: Children use writing for a variety of purposes (emergent writing)	May attempt to independently write some words using invented spelling.	S. Number and counting	31. Number words and symbols: Children recognize and use number words and symbols.	Mathematics — M 5.1.1 Number Sense, Counting, & Cardinality: Children use math talk to describe, organize, and navigate their environment by using numbers and ordinal words.; Mathematics — M 5.1.5 Number Sense, Counting, & Cardinality: Children recognize and write some numerals 0–10.
		Goal 52: Children use writing for a variety of purposes (emergent writing)	Demonstrate understanding of print conventions when creating documents (text moves from left to right, page order, etc.).	S. Number and counting	33. Part-whole relationships: Children combine and separate quantities of objects.	Mathematics — M 5.2.2 Number Relationships & Operations: Children join and separate objects in concrete ways.