



THE HIGHSCOPE
curriculum

AND

COR *Advantage*®

**Alabama Standards for Early Learning
and Development: Section 4**

Infant-Toddler and Preschool

2026 HighScope Alignment

ALIGN
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Domain	Topic	Goal	Indicator Code	Indicator	Age Band	COR Advantage Items	Key Developmental Indicators(KDIs)	Early Learning Goals (ELGs)
Physical Development	PDH 1: MOTOR DEVELOPMENT	PDH1a: Gross Motor Development: Children will demonstrate increasing body awareness, control, strength and coordination of large muscles.	1al-1	Demonstrate control and strength of basic body movements such as rolling, reaching and pulling up to standing	Infants (9-12mo)	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.
			1al-2	Show increasing stability in non-locomotor skills through reaching, stretching and turning over		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.
			1al-3	Master beginning movement skills such as creeping, crawling, scooting		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.
			1al-4	Show beginning body awareness by exploring new positions and movements		I. Gross-motor skills	13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing).	Physical Development and Health – 3.1.2 Children use their senses and spatial awareness to understand where their body is in relation to the environment.
			1aYT-1	Show coordination and control of large muscle movements by throwing or kicking a large ball	Young Toddlers (18-24mo)	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.
			1aYT-2	Demonstrate non-locomotor body movements such as shaking, wiggling and turning		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.
			1aYT-3	Show control of simple body movements and postures such as walking or climbing stairs with help		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.
			1aYT-4	Show awareness of where their body is in relation to other objects and people in the environment		I. Gross-motor skills	13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing).	Physical Development and Health – 3.1.2 Children use their senses and spatial awareness to understand where their body is in relation to the environment.
			1aOT-1	Use strength and control of large muscles to throw a large ball or to climb on playground equipment	Older Toddlers (36mo/3yr)	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.
			1aOT-2	Participate in non-locomotor or activities that require stability such as swaying, stretching and twisting		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.
			1aOT-3	Demonstrate increasing control of more complex body movements and postures such as climbing, running, moving in/out/ under objects		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.
			1aOT-4	Demonstrate body and spatial awareness by negotiating and moving around objects and people		I. Gross-motor skills	13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing).	Physical Development and Health – 3.1.2 Children use their senses and spatial awareness to understand where their body is in relation to the environment.
			1aYP-1	Use arms and legs in a coordinated manner to jump, pedal a bike, bounce a ball	Young Preschoolers (48mo/4yr)	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.
			1aYP-2	Gain increasing stability through practicing movements such as balancing, bending, shaking, flexing, and turning		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.
			1aYP-3	Gain control of simple traveling skills such as galloping, running or hopping		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.
			1aYP-4	Understand the position or orientation of their bodies to other objects and people		I. Gross-motor skills; T. Geometry: Shapes and spatial awareness	18. Body awareness: Children know about their bodies and how to navigate them in space.; 35. Spatial awareness: Children recognize spatial relationships among people and objects.	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.; Mathematics — M 5.4.3 Geometry & Spatial Awareness: Children show awareness about concepts of space, direction, and location by using positional, spatial, and directional words.

PDH1b: Fine Motor Development: Children will demonstrate increasing strength, control and coordination of their small muscles.	1aOP-1	Coordinate movements with accuracy such as throwing, catching or kicking a ball	Older Preschoolers (60mo/5yr)	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.
	1aOP-2	Demonstrate stability in body movements by walking on balance beam, twisting and turning, curling and stretching		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.
	1aOP-3	Show increasing levels of proficiency in traveling or movement skills: walking, climbing, running, jumping, hopping, skipping, marching, and galloping		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.
	1aOP-4	Move with an awareness of personal space		I. Gross-motor skills; T. Geometry: Shapes and spatial awareness	18. Body awareness: Children know about their bodies and how to navigate them in space.; 35. Spatial awareness: Children recognize spatial relationships among people and objects.	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.; Mathematics — M 5.4.3 Geometry & Spatial Awareness: Children show awareness about concepts of space, direction, and location by using positional, spatial, and directional words.
	1bl-1	Examine objects and transfer them from one hand to another	Infants (9-12mo)	J. Fine-motor skills	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Physical Development and Health — 3.2.1 Children use their small muscles with increasing control.
	1bl-2	Grasp object using the whole hand		J. Fine-motor skills	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Physical Development and Health — 3.2.1 Children use their small muscles with increasing control.
	1bl-3	Use hand to pat or shake objects		J. Fine-motor skills	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Physical Development and Health — 3.2.1 Children use their small muscles with increasing control.
	1bYT-1	Use eye-hand coordination to manipulate objects, feed self, or fill containers	Young Toddlers (18-24mo)	J. Fine-motor skills	29. Filling and emptying: Children fill and empty, put in and take out.	Physical Development and Health — 3.2.1 Children use their small muscles with increasing control.
	1bYT-2	Pick up small objects with index finger and thumb		J. Fine-motor skills	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Physical Development and Health — 3.2.1 Children use their small muscles with increasing control.
	1bYT-3	Stack 2-3 blocks or objects		J. Fine-motor skills	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.
	1bOT-1	Show moderate control of hand-eye coordination by stringing large beads, putting together simple puzzles or using simple shape sorters	Older Toddlers (36mo/3yr)	J. Fine-motor skills	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.
	1bOT-2	Use tools that require finger and hand control such as a large paintbrush or shovel		J. Fine-motor skills	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Physical Development and Health — 3.2.1 Children use their small muscles with increasing control.
	1bOT-3	Stack small blocks or put large pegs in pegboard		J. Fine-motor skills	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.
	1bYP-1	Show control of hand-eye coordination by stringing small beads or pushing keys on a keyboard		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 7.1.2 Tools & Technology: Children use age-appropriate digital tools and devices safely to explore information, communicate ideas, and answer questions.

			1bYP-2	Use simple tools that combine dexterity, strength, and control such as markers or silverware	Young Preschoolers (48mo/4yr)	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.
			1bYP-3	Move puzzle pieces in different ways to fit, or mold with play dough		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.
			1bOP-1	Use precise control to accomplish tasks such as fastening clothes or pouring liquid from one container to another	Older Preschoolers (60mo/5yr)	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.
			1bOP-2	Show increasing coordination and control of tools that require strength and dexterity such as hole punch or stapler		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.
			1bOP-3	Build structures with small blocks or fit small objects into small holes		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 5.4.2 Geometry & Spatial Awareness: Children transform (compose and decompose) shapes into new shapes or forms.
	PDH 2: HEALTHY LIVING	PDH2a: Healthy Habits: Children will show increasing independence in performing self care tasks.	2aI-1	Tolerate hands and face being washed teeth being brushed	Infants (9-12mo)	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.
			2aI-2	Fuss to indicate a wet or soiled diaper		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.
			2aI-3	Cooperate in dressing activities such as raising arm to put on shirt		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.
			2aI-4	Show engagement while adult exercises arms, legs and body in a variety of ways		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.
			2aI-5	Participate in feeding routines		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.
			2aI-6	Try new foods		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.
			2aYT-1	Cooperate for hand and face washing and tooth brushing	Young	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.
			2aYT-2	Begin to communicate toileting needs		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.
			2aYT-3	Show interest in self-dressing		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.

2aYT-4	Interact with adults in a variety of physical activities	Toddlers (18-24mo)	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.
2aYT-5	Use utensils and cup to self-feed		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.
2aYT-6	Show interest in new foods as they are presented		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.
2aOT-1	Attempt to wash own hands and face and begins self-tooth brushing	Older Toddlers (36mo/3yr)	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.
2aOT-2	Attempt toileting with adult help		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.
2aOT-3	Begin to dress and undress self by pulling up pants, removing socks and shoes		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.
2aOT-4	Participate in physical activity that engages the arms and legs		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.
2aOT-5	Show increasing proficiency in self-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.
2aOT-6	Show preferences for foods		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.
2aYP-1	Wash hands and face and toothbrushes with adult guidance	Young Preschoolers (48mo/4yr)	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.
2aYP-2	Use bathroom for toileting needs with adult help		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.
2aYP-3	Manage most dressing activities with adult support		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.
2aYP-4	Engage in physical activity that requires strength and stamina for at least brief periods.		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.
2aYP-5	Feed self independently; begin to pour and spread		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.
2aYP-6	Differentiate between healthy and non-healthy foods		K. Personal care and healthy behavior; BB. Observing and classifying	20. Healthy behavior: Children engage in healthy practices.; 46. Classifying: Children classify materials, actions, people, and events.	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.; Mathematics — M 5.6.1 Data: Children sort objects into categories according to more than one attribute and count how many in each group.

PDH2b: Safety: Children will demonstrate increasing awareness of safe habits, safety rules and personal safety.	2aOP-1	Wash hands and face and toothbrushes independently	Older Preschoolers (60mo/5yr)	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.
	2aOP-2	Complete toileting independently		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.
	2aOP-3	Independently dress and undress self		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.
	2aOP-4	Engage in physical activities of increasing levels of intensity for sustained periods of time		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.
	2aOP-5	Open food items independently; cut with plastic knife		K. Personal care and healthy behavior; J. Fine-motor skills; EE. Tools and technology	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.; 52. Tools and technology: Children explore and use tools and technology.	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.; Technology & Engineering — TE 7.1.1 Tools & Technology: Children select and use analog tools safely in their attempt to accomplish goals and solve problems.
	2aOP-6	Classify foods by their food groups		BB. Observing and classifying; K. Personal care and healthy behavior	46. Classifying: Children classify materials, actions, people, and events.; 20. Healthy behavior: Children engage in healthy practices.	Mathematics — M 5.6.1 Data: Children sort objects into categories according to more than one attribute and count how many in each group.; 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.
	2bl-1	Show discomfort when feeling unstable	Infants (9-12mo)	I. Gross-motor skills	13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing).	Physical Development and Health — 3.1.2 Children use their senses and spatial awareness to understand where their body is in relation to the environment.
	2bl-2	Depend on adult for safety		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.
	2bl-3	Show separation and stranger anxiety		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.
	2bYT-1	Accept redirection from adult about safe behaviors	Young Toddlers (18-24mo)	K. Personal care and healthy behavior	3. Self-help: Children do things for themselves.	Physical Development and Health — 3.3.2 Children respond to and follow safety practices when prompted by adults.
	2bYT-2	Rely on adult to follow safety rules		K. Personal care and healthy behavior	3. Self-help: Children do things for themselves.	Physical Development and Health — 3.3.2 Children respond to and follow safety practices when prompted by adults.
	2bYT-3	Show strong response to separation from familiar adult		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.
	2bOT-1	Differentiate between harmful and safe situations	Older Toddlers (36mo/3yr)	K. Personal care and healthy behavior	3. Self-help: Children do things for themselves.	Physical Development and Health — 3.3.2 Children respond to and follow safety practices when prompted by adults.
	2bOT-2	Use adult support to follow basic safety rules		K. Personal care and healthy behavior	3. Self-help: Children do things for themselves.	Physical Development and Health — 3.3.2 Children respond to and follow safety practices when prompted by adults.
	2bOT-3	Differentiate between familiar people and strangers		E. Building relationships with adults	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.
	2bYP-1	Exhibit increasing independence in following personal safety practices and routines		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.

2bYP-2	Identify and follow basic safety rules with adult reminders	Young Preschoolers (48mo/4yr)	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 from others.
2bYP-3	Seek out trusted adults when feeling unsafe		E. Building relationships with adults; K. Personal care and healthy behavior	12. Building relationships: Children build relationships with other children and adults.; 20. Healthy behavior: Children engage in healthy practices.	Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children establish and maintain positive relationships with both 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.
2bYP-4	Identify body parts that are “no touch”		K. Personal care and healthy behavior; I. Gross-motor skills	18. Body awareness: Children know about their bodies and how to navigate them in space.; 20. Healthy behavior: Children engage in healthy 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.; Physical Development and Health — PDH 3.3.2 Health, Safety, and Well-Being: Children follow safety practices and give explanations for safety practices.
2bOP-1	Avoid and alert others to danger, such as keeping a safe distance from swings	Older Preschoolers (60mo/5yr)	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 3.3.2 Health, Safety, and Well-Being: Children follow safety practices and give explanations for safety practices.; 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.
2bOP-2	Articulate basic safety rules and explain why they are necessary		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 3.3.2 Health, Safety, and Well-Being: Children follow safety practices and give explanations for safety practices.; 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.
2bOP-3	Explain how others help keep us safe		E. Building relationships with adults; L. Speaking	12. Building relationships: Children build relationships with other children and adults.; 22. Speaking: Children express themselves using language.	Social and Emotional Learning — SE 2.2.1 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.

			2bOP-4	Explain what to do if someone attempts to touch private body parts		K. Personal care and healthy behavior; E. Building relationships with adults; L. Speaking	20. Healthy behavior: Children engage in healthy practices.; 12. Building relationships: Children build relationships with other children and adults.; 22. Speaking: Children express themselves using language.	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.; 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.
			2bOP-5	Recognize signs and symbols that indicate danger		P. Reading; K. Personal care and healthy behavior	27. Concepts about print: Children demonstrate knowledge about environmental print.; 20. Healthy behavior: Children engage in healthy practices.	Language and Literacy — LL 4.4.1 Print Concepts: Children understand that print appears in many forms and communicates ideas that can be read, viewed, and understood by others.; Physical Development and Health — PDH 3.3.2 Health, Safety, and Well-Being: Children follow safety practices and give explanations for safety practices.
						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.