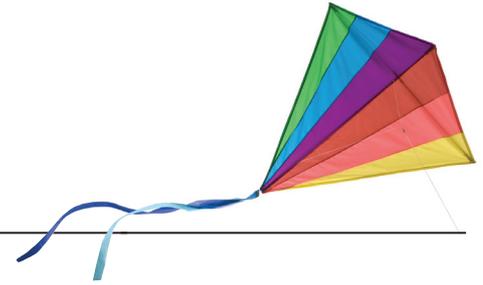




Alignment of



Teaching Strategies GOLD®
Objectives for Development & Learning:
Birth *Through* Kindergarten



WITH

**Alignment of the *Teaching Strategies GOLD*[®] Objectives for Development & Learning: Birth Through Kindergarten
With
*Colorado Building Blocks for Early Development and Learning***

This document aligns the content in the *Colorado Building Blocks for Early Development and Learning* with the objectives, dimensions, and indicators of the *Teaching Strategies GOLD*[®] assessment system.

References

- Colorado Department of Education. (2011). *The Colorado building blocks for early development and learning*. Denver, CO: Author. Retrieved April 4, 2013 from http://www.cde.state.co.us/sites/default/files/documents/early/downloads/building_blocks_sept_2011.pdf
- Heroman, C., Burts, D. C., Berke, K., & Bickart, T. S. (2010). *Teaching Strategies GOLD*[®] objectives for development & learning: birth through kindergarten. Bethesda, MD: Teaching Strategies, LLC.

Approaches to Learning	
Children demonstrate positive attitudes, habits and learning styles.	
1. Children engage in play as a means to develop their individual approach to learning.	
Initiate sustained play with peers.	2. Establishes and sustains positive relationships 2c. Interacts with peers 6. Initiates, joins in, and sustains positive interactions with a small group of two to three children
Enter into and play cooperatively with other children.	2. Establishes and sustains positive relationships 2c. Interacts with peers 6. Initiates, joins in, and sustains positive interactions with a small group of two to three children
Choose from a variety of play activities.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
2. Children demonstrate curiosity and a willingness to participate in tasks and challenges.	
Demonstrate an eagerness and interest in learning through questioning and adding ideas.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen
Show an interest in people, things and the world around them.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas
Choose to participate in an increasing variety of activities, tasks and play areas.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs

3. Children demonstrate an increased ability to show initiative, accept help, take risks and work towards completing tasks.	
Invest time in a sustained activity despite distractions and interruptions.	11. Demonstrates positive approaches to learning 11a. Attends and engages 6. Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions
Accept help from another child or adult when encountering a problem.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 4. Accepts redirection from adults
Seek help when appropriate from another child or adult.	11. Demonstrates positive approaches to learning 11c. Solves problems 4. Observes and imitates how other people solve problems; asks for a solution and uses it
4. Children demonstrate an increased ability to establish goals, develop and follow through with plans.	
Demonstrate an increased ability to understand a task as a series of steps.	11. Demonstrates positive approaches to learning 11c. Solves problems 7 emerging to 8. Thinks problems through, considering several possibilities and analyzing results
Demonstrate an increased ability to organize themselves and materials in the learning environment.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 5 emerging to 6. Initiates the sharing of materials in the classroom and outdoors
Follow through to complete tasks and activities.	11. Demonstrates positive approaches to learning 11b. Persists 6. Plans and pursues a variety of appropriately challenging tasks

5. Children demonstrate an increased ability to identify possible solutions to problems.	
Demonstrate an increased ability to generate different approaches to solving problems.	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 6. Changes plans if a better idea is thought of or proposed
Seek alternative approaches to problem solving.	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 6. Changes plans if a better idea is thought of or proposed
6. Children use their prior experiences, sense and knowledge to learn in new ways.	
Communicate about events and experiences.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 5 emerging to 6. Describes and tells the use of many familiar items
Use prior knowledge to understand new experiences.	12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation

Social and Emotional Development	
Children demonstrate a strong and positive self-concept, appropriate self-control and growth in their awareness of their responsibilities when interacting with others.	
1. Children use play as a vehicle to build relationships and to develop an appreciation for their own abilities and accomplishments.	
Participate in a variety of individual and group play experiences.	2. Establishes and sustains positive relationships 2c. Interacts with peers 3 emerging to 4. Uses successful strategies for entering groups
Explore and understand new experiences and differences among people.	30. Shows basic understanding of people and how they live
2. Children demonstrate and express an awareness of self.	
Progress toward identifying self according to gender, community membership, ethnicity, ability and family membership.	29. Demonstrates knowledge about self
Separate from familiar people, places or things.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 6. Manages separations without distress and engages with trusted adults
Demonstrate confidence in their range of abilities and express pride in accomplishments.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
3. Children increase their capacity for self-control.	
Demonstrate an increased understanding and acceptance of rules and routines within the learning environment.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
Begin to accept the consequences of their behavior. Use materials purposefully, respectfully and safely.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 5 emerging to 6. Manages classroom rules, routines, and transitions with occasional reminders

Effectively manage transitions between activities.	<ul style="list-style-type: none"> 1. Regulates own emotions and behaviors 1b. Follows limits and expectations <ul style="list-style-type: none"> 6. Manages classroom rules, routines, and transitions with occasional reminders
Demonstrate progress in the capacity to express feelings, needs and opinions.	<ul style="list-style-type: none"> 1. Regulates own emotions and behaviors 1a. Manages feelings <ul style="list-style-type: none"> 7 emerging to 8. Controls strong emotions in an appropriate manner most of the time 29. Demonstrates knowledge about self
4. Children develop successful relationships with other members of their learning community.	
Play, work and interact easily with one or more children and adults.	<ul style="list-style-type: none"> 2. Establishes and sustains positive relationships 2c. Interacts with peers <ul style="list-style-type: none"> 5 emerging to 6. Initiates, joins in, and sustains positive interactions with a small group of two to three children
Develop friendships with peers.	<ul style="list-style-type: none"> 2. Establishes and sustains positive relationships 2d. Makes friends <ul style="list-style-type: none"> 6. Establishes a special friendship with one other child, but the friendship might only last a short while
Demonstrate empathy and caring for others.	<ul style="list-style-type: none"> 2. Establishes and sustains positive relationships 2b. Responds to emotional cues <ul style="list-style-type: none"> 4. Demonstrates concern about the feelings of others
Develop ability to take turns in activities.	<ul style="list-style-type: none"> 3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others <ul style="list-style-type: none"> 3 emerging to 4. Takes turns
Begin to participate in resolving conflicts and disagreements with others.	<ul style="list-style-type: none"> 3. Participates cooperatively and constructively in group situations 3b. Solves social problems <ul style="list-style-type: none"> 3 emerging to 4. Seeks adult help to resolve social problems

<p>5. Children increasingly demonstrate a sense of belonging to the program, family and community.</p>	
<p>Begin to respect the rights of others.</p>	<p>3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 5 emerging to 6. Initiates the sharing of materials in the classroom and outdoors</p>
<p>Demonstrate a growing understanding and appreciation of the relationships, people and places that make up their communities.</p>	<p>30. Shows basic understanding of people and how they live</p>
<p>Participate in the care of the learning environment. Demonstrate progress toward an understanding and valuing of similarities and differences among people.</p>	<p>3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 5 emerging to 6. Initiates the sharing of materials in the classroom and outdoors 30. Shows basic understanding of people and how they live</p>
<p>Perceive the needs of others and demonstrate growing empathy.</p>	<p>2. Establishes and sustains positive relationships 2b. Responds to emotional cues 6. Identifies basic emotional reactions of others and their causes accurately</p>

Language Development and Communication	
Children develop skills in listening and expressing their thoughts and ideas.	
1. Children engage in play as a means to develop their listening and expressive language skills.	
Develop and experiment with conversation during daily activities and interactions.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 5 emerging to 6. Describes and tells the use of many familiar items
Represent stories and experiences through play.	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 4. Acts out familiar or imaginary scenarios; may use props to stand for something else
Think and talk about play experiences.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 5 emerging to 6. Describes and tells the use of many familiar items
2. Children develop skills in listening and in understanding language.	
Listen and understand stories, songs and poems.	8. Listens to and understands increasingly complex language 8a. Comprehends language 5 emerging to 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories
Listen and increasingly understand conversations and questions.	8. Listens to and understands increasingly complex language 8a. Comprehends language 7 emerging to 8. Responds appropriately to complex statements, questions, vocabulary, and stories
Follow directions that involve multiple steps.	8. Listens to and understands increasingly complex language 8b. Follows directions 6. Follows directions of two or more steps that relate to familiar objects and experiences

Learn to wait and take turns during conversations.	10. Uses appropriate conversational and other communication skills 10b. Uses social rules of language 6. Uses acceptable language and social rules while communicating with others; may need reminders
Demonstrate progress in listening and understanding English while maintaining home language.	37. Demonstrates progress in listening to and understanding English 2. Observes others as they converse in English during play or other small-group experiences; may engage in similar activities by imitating behavior; attends to oral use of English
3. Children will use verbal and non-verbal language to express and communicate information.	
Communicate needs or thoughts through nonverbal gestures, actions, expressions and words. Participate in communication around a topic.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 5 emerging to 6. Describes and tells the use of many familiar items
Use more complex and longer sentences.	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 6. Uses complete, four- to six-word sentences
Communicate clearly enough to be understood by unfamiliar listeners.	9. Uses language to express thoughts and needs 9b. Speaks clearly 6. Is understood by most people; may mispronounce new, long, or unusual words
Begin a conversation with other children and adults. Understand an increasingly complex and varied vocabulary.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items

Literacy	
Children develop skills in writing and reading while exploring print in books and in the environment.	
1. Children engage in play as a means to develop early reading and writing skills.	
Use symbols and forms of early writing to create more complex play.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas
Use writing tools and materials in all areas of the learning environment.	7. Demonstrates fine-motor strength and coordination 7b. Uses writing and drawing tools 6. Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end 28. Uses tools and other technology to perform tasks
Create play ideas that come from favorite stories, poems and songs.	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 4. Acts out familiar or imaginary scenarios; may use props to stand for something else
2. Children demonstrate an interest and ability to use symbols to represent words and ideas.	
Begin to print letters in own name.	19. Demonstrates emergent writing skills 19a. Writes name 4 emerging to 5. Partially accurate name
Understand that writing carries a message.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 3. Mock letters or letter-like forms
Experiment with a variety of writing tools and materials.	28. Uses tools and other technology to perform tasks

Use scribbles, shapes, letter-like symbols and letters to write or represent words or ideas.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 3. Mock letters or letter-like forms
Begin to dictate ideas, sentences and stories.	9. Uses language to express thoughts and needs 9d. Tells about another time or place 3 emerging to 4. Tells simple stories about objects, events, and people not present; lacks many details and a conventional beginning, middle, and end
3A. Learning letters and the combination of letter sounds with letter symbols.	
Show increasing ability to discriminate and identify the sounds of language.	16. Demonstrates knowledge of the alphabet 16b. Uses letter–sound knowledge 3 emerging to 4. Produces the correct sounds for 10–20 letters
Demonstrate growing awareness of the beginning sounds of words.	15. Demonstrates phonological awareness 15b. Notices and discriminates alliteration 6. Matches beginning sounds of some words
Show growing ability to hear and discriminate separate syllables in words.	15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 4. Hears and shows awareness of separate syllables in words
Begin to associate sounds with written words.	16. Demonstrates knowledge of the alphabet 16b. Uses letter–sound knowledge 5 emerging to 6. Shows understanding that a sequence of letters represents a sequence of spoken sounds
Recognize and generate rhymes.	15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 4. Fills in the missing rhyming word; generates rhyming words spontaneously

3B. Understanding and appreciating that books and other forms of print have a purpose.	
Attempt to read or tell a story and guess what happens next.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 5 emerging to 6. Identifies story-related problems, events, and resolutions during conversations with an adult
Listen to and talk about a variety of types of literature.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 8. Uses various types of books for their intended purposes
Handle and care for books in a respectful manner.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 7 emerging to 8. Uses various types of books for their intended purposes
3C. Understanding that spoken and written words have meaning.	
Retell parts of a story with prompts.	18. Comprehends and responds to books and other texts 18c. Retells stories 4. Retells familiar stories using pictures or props as prompts
Connect information to familiar experiences when being read a story.	12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation
Demonstrate understanding of the meaning of a story.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 6. Identifies story-related problems, events, and resolutions during conversations with an adult
3D. Recognizing the association between spoken and written words by following print as it is read aloud.	
Explore and investigate books and other forms of print.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 8. Uses various types of books for their intended purposes
Understand that print carries a message.	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 2. Shows understanding that text is meaningful and can be read

Show an increasing awareness of how books are organized.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 5 emerging to 6. Knows some features of a book (title, author, illustrator); connects specific books to authors
Recognize some letters and words captured in books and in the environment.	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
Recognize own name in print.	16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 4. Recognizes as many as 10 letters, especially those in own name
Show an increasing ability to recognize individual words in sentences.	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 7 emerging to 8. Matches a written word with a spoken word, but it may not be the actual written word; tracks print from the end of a line of text to the beginning of the next line
3E. Recognize that symbols are associated with letters of the alphabet and that they form words.	
Know the names of some letters and words.	16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 4. Recognizes as many as 10 letters, especially those in own name
Identify some letters in print.	16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 2. Recognizes and names a few letters in own name
Know the names of most letters in own name.	16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 4. Recognizes as many as 10 letters, especially those in own name

Mathematics	
Children develop ways to solve problems and to think about math.	
1. Children engage in play to develop their mathematical thinking and problem solving.	
Begin to make groups and match objects.	22. Compares and measures 3 emerging to 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
Use counting and number vocabulary as a part of play.	20. Uses number concepts and operations 20a. Counts 2. Verbally counts (not always in the correct order)
Experiment with patterns and shapes.	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 6. Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation 23. Demonstrates knowledge of patterns 5 emerging to 6. Extends and creates simple repeating patterns
Explore measurement, number and quantity with various materials.	22. Compares and measures 5 emerging to 6. Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools
Collect and organize information and materials as a natural part of play.	22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers

2. Children show interest and curiosity in counting and grouping objects and numbers.	
Match, sort, put in a series and regroup objects according to one characteristic.	22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
Begin to use numbers and counting as a means for solving problems, predicting and measuring quantity.	20. Uses number concepts and operations 20b. Quantifies 6. Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many
Use one-to-one correspondence in counting objects and matching groups of objects.	20. Uses number concepts and operations 20a. Counts 4. Verbally counts to 10; counts up to five objects accurately, using one number name for each object
Begin to associate a number of objects with names and symbols for numbers.	20. Uses number concepts and operations 20c. Connects numerals with their quantities 3 emerging to 4. Identifies numerals to 5 by name and connects each to counted objects
Use words such as more than, less than and add/subtract to express some number concepts.	20. Uses number concepts and operations 20b. Quantifies 6. Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many

3. Children show an interest in recognizing and creating shapes and an awareness of position in space.	
Describe and name common shapes found in the natural environment.	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 6. Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation
Use language to understand the arrangement, order and position of objects that are on top of, next to, on the bottom, underneath, beside and in front of other objects.	21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 6. Uses and responds appropriately to positional words indicating location, direction, and distance
Group objects according to their shape and size.	13. Uses classification skills 4. Places objects in two or more groups based on differences in a single characteristics, e.g., color, size, or shape
4. Children show an interest in recognizing and creating patterns, comparing and measuring time and quantity.	
Group and name a number of similar objects into simple categories.	22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
Begin to understand that some events take place in the past, present or future.	31. Explores change related to familiar people or places
Begin to order, compare or describe objects according to size, length, height and weight using standard or non-standard forms of measurement.	13. Uses classification skills 5 emerging to 6. Groups objects by one characteristic; then regroups them using a different characteristic and indicates reason 22. Compares and measures 6. Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools

Science	
Children will understand and use the scientific method of asking questions, observing and recording their findings and discussing their conclusions.	
1. Children engage in play as a means to develop their scientific skills.	
Ask questions based upon discoveries made while playing.	24. Uses scientific inquiry skills
Use play to discover, question and understand the natural and physical world.	24. Uses scientific inquiry skills
Use scientific tools as props in their play.	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 4. Acts out familiar or imaginary scenarios; may use props to stand for something else
2. Children learn about the development of the natural and physical world.	
Collect, describe and learn to record information through discussion, drawings and charts.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 8. Represents objects, places, and ideas with increasingly abstract symbols
Use tools and their senses to make observations, gather and record information and make predictions about what might happen.	24. Uses scientific inquiry skills 28. Uses tools and other technology to perform tasks
Investigate changes in materials and cause-effect relationships.	26. Demonstrates knowledge of the physical properties of objects and materials
Ask and pursue their questions through simple investigations.	24. Uses scientific inquiry skills

3. Children begin to use scientific tools and methods to learn about their world.	
Explore the natural processes of growing, changing and adapting to the environment.	25. Demonstrates knowledge of the characteristics of living things
Make simple observations, predictions, explanations and generalizations based on real life experiences.	24. Uses scientific inquiry skills
Explore time, temperature and cause-effect relationships based on everyday experiences.	12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation 27. Demonstrates knowledge of Earth's environment

Creativity	
Children enjoy, express themselves, create and learn about the arts through experiences with a variety of art forms and media.	
1. Children engage in play as a means of self-expression and creativity.	
Engage in spontaneous imaginative play using a variety of materials to dramatize stories and experiences.	<p>14. Uses symbols and images to represent something not present</p> <p>14b. Engages in sociodramatic play</p> <p> 4. Acts out familiar or imaginary scenarios; may use props to stand for something else</p> <p>36. Explores drama through actions and language</p>
Use movement, a variety of media and music while playing to represent stories, moods and experiences.	<p>14. Uses symbols and images to represent something not present</p> <p>14b. Engages in sociodramatic play</p> <p> 4. Acts out familiar or imaginary scenarios; may use props to stand for something else</p> <p>34. Explores musical concepts and expression</p> <p>35. Explores dance and movement concepts</p> <p>36. Explores drama through actions and language</p>
Use musical instruments and tools from various art forms as props in dramatic play.	<p>14. Uses symbols and images to represent something not present</p> <p>14b. Engages in sociodramatic play</p> <p> 4. Acts out familiar or imaginary scenarios; may use props to stand for something else</p> <p>34. Explores musical concepts and expression</p> <p>36. Explores drama through actions and language</p>

2. Children engage in individual or group activities that represent real-life experiences, ideas, knowledge, feelings and fantasy.	
Explore various roles in dramatic play through the use of props, language and fantasy roles with others.	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 4. Acts out familiar or imaginary scenarios; may use props to stand for something else 36. Explores drama through actions and language
Use movement and a variety of musical styles to express feelings and to understand and interpret experiences.	34. Explores musical concepts and expression 35. Explores dance and movement concepts
Participate in musical activities using a variety of materials for expression and representation.	34. Explores musical concepts and expression
Plan, work cooperatively and create drawings, paintings, sculptures and other art projects.	33. Explores the visual arts
Demonstrate care and persistence when involved in art projects.	33. Explores the visual arts

3. Children use a variety of tools and art media to creatively express their ideas.	
Experiment with different tools to creatively express and present ideas.	28. Uses tools and other technology to perform tasks 33. Explores the visual arts
Select and use a variety of tools to approach tasks.	28. Uses tools and other technology to perform tasks
4. Children express interest in and begin to build a knowledge base in the arts.	
Begin to understand and develop a vocabulary to share opinions about artistic creations and experiences.	33. Explores the visual arts
Enjoy participating in a variety of art experiences.	33. Explores the visual arts
Appreciate and demonstrate respect for the work of others.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 5 emerging to 6. Initiates the sharing of materials in the classroom and outdoors
Begin to notice differences in the arts from a variety of cultures.	30. Shows basic understanding of people and how they live 33. Explores the visual arts

Physical Health and Development	
Young children’s future health and well-being are directly related to strengthening their large and small muscles, using their sensory experiences and practicing healthy behavior.	
1. Children engage in play as a means to understand healthy behavior and develop their physical bodies.	
Participate in games, outdoor play and other forms of play that enhance physical fitness.	<p>4. Demonstrates traveling skills 5 emerging to 6. Moves purposefully from place to place with control</p> <p>5. Demonstrates balancing skills 5 emerging to 6. Sustains balance during simple movement experiences</p> <p>6. Demonstrates gross-motor manipulative skills 6. Manipulates balls or similar objects with flexible body movements</p>
Use their senses to explore materials and experience activities.	<p>11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen</p>
Begin to use health and safety practices.	<p>1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders</p>
Initiate activities that challenge their bodies in new ways.	<p>4. Demonstrates traveling skills 6. Moves purposefully from place to place with control</p> <p>5. Demonstrates balancing skills 6. Sustains balance during simple movement experiences</p> <p>6. Demonstrates gross-motor manipulative skills 6. Manipulates balls or similar objects with flexible body movements</p>

<p>2. Children increasingly move their bodies in ways that demonstrate control, balance and coordination.</p>	
<p>Demonstrate increasing strength and stamina in movement activities.</p>	<p>4. Demonstrates traveling skills 6. Moves purposefully from place to place with control</p> <p>5. Demonstrates balancing skills 6. Sustains balance during simple movement experiences</p> <p>6. Demonstrates gross-motor manipulative skills 6. Manipulates balls or similar objects with flexible body movements</p>
<p>Demonstrate body and space awareness to move and stop with control over speed and direction.</p>	<p>4. Demonstrates traveling skills 6. Moves purposefully from place to place with control</p>
<p>Develop coordination and balance with a variety of playground equipment.</p>	<p>5. Demonstrates balancing skills 6. Sustains balance during simple movement experiences</p>
<p>3. Children use their fingers and hands in ways that develop hand-eye coordination, strength, control and object manipulation.</p>	
<p>Demonstrate increasing strength and stamina to perform fine motor tasks.</p>	<p>7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 5 emerging to 6. Uses refined wrist and finger movements</p>
<p>Use hand-eye coordination to perform fine motor tasks with a variety of manipulative materials.</p>	<p>7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 6. Uses refined wrist and finger movements</p>
<p>Show increased awareness and control of tools for various learning activities.</p>	<p>7. Demonstrates fine-motor strength and coordination 7b. Uses writing and drawing tools 4. Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks</p>

4. Children begin to understand how daily activity and healthy behavior promote overall personal health and safety.	
Demonstrate safety awareness when purposefully using materials.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
Demonstrate the increasing ability to perform self-care skills independently when eating, dressing, toileting and washing hands.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self
Shows care for personal belongings.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self
Begin to understand that some foods have nutritional value.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 7 emerging to 8. Takes responsibility for own well-being
5. Children increase their understanding of the use of their eyes, ears, fingers, nose and mouth and how the senses work together.	
Discriminate between a variety of sights, smells, sounds, textures and tastes.	26. Demonstrates knowledge of the physical properties of objects and materials
Explore and learn to tolerate a wide variety of sensory input.	29. Demonstrates knowledge about self
Combine and use different senses depending on the activity.	29. Demonstrates knowledge about self