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THE HIGHSCOPE curriculum AND COR Advantage®

ALIGN MENT



Georgia Early Learning and Development Standards (2013)

Preschool and Infant-Toddler

2026 HighScope Alignment

Georgia Early Learning & Development Standards (GELDS) 0-60 Months (2013)	COR Advantage Items	Early Learning Goals (ELGs)	Key Developmental Indicators (KDI's)
Physical Development and Motor Skills (PDM) 0-12 Months			
Strand: Health and Well-Being			
Standard: PDM1 – The child will practice healthy and safe habits.	K. Personal care and healthy behavior M. Listening and comprehension	3.3.2 Children respond to and follow safety practices when prompted by adults.; 3.3.3 Children participate in personal care routines with assistance.	3. Self-help: Children do things for themselves. 11. Group participation: Children participate in group routines. 16. Listening and responding: Children listen and respond.
Standard: PDM2 – The child will participate in activities related to nutrition.	K. Personal care and healthy behavior	3.3.3 Children participate in personal care routines with assistance.	3. Self-help: Children do things for themselves.
Strand: Use of Senses			
Standard: PDM3 – The child will demonstrate an awareness of the body in space and child's relationship to objects in space.	I. Gross-motor skills	3.1.2 Children use their senses and spatial awareness to understand where their body is in relation to the environment.	13. Moving the whole body: Children move the whole body. 28. Locating objects: Children explore and notice the location of objects. 5. Sense of self: Children express a sense of self.

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Standard: PDM4 – The child will use senses (sight, touch, hearing, smell, and taste) to explore the environment and process information.	BB. Observing and classifying	3.1.2 Children use their senses and spatial awareness to understand where their body is in relation to the environment.; 6.1.1 Children engage in scientific inquiry by questioning, making observations, investigating, and describing what they notice.	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose. 32. Observing: Children observe the people and things in their world.
Strand: Motor Skills			
Standard: PDM5 – The child will demonstrate gross motor skills.	I. Gross-motor skills	3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control.	13. Moving the whole body: Children move the whole body.
Standard: PDM6 – The child will demonstrate fine motor skills.	J. Fine-motor skills	3.2.1 Children use their small muscles with increasing control.	12. Moving parts of the body: Children move parts of the body.
Social and Emotional Development (SED) 0-12 Months			
Strand: Developing a Sense of Self			
Standard: SED1 – The child will develop self-awareness.	FF. Knowledge of self and others	2.1.1 Children name emotions that they are experiencing or that they see others express.	4. Distinguishing self and others: Children distinguish themselves from others. 5. Sense of self: Children express a sense of self.

Standard: SED2 – The child will engage in self-expression.	D. Emotions	4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.	8. Emotions: Children express emotions. 17. Nonverbal communication: Children communicate nonverbally. 19. Speaking: Children speak.
Strand: Self-Regulation			
Standard: SED3 – The child will demonstrate self-control.	G. Community H. Conflict resolution	2.1.2 Children regulate their emotions and actions with adult support.	8. Emotions: Children express emotions. 11. Group participation: Children participate in group routines.
Strand: Developing a sense of self with others			
Standard: SED4 – The child will develop relationships with adults.	E. Building relationships with adults	2.2.1 Children show interest in and interact with children and adults.	5. Attachment: Children form an attachment to a primary caregiver. 6. Relationships with adults: Children build relationships with other adults.
Standard: SED5 – The child will develop relationships with peers.	F. Building relationships with other children	2.2.1 Children show interest in and interact with children and adults.	7. Relationships with peers: Children build relationships with peers.
Approaches to Play and Learning (APL) 0-12 Months			
Strand: Initiative and Exploration			

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Standard: APL1 – The child will demonstrate initiative and self-direction.	A. Initiative and planning	1.1.1 Children choose how to explore their environment and participate in new experiences.; 1.1.2 Children communicate an intention.	1. Initiative: Children express initiative.
Standard: APL2 – The child will demonstrate interest and curiosity.	A. Initiative and planning	1.1.1 Children choose how to explore their environment and participate in new experiences.; 6.1.1 Children engage in scientific inquiry by questioning, making observations, investigating, and describing what they notice.	1. Initiative: Children express initiative. 32. Observing: Children observe the people and things in their world.
Strand: Attentiveness and Persistence			
Standard: APL3 – The child will demonstrate self-control.	A. Initiative and planning B. Problem solving with materials C. Reflection	2.1.2 Children regulate their emotions and actions with adult support.	10. Engagement and persistence: Children focus on and remain involved in activities. 8. Emotions: Children express emotions.
Strand: Play			
Standard: APL4 - The child will engage in a progression of individualized and imaginative play.	AA. Pretend play	9.4.1 Children participate in play scenarios.	36. Imitating and pretending: Children imitate and pretend. 1. Initiative: Children express initiative.

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Standard: APL5 – The child will demonstrate a cooperative and flexible approach to play.	F. Building relationships with other children AA. Pretend play	2.2.1 Children show interest in and interact with children and adults.; 9.4.1 Children participate in play scenarios.	7. Relationships with peers: Children build relationships with peers. 11. Group participation: Children participate in group routines. 2. Problem solving: Children solve problems encountered in exploration and play.
Communication, Language, and Literacy (CLL) 0-12 Months			
Strand: Receptive Language (Listening)			
Standard: CLL1 – The child will listen to conversations for a variety of purposes and demonstrate comprehension.	M. Listening and comprehension	4.1.2 Children understand and respond to questions from others.	16. Listening and responding: Children listen and respond. 18. Two-way communication: Children participate in two-way communication.
Standard: CLL2 – The child will acquire vocabulary introduced in conversations, activities, stories, and/or books.	M. Listening and comprehension	4.1.4 Children understand and use an increasing number of new words	16. Listening and responding: Children listen and respond. 19. Speaking: Children speak. 21. Enjoying language: Children enjoy stories, rhymes, and songs.
Strand: Expressive Language			

Standard: CLL3 – The child will use non-verbal communication for a variety of purposes.	D. Emotions L. Speaking	4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.	17. Nonverbal communication: Children communicate nonverbally. 18. Two-way communication: Children participate in two-way communication.
Standard: CLL4 – The child will use increasingly complex spoken language.	L. Speaking	4.1.5 Children have turn-taking conversations about immediate concrete experiences with adult support.	19. Speaking: Children speak. 18. Two-way communication: Children participate in two-way communication.
Strand: Early Reading			
Standard: CLL5 – The child will acquire meaning from a variety of materials read to him/her.	P. Reading Q. Book enjoyment and knowledge	4.5.2 Children engage with books read by adults.; 4.7.1 Children retell details from a familiar story and/or shared reading experiences.	20. Exploring print: Children explore picture books and magazines. 21. Enjoying language: Children enjoy stories, rhymes, and songs. 16. Listening and responding: Children listen and respond.
Standard: CLL6 – The child will develop early phonological awareness (awareness of the units of sound).	N. Phonological awareness	4.3.1 Children join in familiar songs and word games containing rhyming sounds.	41. Sounds: Children explore and imitate sounds.

			21. Enjoying language: Children enjoy stories, rhymes, and songs.
Standard: CLL7 – The child will demonstrate increasing knowledge of the alphabet. (Not appropriate at this age)	(Not appropriate at this age)	(Not appropriate at this age)	20. Exploring print: Children explore picture books and magazines. (Closest KDI; alphabet knowledge is not a distinct Infant-Toddler KDI.)
Standard: CLL8 – The child will demonstrate awareness of print concepts.	Q. Book enjoyment and knowledge	4.4.1 Children engage with environmental print.; 4.4.2 Children demonstrate reading conventions by holding books and turning pages one by one.	20. Exploring print: Children explore picture books and magazines.
Strand: Early Writing			
Standard: CLL9 – The child will use writing for a variety of purposes.	J. Fine-motor skills R. Writing X. Art	4.6.1 Children use writing tools to make marks (lines, circles, swoops, waves).	42. Marks and scribbles: Children make marks and scribbles. 12. Moving parts of the body: Children move parts of the body.
Cognitive Development: Mathematics (CD-MA) 0-12 Months			
Strand: Number and Quantity			

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Standard: CD-MA1 – The child will organize, represent, and build knowledge of quantity and number.	S. Number and counting	5.1.1 Children use math talk by using number words and/or general quantity terms.; 5.1.3 Children count objects using numbers with adult support.	34. More: Children experience “more.”
Standard: CD-MA2 – The child will manipulate, compare, and describe relationships using quantity and number.	S. Number and counting	5.2.1 Children add or take away from a small set of objects.; 5.5.2 Children use comparative language to describe similarities and differences between objects.	34. More: Children experience “more.” 29. Filling and emptying: Children fill and empty, put in and take out.
Strand: Measurement and Comparison			
Standard: CD-MA3 – The child will explore and communicate about distance, weight, length, height and time.	G. Community U. Measurement	5.5.1 Children compare two objects by a single measurable attribute.; 5.5.2 Children use comparative language to describe similarities and differences between objects.	33. Same and different: Children notice sameness and difference. 28. Locating objects: Children explore and notice the location of objects.
Standard: CD-MA4 – The child will sort, order, classify, and create patterns.	V. Patterns BB. Observing and classifying	5.6.1 Children identify similarities and differences in order to sort according to one attribute.; 5.3.1 Children notice patterns with adult support.	33. Same and different: Children notice sameness and difference.
Strand: Geometry and Spatial Thinking			

Standard: CD-MA5 – The child will explore, recognize and describe spatial relationships between objects.	T. Geometry: Shapes and spatial awareness	5.4.3 Children explore concepts of space, direction, and location by using positional words.	28. Locating objects: Children explore and notice the location of objects. 29. Filling and emptying: Children fill and empty, put in and take out. 30. Taking apart and putting together: Children take things apart and fit them together.
Standard: CD-MA6 – The child will explore, recognize and describe shapes and shape concepts.	T. Geometry: Shapes and spatial awareness	5.4.1 Children identify shapes and notice shape attributes with adult support.; 5.4.2 Children transform (compose and decompose) shapes with adult support.	30. Taking apart and putting together: Children take things apart and fit them together. 33. Same and different: Children notice sameness and difference.
Standard: CD-MA7 – The child will use mathematical problem solving, reasoning, estimation, and communication. (Not appropriate at this age)	(Not appropriate at this age)	(Not appropriate at this age)	2. Problem solving: Children solve problems encountered in exploration and play. 32. Observing: Children observe the people and things in their world.

Standard: CD-MA5 – The child will explore, recognize and describe spatial relationships between objects.	T. Geometry: Shapes and spatial awareness	5.4.3 Children explore concepts of space, direction, and location by using positional words.	30. Taking apart and putting together: Children take things apart and fit them together. 33. Same and different: Children notice sameness and difference.
Cognitive Development: Science (CD-SC) 0-12 Months			
Strand: Scientific Skills and Methods			
Standard: CD-SC1 – The child will demonstrate scientific inquiry skills.	BB. Observing and classifying EE. Tools and technology	6.1.1 Children engage in scientific inquiry by questioning, making observations, investigating, and describing what they notice.	32. Observing: Children observe the people and things in their world. 35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect. 2. Problem solving: Children solve problems encountered in exploration and play.
Strand: Earth and Space			

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Standard: CD-SC2 – The child will demonstrate knowledge related to the dynamic properties of earth and sky.	BB. Observing and classifying DD. Natural and physical world	6.2.2 Children observe features and changes in the earth, sky, and other natural phenomena.	32. Observing: Children observe the people and things in their world. 33. Same and different: Children notice sameness and difference.
Strand: Living Creatures			
Standard: CD-SC3 – The child will demonstrate knowledge of living things and their environments.	DD. Natural and physical world	6.2.1 Children identify characteristics of living things.	32. Observing: Children observe the people and things in their world. 33. Same and different: Children notice sameness and difference.
Strand: Physical Science			
Standard: CD-SC4 – The child will demonstrate knowledge related to physical science.	CC. Experimenting, predicting, and drawing conclusions	6.3.1 Children observe properties of materials and objects.; 6.3.2 Children notice how objects move and change.	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose. 32. Observing: Children observe the people and things in their world. 35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.

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Strand: Interaction with Environment			
Standard: CD-SC5 – The child will demonstrate an awareness of, and the need to protect, his/her environment.	E. Building relationships with adults F. Building relationships with other children DD. Natural and physical world FF. Knowledge of self and others	6.2.3 Children participate in caring for the natural environment with adult support.	32. Observing: Children observe the people and things in their world. 11. Group participation: Children participate in group routines.
Cognitive Development: Social Studies (CD-SS) 0-12 Months			
Strand: Family			
Standard: CD-SS1 – The child will demonstrate understanding of his/her family and an emerging awareness of their own culture and ethnicity.	E. Building relationships with adults FF. Knowledge of self and others	8.1.1 Children identify similarities and differences between themselves and others in their families and classroom.; 8.5.1 Children label roles within their family, classroom, and/or community.	5. Attachment: Children form an attachment to a primary caregiver. 6. Relationships with adults: Children build relationships with other adults. 4. Distinguishing self and others: Children distinguish themselves from others.
Strand: People and Community			

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Standard: CD-SS2 – The child will demonstrate an understanding of his/her community and an emerging awareness of other's culture and ethnicity.	G. Community H. Conflict resolution	8.1.1 Children identify similarities and differences between themselves and others in their families and classroom.; 8.3.1 Children recognize familiar locations in their immediate surroundings.; 8.5.1 Children label roles within their family, classroom, and/or community	6. Relationships with adults: Children build relationships with other adults. 7. Relationships with peers: Children build relationships with peers. 11. Group participation: Children participate in group routines.
Standard: CD-SS3 – The child will demonstrate an awareness of geography in his/her community.	GG. Geography	8.3.1 Children recognize familiar locations in their immediate surroundings.	28. Locating objects: Children explore and notice the location of objects. 32. Observing: Children observe the people and things in their world.
Standard: CD-SS4 – The child will demonstrate awareness of economics of his/her community.	FF. Knowledge of self and others	8.4.1 Children communicate about recent events.	1. Initiative: Children express initiative. 2. Problem solving: Children solve problems encountered in exploration and play. 11. Group participation: Children participate in group routines.
Strand: History and Events			

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Standard: CD-SS5 – The child will understand the passage of time and how events are related.	G. Community HH. History	9.3.1 Children create movement sequences.	31. Memory: Children remember people and objects. 11. Group participation: Children participate in group routines.
Strand: Creative Movement and Dance			
Standard: CD-CR1 – The child will participate in dance to express creativity.	Y. Music Z. Movement	9.1.1 Children initiate and lead as they create 2-D and 3-D art representations.; 9.5.1 Children show appreciation for the arts by expressing preferences.	40. Moving to music: Children move to music. 13. Moving the whole body: Children move the whole body.
Strand: Visual Arts			
Standard: CD-CR2 – The child will create, observe, and analyze visual art forms to develop artistic expression.	X. Art	9.4.1 Children participate in play scenarios.	37. Exploring art materials: Children explore building and art materials. 12. Moving parts of the body: Children move parts of the body.
Strand: Music			

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Standard: CD-CR3 – The child will use his/her voice, instruments, and objects to musically express creativity.	Y. Music Z. Movement	9.2.1 Children initiate and lead as they create music.	41. Sounds: Children explore and imitate sounds. 40. Moving to music: Children move to music. 21. Enjoying language: Children enjoy stories, rhymes, and songs.
Strand: Drama			
Standard: CD-CR4 – The child will use drama to express creativity.	N. Phonological awareness AA. Pretend play	9.4.1 Children participate in play scenarios.	36. Imitating and pretending: Children imitate and pretend.
Strand: Thinking Skills			
Standard: CD-CP1 – The child will demonstrate awareness of cause and effect.	CC. Experimenting, predicting, and drawing conclusions	7.2.1 Children investigate how things work.; 6.3.2 Children notice how objects move and change.	35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.
Standard: CD-CP2 – The child will use prior knowledge to build new knowledge.	CC. Experimenting, predicting, and drawing conclusions	1.3.2 Children communicate a detail about what they did soon after an event.; 7.2.1 Children investigate how things work.	31. Memory: Children remember people and objects. 2. Problem solving: Children solve problems encountered in exploration and play.
Strand: Problem Solving			

Standard: CD-CP3 – The child will demonstrate problem solving skills.	B. Problem solving with materials	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).; 7.2.2 Children engage in the engineering design process by building, noticing a problem, and seeking a solution.	2. Problem solving: Children solve problems encountered in exploration and play. 10. Engagement and persistence: Children focus on and remain involved in activities.
Physical Development and Motor Skills (PDM) 12-24 Months			
Strand: Health and Well-Being			
Standard: PDM1 – The child will practice healthy and safe habits.	K. Personal care and healthy behavior M. Listening and comprehension	3.3.2 Children respond to and follow safety practices when prompted by adults.; 3.3.3 Children participate in personal care routines with assistance.	3. Self-help: Children do things for themselves. 11. Group participation: Children participate in group routines. 16. Listening and responding: Children listen and respond.
Standard: PDM2 – The child will participate in activities related to nutrition.	K. Personal care and healthy behavior	3.3.3 Children participate in personal care routines with assistance.	3. Self-help: Children do things for themselves.
Strand: Use of Senses			

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Standard: PDM3 – The child will demonstrate an awareness of the body in space and child's relationship to objects in space.	I. Gross-motor skills	3.1.2 Children use their senses and spatial awareness to understand where their body is in relation to the environment.	13. Moving the whole body: Children move the whole body. 28. Locating objects: Children explore and notice the location of objects. 5. Sense of self: Children express a sense of self.
Standard: PDM4 – The child will use senses (sight, touch, hearing, smell, and taste) to explore the environment and process information.	BB. Observing and classifying	3.1.2 Children use their senses and spatial awareness to understand where their body is in relation to the environment.; 6.1.1 Children engage in scientific inquiry by questioning, making observations, investigating, and describing what they notice.	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose. 32. Observing: Children observe the people and things in their world.
Strand: Motor Skills			
Standard: PDM5 – The child will demonstrate gross motor skills.	I. Gross-motor skills	3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control.	13. Moving the whole body: Children move the whole body.
Standard: PDM6 – The child will demonstrate fine motor skills.	J. Fine-motor skills	3.2.1 Children use their small muscles with increasing control.	12. Moving parts of the body: Children move parts of the body.
Social and Emotional Development 12-24 Months			

Strand: Developing a Sense of Self			
Standard: SED1 – The child will develop self-awareness.	FF. Knowledge of self and others	2.1.1 Children name emotions that they are experiencing or that they see others express.	4. Distinguishing self and others: Children distinguish themselves from others. 5. Sense of self: Children express a sense of self.
Standard: SED2 – The child will engage in self-expression.	D. Emotions	4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.	8. Emotions: Children express emotions. 17. Nonverbal communication: Children communicate nonverbally. 19. Speaking: Children speak.
Strand: Self-Regulation			
Standard: SED3 – The child will demonstrate self-control.	G. Community H. Conflict resolution	2.1.2 Children regulate their emotions and actions with adult support.	8. Emotions: Children express emotions. 11. Group participation: Children participate in group routines.
Strand: Developing a sense of self with others			
Standard: SED4 – The child will develop relationships with adults.	E. Building relationships with adults	2.2.1 Children show interest in and interact with children and adults.	5. Attachment: Children form an attachment to a primary caregiver. 6. Relationships with adults: Children build relationships with other adults.

Standard: SED5 – The child will develop relationships with peers.	F. Building relationships with other children	2.2.1 Children show interest in and interact with children and adults.	7. Relationships with peers: Children build relationships with peers.
Approaches to Play and Learning (APL) 12-24 Months			
Strand: Initiative and Exploration			
Standard: APL1 – The child will demonstrate initiative and self-direction.	A. Initiative and planning	1.1.1 Children choose how to explore their environment and participate in new experiences.; 1.1.2 Children communicate an intention.	1. Initiative: Children express initiative.
Standard: APL2 – The child will demonstrate interest and curiosity.	A. Initiative and planning	1.1.1 Children choose how to explore their environment and participate in new experiences.; 6.1.1 Children engage in scientific inquiry by questioning, making observations, investigating, and describing what they notice.	1. Initiative: Children express initiative. 32. Observing: Children observe the people and things in their world.
Strand: Attentiveness and Persistence			
Standard: APL3 – The child will demonstrate self control.	A. Initiative and planning B. Problem solving with materials C. Reflection	2.1.2 Children regulate their emotions and actions with adult support.	10. Engagement and persistence: Children focus on and remain involved in activities.

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			8. Emotions: Children express emotions.
Strand: Play			
Standard: APL4 – The child will engage in a progression of individualized and imaginative play.	AA. Pretend play	9.4.1 Children participate in play scenarios.	36. Imitating and pretending: Children imitate and pretend. 1. Initiative: Children express initiative.
Standard: APL5 – The child will demonstrate a cooperative and flexible approach to play.	F. Building relationships with other children AA. Pretend play	2.2.1 Children show interest in and interact with children and adults.; 9.4.1 Children participate in play scenarios.	7. Relationships with peers: Children build relationships with peers. 11. Group participation: Children participate in group routines. 2. Problem solving: Children solve problems encountered in exploration and play.
Communication, Language, and Literacy (CLL) 12-24 Months			
Strand: Receptive Language (Listening)			

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Standard: CLL1 – The child will listen to conversations and comprehend for a variety of purposes and demonstrate comprehension.	M. Listening and comprehension	4.1.2 Children understand and respond to questions from others.	16. Listening and responding: Children listen and respond. 18. Two-way communication: Children participate in two-way communication.
Standard: CLL2 – The child will acquire vocabulary introduced in conversations, activities, stories, and/or books.	M. Listening and comprehension	4.1.4 Children understand and use an increasing number of new words.	16. Listening and responding: Children listen and respond. 19. Speaking: Children speak. 21. Enjoying language: Children enjoy stories, rhymes, and songs.
Strand: Expressive Language			
Standard: CLL3 – The child will use non-verbal communication for a variety of purposes.	D. Emotions L. Speaking	4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.	17. Nonverbal communication: Children communicate nonverbally. 18. Two-way communication: Children participate in two-way communication.

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Standard: CLL4 – The child will use increasingly complex spoken language.	L. Speaking	4.1.5 Children have turn-taking conversations about immediate concrete experiences with adult support.	19. Speaking: Children speak. 18. Two-way communication: Children participate in two-way communication.
Strand: Early Reading			
Standard: CLL5 – The child will acquire meaning from a variety of materials read to him/her.	P. Reading Q. Book enjoyment and knowledge	4.5.2 Children engage with books read by adults.; 4.7.1 Children retell details from a familiar story and/or shared reading experiences.	20. Exploring print: Children explore picture books and magazines. 21. Enjoying language: Children enjoy stories, rhymes, and songs. 16. Listening and responding: Children listen and respond.
Standard: CLL6 – The child will develop early phonological awareness (awareness of the units of sound).	N. Phonological awareness	4.3.1 Children join in familiar songs and word games containing rhyming sounds.	41. Sounds: Children explore and imitate sounds. 21. Enjoying language: Children enjoy stories, rhymes, and songs.
Standard CLL7: The child will demonstrate increasing knowledge of the alphabet. *(Not appropriate at this age)*	*(Not appropriate at this age)*	*(Not appropriate at this age)*	20. Exploring print: Children explore picture books and magazines. (Closest KDI; alphabet knowledge is not a distinct Infant-Toddler KDI.)

Standard: CLL8 – The child will demonstrate awareness of print concepts.	Q. Book enjoyment and knowledge	4.4.1 Children engage with environmental print.; 4.4.2 Children demonstrate reading conventions by holding books and turning pages one by one.	20. Exploring print: Children explore picture books and magazines.
Strand: Early Writing			
Standard: CLL9 – The child will use writing for a variety of purposes.	J. Fine-motor skills R. Writing X. Art	4.6.1 Children use writing tools to make marks (lines, circles, swoops, waves).	42. Marks and scribbles: Children make marks and scribbles. 12. Moving parts of the body: Children move parts of the body.
Cognitive Development: Mathematics (CD-MA) 12-24 Months			
Strand: Number and Quantity			
Standard: CD-MA1 – The child will organize, represent, and build knowledge of quantity and number.	S. Number and counting	5.1.1 Children use math talk by using number words and/or general quantity terms.; 5.1.3 Children count objects using numbers with adult support.	34. More: Children experience "more."

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Standard: CD-MA2 – The child will manipulate, compare, and describe relationships using quantity and number.	S. Number and counting	5.2.1 Children add or take away from a small set of objects.; 5.5.2 Children use comparative language to describe similarities and differences between objects.	34. More: Children experience "more." 29. Filling and emptying: Children fill and empty, put in and take out.
Strand: Measurement and Comparison			
Standard: CD-MA3 – The child will explore and communicate about distance, weight, length, height and time.	G. Community U. Measurement HH. History	5.5.1 Children compare two objects by a single measurable attribute.; 5.5.2 Children use comparative language to describe similarities and differences between objects.	33. Same and different: Children notice sameness and difference. 28. Locating objects: Children explore and notice the location of objects.
Standard: CD-MA4 – The child will sort, order, classify, and create patterns.	V. Patterns BB. Observing and classifying	5.6.1 Children identify similarities and differences in order to sort according to one attribute.; 5.3.1 Children notice patterns with adult support.	33. Same and different: Children notice sameness and difference.
Strand: Geometry and Spatial Thinking			

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Standard: CD-MA5 – The child will explore, recognize and describe spatial relationships between objects.	T. Geometry: Shapes and spatial awareness	5.4.3 Children explore concepts of space, direction, and location by using positional words.	28. Locating objects: Children explore and notice the location of objects. 29. Filling and emptying: Children fill and empty, put in and take out. 30. Taking apart and putting together: Children take things apart and fit them together.
Standard: CD-MA6 – The child will explore, recognize and describe shapes and shape concepts.	T. Geometry: Shapes and spatial awareness	5.4.1 Children identify shapes and notice shape attributes with adult support.; 5.4.2 Children transform (compose and decompose) shapes with adult support.	30. Taking apart and putting together: Children take things apart and fit them together. 33. Same and different: Children notice sameness and difference.
Strand: Mathematical Reasoning			
Standard CD-MA7: The child will use mathematical problem solving, reasoning, estimation, and communication. *(Not appropriate at this age)*	*(Not appropriate at this age)*	(Not appropriate at this age)	2. Problem solving: Children solve problems encountered in exploration and play. 32. Observing: Children observe the people and things in their world.
Cognitive Development: Science (CD-SC) 12-24 Months			

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Strand: Scientific Skills and Methods			
Standard: CD-SC1 – The child will demonstrate scientific inquiry skills.	BB. Observing and classifying EE. Tools and technology	6.1.1 Children engage in scientific inquiry by questioning, making observations, investigating, and describing what they notice.	32. Observing: Children observe the people and things in their world. 35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect. 2. Problem solving: Children solve problems encountered in exploration and play.
Strand: Earth and Space			
Standard: CD-SC2 – The child will demonstrate knowledge related to the dynamic properties of earth and sky.	BB. Observing and classifying DD. Natural and physical world	6.2.2 Children observe features and changes in the earth, sky, and other natural phenomena.	32. Observing: Children observe the people and things in their world. 33. Same and different: Children notice sameness and difference.
Strand: Living Creatures			
Standard: CD-SC3 – The child will demonstrate knowledge related to living things and their environment.	DD. Natural and physical world	6.2.1 Children identify characteristics of living things.; 6.2.3 Children participate in caring for the natural environment with adult support.	32. Observing: Children observe the people and things in their world. 33. Same and different: Children notice sameness and difference.

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Strand: Physical Science			
Standard: CD-SC4 – The child will demonstrate knowledge related to physical science.	CC. Experimenting, predicting, and drawing conclusions	6.3.1 Children observe properties of materials and objects.; 6.3.2 Children notice how objects move and change	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose. 32. Observing: Children observe the people and things in their world. 35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.
Strand: Interaction with Environment			
Standard: CD-SC5 – The child will demonstrate an awareness of, and the need to protect, his/her environment.	E. Building relationships with adults F. Building relationships with other children DD. Natural and physical world FF. Knowledge of self and others	6.2.3 Children participate in caring for the natural environment with adult support.	32. Observing: Children observe the people and things in their world. 11. Group participation: Children participate in group routines.
Strand: Family			

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Standard: CD-SS1 – The child will demonstrate understanding of his/her family and an emerging awareness of their own culture and ethnicity.	E. Building relationships with adults FF. Knowledge of self and others	8.1.1 Children identify similarities and differences between themselves and others in their families and classroom.; 8.5.1 Children label roles within their family, classroom, and/or commu	5. Attachment: Children form an attachment to a primary caregiver. 6. Relationships with adults: Children build relationships with other adults. 4. Distinguishing self and others: Children distinguish themselves from others.
Strand: People and Community			
Standard: CD-SS2 – The child will demonstrate an understanding of his/her community and an emerging awareness of other's culture and ethnicity.	G. Community FF. Knowledge of self and others	8.1.1 Children identify similarities and differences between themselves and others in their families and classroom.; 8.3.1 Children recognize familiar locations in their immediate surroundings.; 8.5.1 Children label roles within their family, classroom, and/or community.	6. Relationships with adults: Children build relationships with other adults. 7. Relationships with peers: Children build relationships with peers. 11. Group participation: Children participate in group routines.
Standard: CD-SS3 – The child will demonstrate an awareness of geography in his/her community.	GG. Geography	8.3.1 Children recognize familiar locations in their immediate surroundings.	28. Locating objects: Children explore and notice the location of objects. 32. Observing: Children observe the people and things in their world.

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Standard: CD-SS4 – The child will demonstrate awareness of economics of his/her community.	FF. Knowledge of self and others	8.5.1 Children label roles within their family, classroom, and/or community.	1. Initiative: Children express initiative. 2. Problem solving: Children solve problems encountered in exploration and play. 11. Group participation: Children participate in group routines.
Strand: History and Events			
Standard: CD-SS5 – The child will understand the passage of time and how events are related.	G. Community HH. History	8.4.1 Children communicate about recent events.	31. Memory: Children remember people and objects. 11. Group participation: Children participate in group routines.
Cognitive Development: Creative Development (CD-CR) 12-24 Months			
Strand: Creative Movement and Dance			
Standard: CD-CR1 – The child will participate in dance to express creativity.	Z. Movement	9.3.1 Children create movement sequences.	40. Moving to music: Children move to music. 13. Moving the whole body: Children move the whole body.
Strand: Visual Arts			

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Standard: CD-CR2 – The child will create, observe, and analyze visual art forms to develop artistic expression.	X. Art	9.1.1 Children initiate and lead as they create 2-D and 3-D art representations.; 9.5.1 Children show appreciation for the arts by expressing preferences.	37. Exploring art materials: Children explore building and art materials. 12. Moving parts of the body: Children move parts of the body.
Strand: Music			
Standard: CD-CR3 – The child will use his/her voice, instruments, and objects to musically express creativity.	Y. Music	9.2.1 Children initiate and lead as they create music.	41. Sounds: Children explore and imitate sounds. 40. Moving to music: Children move to music. 21. Enjoying language: Children enjoy stories, rhymes, and songs.
Strand: Drama			
Standard: CD-CR4 – The child will use drama to express creativity.	N. Phonological awareness AA. Pretend play	9.4.1 Children participate in play scenarios.	36. Imitating and pretending: Children imitate and pretend.
Cognitive Development: Cognitive Processes (CD-CP) 12-24 Months			
Strand: Thinking Skills			

Standard: CD-CP1 – The child will demonstrate awareness of cause and effect.	CC. Experimenting, predicting, and drawing conclusions	7.2.1 Children investigate how things work.; 6.3.2 Children notice how objects move and change.	35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.
Standard: CD-CP2 – The child will use prior knowledge to build new knowledge.	CC. Experimenting, predicting, and drawing conclusions	1.3.2 Children communicate a detail about what they did soon after an event.; 7.2.1 Children investigate how things work.	31. Memory: Children remember people and objects. 2. Problem solving: Children solve problems encountered in exploration and play.
Strand: Problem Solving			
Standard: CD-CP3 – The child will demonstrate problem solving skills.	B. Problem solving with materials	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).; 7.2.2 Children engage in the engineering design process by building, noticing a problem, and seeking a solution.	2. Problem solving: Children solve problems encountered in exploration and play. 10. Engagement and persistence: Children focus on and remain involved in activities.
Physical Development and Motor Skills (PDM) 24-36 Months			

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Strand: Health and Well-Being			
Standard: PDM1 – The child will practice healthy and safe habits.	K. Personal care and healthy behavior M. Listening and comprehension	3.3.2 Children respond to and follow safety practices when prompted by adults.; 3.3.3 Children participate in personal care routines with assistance.	3. Self-help: Children do things for themselves. 11. Group participation: Children participate in group routines. 16. Listening and responding: Children listen and respond.
Standard: PDM2 – The child will participate in activities related to nutrition.	K. Personal care and healthy behavior	3.3.3 Children participate in personal care routines with assistance.	3. Self-help: Children do things for themselves.
Strand: Use of Senses			
Standard: PDM3 – The child will demonstrate an awareness of the body in space and child's relationship to objects in space.	I. Gross-motor skills	3.1.2 Children use their senses and spatial awareness to understand where their body is in relation to the environment.	13. Moving the whole body: Children move the whole body. 28. Locating objects: Children explore and notice the location of objects. 5. Sense of self: Children express a sense of self.

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Standard: PDM4 – The child will use senses (sight, touch, hearing, smell, and taste) to explore the environment and process information.	BB. Observing and classifying	3.1.2 Children use their senses and spatial awareness to understand where their body is in relation to the environment.; 6.1.1 Children engage in scientific inquiry by questioning, making observations, investigating, and describing what they notice.	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose. 32. Observing: Children observe the people and things in their world.
Strand: Motor Skills			
Standard: PDM5 – The child will demonstrate gross motor skills.	I. Gross-motor skills	3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control.	13. Moving the whole body: Children move the whole body.
Standard: PDM6 – The child will demonstrate fine motor skills.	J. Fine-motor skills	3.2.1 Children use their small muscles with increasing control.	12. Moving parts of the body: Children move parts of the body.
Social and Emotional Development 24-36 Months			
Strand: Developing a Sense of Self			
Standard: SED1 – The child will develop self-awareness.	L. Speaking FF. Knowledge of self and others	2.1.1 Children name emotions that they are experiencing or that they see others express.	4. Distinguishing self and others: Children distinguish themselves from others. 5. Sense of self: Children express a sense of self.

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Standard: SED2 – The child will engage in self-expression.	D. Emotions	4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.	8. Emotions: Children express emotions. 17. Nonverbal communication: Children communicate nonverbally. 19. Speaking: Children speak.
Strand: Self-Regulation			
Standard: SED3 – The child will demonstrate self-control.	G. Community H. Conflict resolution	2.1.2 Children regulate their emotions and actions with adult support.	8. Emotions: Children express emotions. 11. Group participation: Children participate in group routines.
Strand: Developing a sense of self with others			
Standard: SED4 – The child will develop relationships with adults.	E. Building relationships with adults	2.2.1 Children show interest in and interact with children and adults.	5. Attachment: Children form an attachment to a primary caregiver. 6. Relationships with adults: Children build relationships with other adults.
Standard: SED5 – The child will develop relationships with peers.	F. Building relationships with other children	2.2.1 Children show interest in and interact with children and adults.	7. Relationships with peers: Children build relationships with peers.
Approaches to Play and Learning (APL) 24-36 Months			
Strand: Initiative and Exploration			

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Standard: APL1 – The child will demonstrate initiative and self-direction.	A. Initiative and planning	1.1.1 Children choose how to explore their environment and participate in new experiences.; 1.1.2 Children communicate an intention.	1. Initiative: Children express initiative.
Standard: APL2 – The child will demonstrate interest and curiosity.	A. Initiative and planning	1.1.1 Children choose how to explore their environment and participate in new experiences.; 6.1.1 Children engage in scientific inquiry by questioning, making observations, investigating, and describing what they notice.	1. Initiative: Children express initiative. 32. Observing: Children observe the people and things in their world.
Strand: Attentiveness and Persistence			
Standard: APL3 – The child will demonstrate self-control.	A. Initiative and planning B. Problem solving with materials C. Reflection	2.1.2 Children regulate their emotions and actions with adult support.	10. Engagement and persistence: Children focus on and remain involved in activities. 8. Emotions: Children express emotions.
Strand: Play			
Standard: APL4 – The child will engage in a progression of individualized and imaginative play.	AA. Pretend play	9.4.1 Children participate in play scenarios.	36. Imitating and pretending: Children imitate and pretend. 1. Initiative: Children express initiative.

Standard: APL5 – The child will demonstrate a cooperative and flexible approach to play.	F. Building relationships with other children AA. Pretend play	2.2.1 Children show interest in and interact with children and adults.; 9.4.1 Children participate in play scenarios.	7. Relationships with peers: Children build relationships with peers. 11. Group participation: Children participate in group routines. 2. Problem solving: Children solve problems encountered in exploration and play.
Communication, Language, and Literacy (CLL) 24-36 Months			
Strand: Receptive Language (Listening)			
Standard: CLL1 – The child will listen to conversations for a variety of purposes and demonstrate comprehension.	M. Listening and comprehension	*4.1.2 Children understand and respond to questions from others.*	16. Listening and responding: Children listen and respond. 18. Two-way communication: Children participate in two-way communication.
Standard: CLL2 – The child will acquire vocabulary introduced in conversations, activities, stories, and/or books.	M. Listening and comprehension	4.1.4 Children understand and use an increasing number of new words	16. Listening and responding: Children listen and respond. 19. Speaking: Children speak. 21. Enjoying language: Children enjoy stories, rhymes, and songs.
Strand: Expressive Language			

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Standard: CLL3 – The child will use non-verbal communication for a variety of purposes.	D. Emotions L. Speaking	4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.	17. Nonverbal communication: Children communicate nonverbally. 18. Two-way communication: Children participate in two-way communication.
Standard: CLL4 – The child will use increasingly complex spoken language.	L. Speaking	4.1.5 Children have turn-taking conversations about immediate concrete experiences with adult support.	19. Speaking: Children speak. 18. Two-way communication: Children participate in two-way communication.
Strand: Early Reading			
Standard: CLL5 – The child will acquire meaning from a variety of materials read to him/her.	P. Reading Q. Book enjoyment and knowledge	4.5.2 Children engage with books read by adults.; 4.7.1 Children retell details from a familiar story and/or shared reading experiences.	20. Exploring print: Children explore picture books and magazines. 21. Enjoying language: Children enjoy stories, rhymes, and songs. 16. Listening and responding: Children listen and respond.
Standard: CLL6 – The child will develop early phonological awareness (awareness of the units of sound).	N. Phonological awareness	4.3.1 Children join in familiar songs and word games containing rhyming sounds.	41. Sounds: Children explore and imitate sounds.

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			21. Enjoying language: Children enjoy stories, rhymes, and songs.
Standard: CLL7 – The child will demonstrate increasing knowledge of the alphabet.	O. Alphabet knowledge	4.2.1 Children name an uppercase letter.	20. Exploring print: Children explore picture books and magazines. (Closest KDI; alphabet knowledge is not a distinct Infant-Toddler KDI.)
Standard: CLL8 – The child will demonstrate awareness of print concepts.	P. Reading Q. Book enjoyment and knowledge	4.4.1 Children engage with environmental print.; 4.4.2 Children demonstrate reading conventions by holding books and turning pages one by one.	20. Exploring print: Children explore picture books and magazines.
Strand: Early Writing			
Standard: CLL9 – The child will use writing for a variety of purposes.	J. Fine-motor skills R. Writing X. Art	4.6.1 Children use writing tools to make marks (lines, circles, swoops, waves).	42. Marks and scribbles: Children make marks and scribbles. 12. Moving parts of the body: Children move parts of the body.
Cognitive Development: Mathematics (CD-MA) 24-36 Months			
Strand: Number and Quantity			

Standard: CD-MA1 – The child will organize, represent, and build knowledge of quantity and number.	S. Number and counting	5.1.1 Children use math talk by using number words and/or general quantity terms.; 5.1.3 Children count objects using numbers with adult support.	34. More: Children experience “more.”
Standard: CD-MA2 – The child will manipulate, compare, and describe relationships using quantity and number.	S. Number and counting W. Data analysis	5.2.1 Children add or take away from a small set of objects.; 5.5.2 Children use comparative language to describe similarities and differences between objects.	34. More: Children experience “more.” 29. Filling and emptying: Children fill and empty, put in and take out.
Strand: Measurement and Comparison			
Standard: CD-MA3 – The child will explore and communicate about distance, weight, length, height and time.	G. Community U. Measurement HH. History	5.5.1 Children compare two objects by a single measurable attribute.; 5.5.2 Children use comparative language to describe similarities and differences between objects.	33. Same and different: Children notice sameness and difference. 28. Locating objects: Children explore and notice the location of objects.
Standard: CD-MA4 – The child will sort, order, classify, and create patterns.	V. Patterns BB. Observing and classifying	5.6.1 Children identify similarities and differences in order to sort according to one attribute.; 5.3.1 Children notice patterns with adult support.	33. Same and different: Children notice sameness and difference.
Strand: Geometry and Spatial Thinking			

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Standard: CD-MA5 – The child will explore, recognize and describe spatial relationships between objects.	T. Geometry: Shapes and spatial awareness	5.4.3 Children explore concepts of space, direction, and location by using positional words.	28. Locating objects: Children explore and notice the location of objects. 29. Filling and emptying: Children fill and empty, put in and take out. 30. Taking apart and putting together: Children take things apart and fit them together.
Standard: CD-MA6 – The child will explore, recognize and describe shapes and shape concepts.	T. Geometry: Shapes and spatial awareness	5.4.1 Children identify shapes and notice shape attributes with adult support.; 5.4.2 Children transform (compose and decompose) shapes with adult support.	30. Taking apart and putting together: Children take things apart and fit them together. 33. Same and different: Children notice sameness and difference.
Strand: Mathematical Processes			
Standard: CD-MA7 – The child will use mathematical problem solving, reasoning, estimation, and communication.	BB. Observing and classifying	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).	2. Problem solving: Children solve problems encountered in exploration and play. 32. Observing: Children observe the people and things in their world.

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Cognitive Development: Science (CD-SC) 24-36 Months			
Strand: Scientific Skills and Methods			
Standard: CD-SC1 – The child will demonstrate scientific inquiry skills.	BB. Observing and classifying EE. Tools and technology	6.1.1 Children engage in scientific inquiry by questioning, making observations, investigating, and describing what they notice.	32. Observing: Children observe the people and things in their world. 35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect. 2. Problem solving: Children solve problems encountered in exploration and play.
Strand: Earth and Space			
Standard: CD-SC2 – The child will demonstrate knowledge related to the dynamic properties of earth and sky.	BB. Observing and classifying DD. Natural and physical world	6.2.2 Children observe features and changes in the earth, sky, and other natural phenomena.	32. Observing: Children observe the people and things in their world. 33. Same and different: Children notice sameness and difference.
Strand: Living Creatures			

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Standard: CD-SC3 – The child will demonstrate knowledge of living things and their environment.	DD. Natural and physical world	6.2.1 Children identify characteristics of living things.; 6.2.3 Children participate in caring for the natural environment with adult support.	32. Observing: Children observe the people and things in their world. 33. Same and different: Children notice sameness and difference.
Strand: Interaction with Environment			
Standard: CD-SC5 – The child will demonstrate an awareness of, and the need to protect, his/her environment.	DD. Natural and physical world	6.2.3 Children participate in caring for the natural environment with adult support.	32. Observing: Children observe the people and things in their world. 11. Group participation: Children participate in group routines.
Cognitive Development: Social Studies (CD-SS) 24-36 Months			
Strand: Family			
Standard: CD-SS1 – The child will demonstrate understanding of his/her family and an emerging awareness of their own culture and ethnicity.	E. Building relationships with adults FF. Knowledge of self and others	8.1.1 Children identify similarities and differences between themselves and others in their families and classroom.; 8.5.1 Children label roles within their family, classroom, and/or community.	5. Attachment: Children form an attachment to a primary caregiver. 6. Relationships with adults: Children build relationships with other adults. 4. Distinguishing self and others: Children distinguish themselves from others.
Strand: People and Community			

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Standard: CD-SS2 – The child will demonstrate an understanding of his/her community and an emerging awareness of other's culture and ethnicity.	G. Community FF. Knowledge of self and others	8.1.1 Children identify similarities and differences between themselves and others in their families and classroom.; 8.3.1 Children recognize familiar locations in their immediate surroundings.; 8.5.1 Children label roles within their family, classroom, and/or community.	6. Relationships with adults: Children build relationships with other adults. 7. Relationships with peers: Children build relationships with peers. 11. Group participation: Children participate in group routines.
Standard: CD-SS3 – The child will demonstrate an awareness of geography in his/her community.	GG. Geography	8.3.1 Children recognize familiar locations in their immediate surroundings.	28. Locating objects: Children explore and notice the location of objects. 32. Observing: Children observe the people and things in their world.
Standard: CD-SS4 – The child will demonstrate awareness of economics of his/her community.	FF. Knowledge of self and others	8.5.1 Children label roles within their family, classroom, and/or community.	1. Initiative: Children express initiative. 2. Problem solving: Children solve problems encountered in exploration and play. 11. Group participation: Children participate in group routines.
Strand: History and Events			

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Standard: CD-SS5 – The child will understand the passage of time and how events are related.	G. Community HH. History	8.4.1 Children communicate about recent events.	31. Memory: Children remember people and objects. 11. Group participation: Children participate in group routines.
Standard: CD-CR1 – The child will participate in dance to express creativity.	Y. Music Z. Movement	9.3.1 Children create movement sequences.	40. Moving to music: Children move to music. 13. Moving the whole body: Children move the whole body.
Strand: Visual Arts			
Standard: CD-CR2 – The child will create, observe, and analyze visual art forms to develop artistic expression.	X. Art	9.1.1 Children initiate and lead as they create 2-D and 3-D art representations.; 9.5.1 Children show appreciation for the arts by expressing preferences.	37. Exploring art materials: Children explore building and art materials. 12. Moving parts of the body: Children move parts of the body.
Strand: Music			
Standard: CD-CR3 – The child will use his/her voice, instruments, and objects to musically express creativity.	Y. Music	9.2.1 Children initiate and lead as they create music.	41. Sounds: Children explore and imitate sounds. 40. Moving to music: Children move to music. 21. Enjoying language: Children enjoy stories, rhymes, and songs.
Strand: Drama			

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Standard: CD-CR4 – The child will use drama to express creativity.	AA. Pretend play	9.4.1 Children participate in play scenarios.	36. Imitating and pretending: Children imitate and pretend.
Cognitive Development: Cognitive Processes (CD-CP) 24-36 Months			
Strand: Thinking Skills			
Standard: CD-CP1 – The child will demonstrate awareness of cause and effect.	CC. Experimenting, predicting, and drawing conclusions	7.2.1 Children investigate how things work.; 6.3.2 Children notice how objects move and change.	35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.
Standard: CD-CP2 – The child will use prior knowledge to build new knowledge.	CC. Experimenting, predicting, and drawing conclusions	1.3.2 Children communicate a detail about what they did soon after an event.; 7.2.1 Children investigate how things work.	31. Memory: Children remember people and objects. 2. Problem solving: Children solve problems encountered in exploration and play.
Strand: Problem Solving			

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Standard: CD-CP3 – The child will demonstrate problem solving skills.	B. Problem solving with materials	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).; 7.2.2 Children engage in the engineering design process by building, noticing a problem, and seeking a solution.	2. Problem solving: Children solve problems encountered in exploration and play. 10. Engagement and persistence: Children focus on and remain involved in activities.
Physical Development and Motor Skills (PDM) 36-48 Months			
Strand: Health and Well-Being			
Standard: PDM1 – The child will practice healthy and safe habits.	K. Personal care and healthy behavior M. Listening and comprehension	M 5.1.1 Number Sense, Counting, & Cardinality; M 5.1.2 Number Sense, Counting, & Cardinality; M 5.1.3 Number Sense, Counting, & Cardinality; M 5.1.4 Number Sense, Counting, & Cardinality	18. Personal care: Children carry out personal care routines on their own.; 19. Healthy behavior: Children engage in healthy practices.
Standard: PDM2 – The child will participate in activities related to nutrition.	K. Personal care and healthy behavior	PDH 3.3.1 Health, Safety, and Well-Being	19. Healthy behavior: Children engage in healthy practices.
Strand: Use of Senses			

Standard: PDM3 – The child will demonstrate an awareness of the body in space and child's relationship to objects in space.	I. Gross-motor skills	PDH 3.1.2 Gross Motor	34. Spatial awareness: Children recognize spatial relationships among people and objects.; 16. Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles.
Standard: PDM4 – The child will use senses (sight, touch, hearing, smell, and taste) to explore the environment and process information.	BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions	S 6.1.1 Scientific Inquiry	45. Observing: Children observe the materials and processes in their environment.
Strand: Motor Skills			
Standard: PDM5 – The child will demonstrate gross motor skills.	I. Gross-motor skills	PDH 3.1.2 Gross Motor	16. Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles.
Standard: PDM6 – The child will demonstrate fine motor skills.	J. Fine-motor skills	PDH 3.2.1 Fine Motor	17. Fine-motor skills: Children demonstrate dexterity and hand-eye coordination in using their small muscles.
Social and Emotional Development (SED) 36-48 Months			

Strand: Developing a Sense of Self			
Standard: SED1 – The child will develop self-awareness.	A. Initiative and planning FF. Knowledge of self and others	SE 2.1.1 Self-Awareness and Emotions	7. Self-identity: Children have a positive self-identity.
Standard: SED2 – The child will engage in self-expression.	D. Emotions	LL 4.1.1 Language & Communication	9. Emotions: Children recognize, label, and regulate their feelings.; 22. Speaking: Children express themselves using language.
Strand: Self-Regulation			
Standard: SED3 – The child will demonstrate self-control.	G. Community H. Conflict resolution	SE 2.1.1 Self-Awareness and Emotions	9. Emotions: Children recognize, label, and regulate their feelings.
Strand: Developing a Sense of Self with Others			
Standard: SED4 – The child will develop relationships with adults.	E. Building relationships with adults	SE 2.2.1 Social-Awareness and Relationships	12. Building relationships: Children build relationships with other children and adults.
Standard: SED5 – The child will develop relationships with peers.	D. Emotions F. Building relationships with other children H. Conflict resolution	SE 2.2.1 Social-Awareness and Relationships	12. Building relationships: Children build relationships with other children and adults.; 15. Conflict resolution: Children resolve social conflicts.

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Approaches to Play and Learning (APL) 36-48 Months			
Strand: Initiative and Exploration			
Standard: APL1 – The child will demonstrate initiative and self-direction.	A. Initiative and planning	AL 1.1.1 Initiative & Planning; AL 1.1.2 Initiative & Planning	1. Initiative: Children demonstrate initiative as they explore their world.; 2. Planning: Children make plans and follow through on their intentions.
Standard: APL2 – The child will demonstrate interest and curiosity.	A. Initiative and planning	AL 1.1.1 Initiative & Planning; S 6.1.1 Scientific Inquiry	1. Initiative: Children demonstrate initiative as they explore their world.; 5. Use of resources: Children gather information and formulate ideas about their world.
Strand: Attentiveness and Persistence			
Standard: APL3 – The child will demonstrate self-control.	A. Initiative and planning B. Problem solving with materials F. Building relationships with other children	SE 2.1.2 Self-Awareness and Emotions	3. Engagement: Children focus on activities that interest them.; 9. Emotions: Children recognize, label, and regulate their feelings.
Strand: Play			

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Standard: APL4 – The child will engage in a progression of individualized and imaginative play.	AA. Pretend play	CA 9.4.1 Dramatic Play	43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.
Standard: APL5 – The child will demonstrate a cooperative and flexible approach to play.	B. Problem solving with materials F. Building relationships with other children AA. Pretend play	SE 2.2.1 Social-Awareness and Relationships; SE 2.2.3 Social-Awareness and Relationships	12. Building relationships: Children build relationships with other children and adults.; 15. Conflict resolution: Children resolve social conflicts.; 43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.
Cognitive Development: Mathematics (CD-MA) 36-48 Months			
Strand: Number and Quantity			
Standard: CD-MA1 – The child will organize, represent, and build knowledge of quantity and number.	S. Number and counting	M 5.1.1 Number Sense, Counting, & Cardinality; M 5.1.2 Number Sense, Counting, & Cardinality; M 5.1.3 Number Sense, Counting, & Cardinality; M 5.1.4 Number Sense, Counting, & Cardinality; M 5.1.5 Number Sense, Counting, & Cardinality	31. Number words and symbols: Children recognize and use number words and symbols.; 32. Counting: Children count things.

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Standard: CD-MA2 – The child will manipulate, compare, and describe relationships using quantity and number.	S. Number and counting W. Data analysis	M 5.2.1 Number Relationships & Operations; M 5.2.2 Number Relationships & Operations	32. Counting: Children count things.; 33. Part-whole relationships: Children combine and separate quantities of objects.
Strand: Measurement and Comparison			
Standard: CD-MA3 – The child will explore and communicate about distance, weight, length, height and time.	G. Community U. Measurement HH. History	M 5.5.1 Measurement; M 5.5.2 Measurement	36. Measuring: Children measure to describe, compare, and order things.; 22. Speaking: Children express themselves using language.
Standard: CD-MA4 – The child will sort, order, classify, and create patterns.	V. Patterns BB. Observing and classifying	M 5.3.1 Patterns & Algebraic Thinking; M 5.6.1 Data	39. Patterns: Children identify, describe, copy, complete, and create patterns.; 46. Classifying: Children classify materials, actions, people, and events.; 36. Measuring: Children measure to describe, compare, and order things.
Strand: Geometry and Spatial Thinking			
Standard: CD-MA5 – The child will explore, recognize and describe spatial relationships between objects.	T. Geometry: Shapes and spatial awareness	M 5.4.3 Geometry & Spatial Awareness	34. Spatial awareness: Children recognize spatial relationships

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			among people and objects.
Standard: CD-MA6 – The child will explore, recognize and describe shapes and shape concepts.	T. Geometry: Shapes and spatial awareness	M 5.4.1 Geometry & Spatial Awareness; M 5.4.2 Geometry & Spatial Awareness	35. Shapes: Children identify, name, and describe shapes.
Strand: Mathematical Reasoning			
Standard: CD-MA7 – The child will use mathematical problem solving, reasoning, estimation, and communication.	S. Number and counting W. Data analysis BB. Observing and classifying	AL 1.3.1 Problem Solving & Reflection; M 5.6.2 Data	4. Problem solving: Children solve problems encountered in play.; 6. Reflection: Children reflect on their experiences.; 22. Speaking: Children express themselves using language.
Cognitive Development: Science (CD-SC) 36-48 Months			
Strand: Scientific Skills and Methods			

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Standard: CD-SC1 – The child will demonstrate scientific inquiry skills.	BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions EE. Tools and technology	S 6.1.1 Scientific Inquiry	45. Observing: Children observe the materials and processes in their environment.; 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.
Strand: Earth and Space			
Standard: CD-SC2 – The child will demonstrate knowledge related to the dynamic properties of earth and sky.	DD. Natural and physical world	S 6.2.2 Natural Environment	50. Communicating ideas about the natural and physical world: Children communicate their ideas about the characteristics of things and how they work.
Strand: Living Creatures			

Standard: CD-SC3 – The child will demonstrate knowledge of living things and their environments.	DD. Natural and physical world	S 6.2.2 Natural Environment	50. Communicating ideas about the natural and physical world: Children communicate their ideas about the characteristics of things and how they work.; 45. Observing: Children observe the materials and processes in their environment.
Strand: Physical Science			
Standard: CD-SC4 – The child will demonstrate knowledge related to physical science.	CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world EE. Tools and technology	S 6.3.1 Physical Science; S 6.3.2 Physical Science	50. Communicating ideas about the natural and physical world: Children communicate their ideas about the characteristics of things and how they work.; 47. Experimenting: Children experiment to test their ideas.
Strand: Interaction with Environment			

Standard: CD-SC5 – The child will demonstrate an awareness of, and the need to protect, his/her environment.	DD. Natural and physical world	S 6.2.2 Natural Environment	50. Communicating ideas about the natural and physical world: Children communicate their ideas about the characteristics of things and how they work.; 11. Community: Children participate in the community of the classroom.
Cognitive Development: Social Studies (CD-SS) 36-48 Months			
Strand: Family			
Standard: CD-SS1 – The child will demonstrate understanding of his/her family and an emerging awareness of their own culture and ethnicity.	FF. Knowledge of self and others	SS 8.1.1 Self & Social Systems	7. Self-identity: Children have a positive self-identity.; 11. Community: Children participate in the community of the classroom.
Strand: People and Community			
Standard: CD-SS2 – The child will demonstrate an understanding of his/her community and an emerging awareness of other's culture and ethnicity.	G. Community FF. Knowledge of self and others	SS 8.1.1 Self & Social Systems; SS 8.2.1 Community Membership	11. Community: Children participate in the community of the classroom.; 7. Self-identity: Children have a positive self-identity.

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Standard: CD-SS3 – The child will demonstrate an awareness of geography in his/her community.	GG. Geography	SS 8.3.1 Sense of Place & Environment	34. Spatial awareness: Children recognize spatial relationships among people and objects.; 11. Community: Children participate in the community of the classroom.
Standard: CD-SS4 – The child will demonstrate awareness of economics of his/her community.	EE. Tools and technology FF. Knowledge of self and others	SS 8.5.1 Economic Systems; SS 8.5.2 Economic Systems	11. Community: Children participate in the community of the classroom.; 2. Planning: Children make plans and follow through on their intentions.
Strand: History and Events			
Standard: CD-SS5 – The child will understand the passage of time and how events are related.	HH. History	SS 8.4.1 Time, Continuity & Change	6. Reflection: Children reflect on their experiences.
Cognitive Development: Creative Development (CD-CR) 36-48 Months			
Strand: Creative Movement and Dance			
Standard: CD-CR1 – The child will participate in dance to express creativity.	Z. Movement	CA 9.3.1 Expressive Movement	42. Movement: Children express and represent what they observe, think, imagine, and feel through movement.
Strand: Visual Arts			

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Standard: CD-CR2 – The child will create, observe, and analyze visual art forms to develop artistic expression.	X. Art	CA 9.1.1 Visual Arts; CA 9.5.1 Art Appreciation	40. Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.; 6. Reflection: Children reflect on their experiences.
Strand: Music			
Standard: CD-CR3 – The child will use his/her voice, instruments, and objects to musically express creativity.	Y. Music	CA 9.2.1 Music	41. Music: Children express and represent what they observe, think, imagine, and feel through music.
Strand: Drama			
Standard: CD-CR4 – The child will use drama to express creativity.	AA. Pretend play	CA 9.4.1 Dramatic Play	43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.
Cognitive Development: Cognitive Processes (CD-CP) 36-48 Months			
Strand: Thinking Skills			

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Standard: CD-CP1 – The child will demonstrate awareness of cause and effect.	CC. Experimenting, predicting, and drawing conclusions	S 6.3.2 Physical Science; TE 7.2.1 Engineering	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.
Standard: CD-CP2 – The child will use prior knowledge to build new knowledge.	CC. Experimenting, predicting, and drawing conclusions	AL 1.3.2 Problem Solving & Reflection	6. Reflection: Children reflect on their experiences.; 5. Use of resources: Children gather information and formulate ideas about their world.
Strand: Problem Solving			
Standard: CD-CP3 – The child will demonstrate problem solving skills.	B. Problem solving with materials	AL 1.3.1 Problem Solving & Reflection; TE 7.2.2 Engineering	4. Problem solving: Children solve problems encountered in play.; 6. Reflection: Children reflect on their experiences.
Physical Development and Motor Skills (PDM) 48-60 Months			
Strand: Health and Well-Being			

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Standard: PDM1 – The child will practice healthy and safe habits.	K. Personal care and healthy behavior M. Listening and comprehension	PDH 3.3.1 Health, Safety, and Well-Being; PDH 3.3.2 Health, Safety, and Well-Being; PDH 3.3.3 Health, Safety, and Well-Being	18. Personal care: Children carry out personal care routines on their own.; 19. Healthy behavior: Children engage in healthy practices.
Standard: PDM2 – The child will participate in activities related to nutrition.	K. Personal care and healthy behavior	PDH 3.3.1 Health, Safety, and Well-Being	19. Healthy behavior: Children engage in healthy practices.
Strand: Use of Senses			
Standard: PDM3 – The child will demonstrate an awareness of the body in space and child's relationship to objects in space.	I. Gross-motor skills	PDH 3.1.2 Gross Motor	34. Spatial awareness: Children recognize spatial relationships among people and objects.; 16. Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles.
Standard: PDM4 – The child will use senses (sight, touch, hearing, smell, and taste) to explore the environment and process information.	BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions	S 6.1.1 Scientific Inquiry	45. Observing: Children observe the materials and processes in their environment.
Strand: Motor Skills			

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Standard: PDM5 – The child will demonstrate gross motor skills.	I. Gross-motor skills	PDH 3.1.2 Gross Motor	16. Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles.
Standard: PDM6 – The child will demonstrate fine motor skills.	J. Fine-motor skills	PDH 3.2.1 Fine Motor	17. Fine-motor skills: Children demonstrate dexterity and hand-eye coordination in using their small muscles.
Social and Emotional Development (SED) 48-60 Months			
Strand: Developing a Sense of Self			
Standard: SED1 – The child will develop self-awareness.	A. Initiative and planning FF. Knowledge of self and others	SE 2.1.1 Self-Awareness and Emotions	7. Self-identity: Children have a positive self-identity.
Standard: SED2 – The child will engage in self-expression.	D. Emotions	LL 4.1.1 Language & Communication	9. Emotions: Children recognize, label, and regulate their feelings.; 22. Speaking: Children express themselves using language.
Strand: Self-Regulation			
Standard: SED3 – The child will demonstrate self-control.	G. Community H. Conflict	SE 2.1.2 Self-Awareness and Emotions	9. Emotions: Children recognize, label, and regulate their feelings.

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	resolution		
Strand: Developing a sense of self with others			
Standard: SED4 – The child will develop relationships with adults.	E. Building relationships with adults G. Community	SE 2.2.1 Social-Awareness and Relationships	12. Building relationships: Children build relationships with other children and adults.
Standard: SED5 – The child will develop relationships with peers.	D. Emotions F. Building relationships with other children H. Conflict resolution	SE 2.2.1 Social-Awareness and Relationships	12. Building relationships: Children build relationships with other children and adults.; 15. Conflict resolution: Children resolve social conflicts.
Approaches to Learning and Play (APL) 48-60 Months			
Strand: Initiative and Exploration			
Standard: APL1 – The child will demonstrate initiative and self-direction.	A. Initiative and planning	AL 1.1.1 Initiative & Planning; AL 1.1.2 Initiative & Planning	1. Initiative: Children demonstrate initiative as they explore their world.; 2. Planning: Children make plans and follow through on their intentions.

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Standard: APL2 – The child will demonstrate interest and curiosity.	A. Initiative and planning	AL 1.1.1 Initiative & Planning; S 6.1.1 Scientific Inquiry	1. Initiative: Children demonstrate initiative as they explore their world.; 5. Use of resources: Children gather information and formulate ideas about their world.
Strand: Attentiveness and Persistence			
Standard: APL3 – The child will sustain attention to a specific activity and demonstrate persistence.	A. Initiative and planning B. Problem solving with materials F. Building relationships with other children	AL 1.2.1 Engagement & Persistence; AL 1.2.2 Engagement & Persistence	3. Engagement: Children focus on activities that interest them.; 4. Problem solving: Children solve problems encountered in play.
Strand: Play			
Standard: APL4 – The child will engage in a progression of individualized and imaginative play.	AA. Pretend play	CA 9.4.1 Dramatic Play	43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.

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Standard: APL5 – The child will demonstrate a cooperative and flexible approach to play.	B. Problem solving with materials F. Building relationships with other children AA. Pretend play	SE 2.2.1 Social-Awareness and Relationships; SE 2.2.3 Social-Awareness and Relationships	12. Building relationships: Children build relationships with other children and adults.; 15. Conflict resolution: Children resolve social conflicts.; 43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.
Communication, Language, and Literacy (CLL) 48-60 Months			
Strand: Receptive Language (Listening)			
Standard: CLL1 – The child will listen to conversations and demonstration comprehension.	M. Listening and comprehension	LL 4.1.2 Language & Communication	21. Comprehension: Children understand language.
Standard: CLL2 – The child will acquire vocabulary introduced in conversations, activities, stories, and/or books.	M. Listening and comprehension	LL 4.1.4 Language & Communication	23. Vocabulary: Children understand and use a variety of words and phrases.; 21. Comprehension: Children understand language.
Strand: Expressive Language			

Standard: CLL3 – The child will use non-verbal communication for a variety of purposes.	D. Emotions L. Speaking	LL 4.1.1 Language & Communication	22. Speaking: Children express themselves using language.; 12. Building relationships: Children build relationships with other children and adults.
Standard: CLL4 – The child will use increasingly complex spoken language.	L. Speaking	LL 4.1.1 Language & Communication	22. Speaking: Children express themselves using language.; 23. Vocabulary: Children understand and use a variety of words and phrases.
Strand: Early Reading			
Standard: CLL5 – The child will acquire meaning from a variety of materials read to him/her.	P. Reading Q. Book enjoyment and knowledge	LL 4.7.1 Comprehension/Narrative; LL 4.7.2 Comprehension/Narrative; LL 4.7.3 Comprehension/Narrative; LL 4.7.4 Comprehension/Narrative	24. Book enjoyment and knowledge: Children appreciate and understand books and reading.; 21. Comprehension: Children understand language.
Standard: CLL6 – The child will develop early phonological awareness (awareness of the units of sound).	N. Phonological awareness	LL 4.3.1 Phonological Awareness	23. Phonological awareness: Children identify distinct sounds in spoken language.
Standard: CLL7 – The child will demonstrate increasing knowledge of the alphabet.	O. Alphabet knowledge	LL 4.2.1 Alphabet Knowledge; LL 4.2.2 Alphabet Knowledge	26. Alphabetic knowledge: Children

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			identify letter names and their sounds.
Standard: CLL8 – The child will demonstrate awareness of print concepts.	P. Reading Q. Book enjoyment and knowledge	LL 4.4.1 Print Concepts; LL 4.4.2 Print Concepts	25. Concepts about print: Children know about environmental print and how books work.
Strand: Early Writing			
Standard: CLL9 – The child will use writing for a variety of purposes.	J. Fine-motor skills R. Writing X. Art	LL 4.6.1 Writing; LL 4.6.2 Writing; LL 4.6.3 Writing	28. Writing: Children write for many different purposes.
Cognitive Development: Mathematics (CD-MA) 48-60 Months			
Strand: Number and Quantity			
Standard: CD-MA1 – The child will organize, represent, and build knowledge of quantity and number.	S. Number and counting	M 5.1.1 Number Sense, Counting, & Cardinality; M 5.1.2 Number Sense, Counting, & Cardinality; M 5.1.3 Number Sense, Counting, & Cardinality; M 5.1.4 Number Sense, Counting, & Cardinality; M 5.1.5 Number Sense, Counting, & Cardinality	31. Number words and symbols: Children recognize and use number words and symbols.; 32. Counting: Children count things.

Standard: CD-MA2 – The child will manipulate, compare, and describe relationships using quantity and number.	S. Number and counting W. Data analysis	M 5.2.1 Number Relationships & Operations; M 5.2.2 Number Relationships & Operations	32. Counting: Children count things.; 33. Part-whole relationships: Children combine and separate quantities of objects.
Strand: Measurement and Comparison			
Standard: CD-MA3 – The child will explore and communicate about distance, weight, length, height and time.	G. Community U. Measurement HH. History	M 5.5.1 Measurement; M 5.5.2 Measurement	36. Measuring: Children measure to describe, compare, and order things.; 22. Speaking: Children express themselves using language.
Standard: CD-MA4 – The child will sort, order, classify, and create patterns.	V. Patterns BB. Observing and classifying	M 5.3.1 Patterns & Algebraic Thinking; M 5.6.1 Data	39. Patterns: Children identify, describe, copy, complete, and create patterns.; 46. Classifying: Children classify materials, actions, people, and events.; 36. Measuring: Children measure to describe, compare, and order things.
Strand: Geometry and Spatial Thinking			
Standard: CD-MA5 – The child will explore, recognize and describe spatial relationships between objects.	T. Geometry: Shapes and spatial awareness	M 5.4.3 Geometry & Spatial Awareness	34. Spatial awareness: Children recognize spatial relationships

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			among people and objects.
Standard: CD-MA6 – The child will explore, recognize and describe shapes and shape concepts.	T. Geometry: Shapes and spatial awareness	M 5.4.1 Geometry & Spatial Awareness; M 5.4.2 Geometry & Spatial Awareness	35. Shapes: Children identify, name, and describe shapes.
Strand: Mathematical Reasoning			
Standard: CD-MA7 – The child will use mathematical problem solving, reasoning, estimation, and communication.	S. Number and counting W. Data analysis BB. Observing and classifying	AL 1.3.1 Problem Solving & Reflection; M 5.6.2 Data	4. Problem solving: Children solve problems encountered in play.; 6. Reflection: Children reflect on their experiences.; 22. Speaking: Children express themselves using language.
Cognitive Development: Social Studies (CD-SS) 48-60 Months			
Strand: Family			
Standard: CD-SS1 – The child will demonstrate understanding of his/her family and an emerging awareness of their own culture and ethnicity.	FF. Knowledge of self and others	SS 8.1.1 Self & Social Systems	7. Self-identity: Children have a positive self-identity.; 11. Community: Children participate in the community of the classroom.

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Strand: People and Community			
Standard: CD-SS2 – The child will demonstrate an understanding of his/her community and an emerging awareness of other's culture and ethnicity.	G. Community FF. Knowledge of self and others	SS 8.1.1 Self & Social Systems; SS 8.2.1 Community Membership	11. Community: Children participate in the community of the classroom.; 7. Self-identity: Children have a positive self-identity.
Standard: CD-SS3 – The child will demonstrate an awareness of geography in his/her community.	GG. Geography	SS 8.3.1 Sense of Place & Environment	34. Spatial awareness: Children recognize spatial relationships among people and objects.; 11. Community: Children participate in the community of the classroom.
Standard: CD-SS4 – The child will demonstrate awareness of economics of his/her community.	EE. Tools and technology FF. Knowledge of self and others	SS 8.5.1 Economic Systems; SS 8.5.2 Economic Systems	11. Community: Children participate in the community of the classroom.; 2. Planning: Children make plans and follow through on their intentions.
Strand: History and Events			
Standard: CD-SS5 – The child will understand the passage of time and how events are related.	HH. History	SS 8.4.1 Time, Continuity & Change	6. Reflection: Children reflect on their experiences.
Cognitive Development: Science (CD-SC) 48-60 Months			

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Strand: Scientific Skills and Methods			
Standard: CD-SC1 – The child will demonstrate scientific inquiry skills.	BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions EE. Tools and technology	S 6.1.1 Scientific Inquiry	45. Observing: Children observe the materials and processes in their environment.; 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.
Strand: Earth and Space			
Standard: CD-SC2 – The child will demonstrate knowledge related to the dynamic properties of earth and sky.	DD. Natural and physical world	S 6.2.2 Natural Environment	50. Communicating ideas about the natural and physical world: Children communicate their ideas about the characteristics of things and how they work.
Strand: Living Creatures			

Standard: CD-SC3 – The child will demonstrate knowledge of living things and their environments.	DD. Natural and physical world	S 6.2.1 Natural Environment	50. Communicating ideas about the natural and physical world: Children communicate their ideas about the characteristics of things and how they work.; 45. Observing: Children observe the materials and processes in their environment.
Strand: Physical Science			
Standard: CD-SC4 – The child will demonstrate knowledge related to physical science.	CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world EE. Tools and technology	S 6.3.1 Physical Science; S 6.3.2 Physical Science	50. Communicating ideas about the natural and physical world: Children communicate their ideas about the characteristics of things and how they work.; 47. Experimenting: Children experiment to test their ideas.
Strand: Interaction with Environment			

Standard: CD-SC5 – The child will demonstrate an awareness of, and the need to protect, his/her environment.	DD. Natural and physical world	S 6.2.3 Natural Environment	50. Communicating ideas about the natural and physical world: Children communicate their ideas about the characteristics of things and how they work.; 11. Community: Children participate in the community of the classroom.
Cognitive Development: Creative Development (CD-CR) 48-60 Months			
Strand: Creative Movement and Dance			
Standard: CD-CR1 – The child will participate in dance to express creativity.	Z. Movement	CA 9.3.1 Expressive Movement	42. Movement: Children express and represent what they observe, think, imagine, and feel through movement.
Strand: Visual Arts			
Standard: CD-CR2 – The child will createand explore visual art forms to develop artistic expression.	X. Art	CA 9.1.1 Visual Arts; CA 9.5.1 Art Appreciation	40. Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.
Strand: Music			

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Standard: CD-CR3 – The child will use his/her voice, instruments, and objects to musically express creativity.	Y. Music	CA 9.2.1 Music	41. Music: Children express and represent what they observe, think, imagine, and feel through music.
Strand: Drama			
Standard: CD-CR4 – The child will use dramatic play to express creativity.	AA. Pretend play	CA 9.4.1 Dramatic Play	43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.
Cognitive Development: Cognitive Processes (CD-CP) 48-60 Months			
Strand: Thinking Skills			
Standard: CD-CP1 – The child will demonstrate awareness of cause and effect.	CC. Experimenting, predicting, and drawing conclusions	S 6.3.2 Physical Science; TE 7.2.1 Engineering	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.

Standard: CD-CP2 – The child will use prior knowledge to build new knowledge.	CC. Experimenting, predicting, and drawing conclusions	AL 1.3.2 Problem Solving & Reflection	6. Reflection: Children reflect on their experiences.; 5. Use of resources: Children gather information and formulate ideas about their world.
Strand: Problem Solving			
Standard: CD-CP3 – The child will demonstrate problem solving skills.	B. Problem solving with materials	AL 1.3.1 Problem Solving & Reflection; TE 7.2.2 Engineering	4. Problem solving: Children solve problems encountered in play.; 6. Reflection: Children reflect on their experiences.

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43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.

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