



Alignment of



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

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WITH

**Alignment of the *Teaching Strategies GOLD*<sup>®</sup> Objectives for Development & Learning: Birth Through Kindergarten  
With  
*Iowa Early Learning Standards***

This document aligns the content in the *Iowa Early Learning Standards* with the objectives, dimensions, and indicators of the *Teaching Strategies GOLD*<sup>®</sup> assessment system.

**References**

Early Childhood Iowa. (2012). *Iowa early learning standards*. Des Moines, IA: Retrieved from [http://www.state.ia.us/earlychildhood/files/early\\_learning\\_standards/IELS\\_2013.pdf](http://www.state.ia.us/earlychildhood/files/early_learning_standards/IELS_2013.pdf)

Heroman, C., Burts, D. C., Berke, K., & Bickart, T. S. (2010). *Teaching Strategies GOLD*<sup>®</sup> objectives for development & learning: Birth through kindergarten. Bethesda, MD: Teaching Strategies, LLC.

<b>Physical Well-Being and Motor Development</b>	
<b>Infant and Toddler</b>	
<b>1.1. Infants and toddlers participate in healthy and safe living practices.</b>	
<b>The infant:</b>	
1. expresses satisfaction/dissatisfaction regarding care and play routines as well as participates in care routines based on appropriate developmental stages and family culture.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs  29. Demonstrates knowledge about self
2. establishes healthy eating and sleeping patterns with the assistance of a responsive adult.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 1 emerging to 2. Demonstrates a secure attachment to one or more adults  23. Demonstrates knowledge of patterns 1 emerging to 2. Shows interest in simple patterns in everyday life
3. ingests breast milk or formula, progressing to solid foods, to feeding self simple and age appropriate foods, and drinking from a cup.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self
<b>The toddler:</b>	
4. participates in healthy self-care routines, demonstrating increasing independence, such as washing hands and pouring own milk, with assistance from a caring adult.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 3 emerging to 4. Seeks to do things for self
5. eats healthy foods at a table with other children or adults.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 3 emerging to 4. Seeks to do things for self
6. participates in safe behaviors regarding the environment, such as around stairs or hot surfaces, or accepts redirection from adults.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 4. Accepts redirection from adults

<b>1.2. Infants and toddlers develop large motor skills.</b>	
<b>The infant:</b>	
1. shows increasing balance, strength, and coordination in activities such as gaining control of the head and body by turning head from side to side, lifting the head off the floor, sitting, and standing.	4. Demonstrates traveling skills 2. Moves to explore immediate environment  5. Demonstrates balancing skills 2. Balances while exploring immediate environment
2. shows increasing control in large motor skills such as reaching, rolling over, crawling, standing, and walking.	4. Demonstrates traveling skills 2. Moves to explore immediate environment
<b>The toddler:</b>	
3. shows increasing control in motor skills such as rolling, throwing, and kicking a ball and jumping.	6. Demonstrates gross-motor manipulative skills 4. Manipulates balls or similar objects with stiff body movements
4. shows increasing balance in activities such as running, climbing stairs, and moving a riding toy using his/her feet.	5. Demonstrates balancing skills 4. Experiments with different ways of balancing
<b>1.3. Infants and toddlers develop small motor skills.</b>	
<b>The infant:</b>	
1. uses hand-eye coordination to perform self-help and small motor tasks, such as eating food, picking up objects, placing objects on a surface, and transferring objects from hand to hand.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 4. Uses fingers and whole-arm movements to manipulate and explore objects
<b>The toddler:</b>	
2. uses hand-eye coordination to perform self-help and small motor tasks such as eating with a fork or spoon, completing simple puzzles, stacking blocks, dressing self with assistance, scribbling with crayons or markers, and participating in finger plays.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 6. Uses refined wrist and finger movements

<b>Approaches to Learning</b>	
<b>Infant and Toddler</b>	
<b>2.1. Infants and toddlers express curiosity and initiative in exploring the environment and learning new skills.</b>	
1. shows interest in people, objects, and events.	11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds
2. uses their senses to choose, explore, and manipulate a variety of objects or toys in a variety of ways.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment
3. actively plays with or near adults, other children, and materials.	2. Establishes and sustains positive relationships 2c. Interacts with peers 2. Plays near other children; uses similar materials or actions
<b>2.2. Infants and toddlers purposefully choose, engage, and persist in play, experiences, and routines.</b>	
1. holds attention of familiar adult; for example, through eye contact or vocalizations.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 2. Vocalizes and gestures to communicate
2. repeats familiar and newly learned experiences.	11. Demonstrates positive approaches to learning 11b. Persists 2. Repeats actions to obtain similar results
3. maintains focus on people or objects of interest, play experiences, or novel events.	11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds
4. demonstrates persistence with challenging materials and experiences.	11. Demonstrates positive approaches to learning 11b. Persists 4. Practices an activity many times until successful

<b>2.3. Infants and toddlers demonstrate strategies for reasoning and problem solving.</b>	
1. uses an object, action, or adult to accomplish tasks, such as pulling a string to reach a toy or pushing a button to hear a sound.	11. Demonstrates positive approaches to learning 11c. Solves problems 2. Reacts to a problem; seeks to achieve a specific goal
2. experiments to find a solution to a problem.	11. Demonstrates positive approaches to learning 11c. Solves problems 2. Reacts to a problem; seeks to achieve a specific goal
3. imitates an adult action to solve a problem.	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  11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 2. Imitates others in using objects in new and/or unanticipated ways
4. recognizes difficulties and adjusts actions to correct mistakes.	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 4. Uses creativity and imagination during play and routine tasks
5. seeks and accepts help when encountering a problem beyond his/her ability to solve independently.	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
<b>2.4. Infants and toddlers engage in play to learn.</b>	
1. uses sights, smells, sounds, textures, and tastes to explore and experience routines and materials within the environment.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment
2. chooses and participates in a variety of play experiences.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen

3. imitates behaviors in play.	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 2. Imitates others in using objects in new and/or unanticipated ways  14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 2. Imitates actions of others during play; uses real objects as props
4. repeats experiences with materials, adults, and peers to build knowledge and understanding of the world around them.	11. Demonstrates positive approaches to learning 11b. Persists 2. Repeats actions to obtain similar results

<b>Social and Emotional Development</b>	
<b>Infant and Toddler</b>	
<b>3.1. Infants and toddlers display a positive sense of self.</b>	
1. responds to familiar adults' and children's interactions through using behaviors such as gazing, cuddling, and accepting assistance.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 2. Demonstrates a secure attachment to one or more adults  2. Establishes and sustains positive relationships 2c. Interacts with peers 2. Plays near other children; uses similar materials or actions
2. explores his/her own body.	29. Demonstrates knowledge about self
3. shows awareness of self, such as responding to own image in mirror.	29. Demonstrates knowledge about self
4. shows preferences for toys and experiences.	29. Demonstrates knowledge about self
5. expresses enjoyment.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 2. Vocalizes and gestures to communicate
6. begins to recognize own power by showing interest in making choices or expressing preferences.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 3 emerging to 4. Seeks to do things for self
<b>3.2. Infants and toddlers show increasing awareness of and ability to express emotions in socially and culturally appropriate ways.</b>	
1. indicates need for assistance through actions such as crying, gesturing, vocalizing, using words, or approaching familiar adults.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs
2. comforts him or herself when distressed or tired by actions such as sucking, stroking a blanket, or hugging a toy.	1. Regulates own emotions and behaviors 1a. Manages feelings 4. Comforts self by seeking out special object or person
3. responds to emotions expressed by others, for example, by comforting another child or crying in response to the cries of others.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 4. Demonstrates concern about the feelings of others



<p>4. shows increasing ability to recognize own feelings, including simple (e.g., mad, glad) and complex (e.g., excited, frustrated, disappointed) feelings.</p>	<p>29. Demonstrates knowledge about self</p>
<p>5. begins to express a range and variety of feelings and emotions through body language, facial expressions, actions, and/or verbal responses.</p>	<p>9. Uses language to express thoughts and needs            9a. Uses an expanding expressive vocabulary                1 emerging to 2. Vocalizes and gestures to communicate</p> <p>29. Demonstrates knowledge about self</p>
<p>6. begins to control behavior through following simple rules and limits in a variety of settings.</p>	<p>1. Regulates own emotions and behaviors            1b. Follows limits and expectations                3 emerging to 4. Accepts redirection from adults</p>
<p>7. begins to transition between feeling states with guidance from a caring adult.</p>	<p>2. Establishes and sustains positive relationships            2a. Forms relationships with adults                1 emerging to 2. Demonstrates a secure attachment to one or more adults</p>
<p><b>3.3. Infants and toddlers relate positively with significant adults.</b></p>	
<p>1. distinguishes between familiar and unfamiliar adults; for example, is comforted by the sight of the familiar adult or the sound of the familiar adult's voice.</p>	<p>2. Establishes and sustains positive relationships            2a. Forms relationships with adults                2. Demonstrates a secure attachment to one or more adults</p>
<p>2. accepts assistance and comfort from familiar adults.</p>	<p>1. Regulates own emotions and behaviors            1a. Manages feelings                2. Uses adult support to calm self</p> <p>2. Establishes and sustains positive relationships            2a. Forms relationships with adults                2. Demonstrates a secure attachment to one or more adults</p>
<p>3. seeks and maintains contact with familiar adults; for example, by looking at the adult, hearing the adult's voice, or touching the adult.</p>	<p>2. Establishes and sustains positive relationships            2a. Forms relationships with adults                2. Demonstrates a secure attachment to one or more adults</p>
<p>4. shows discomfort at separations from familiar adults.</p>	<p>2. Establishes and sustains positive relationships            2a. Forms relationships with adults                2. Demonstrates a secure attachment to one or more adults</p>

<p>5. seeks help from familiar adults in unfamiliar situations.</p>	<p>1. Regulates own emotions and behaviors                      1a. Manages feelings                          2. Uses adult support to calm self</p> <p>2. Establishes and sustains positive relationships                      2a. Forms relationships with adults                          2. Demonstrates a secure attachment to one or more adults</p>
<p>6. explores the environment, both indoors and outdoors, but may return to a caring adult periodically for security.</p>	<p>2. Establishes and sustains positive relationships                      2a. Forms relationships with adults                          4. Uses trusted adult as a secure base from which to explore the world</p>
<p>7. begins to imitate or portray roles and relationships.</p>	<p>11. Demonstrates positive approaches to learning                      11c. Solves problems                          3 emerging to 4. Observes and imitates how other people solve problems; asks for a solution and uses it</p> <p>14. Uses symbols and images to represent something not present                      14b. Engages in sociodramatic play                          3 emerging to 4. Acts out familiar or imaginary scenarios; may use props to stand for something else</p>
<p>8. imitates adult behaviors.</p>	<p>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</p> <p>14. Uses symbols and images to represent something not present                      14b. Engages in sociodramatic play                          2. Imitates actions of others during play; uses real objects as props</p>

<b>3.4. Infants and toddlers respond to and initiate interactions with other children.</b>	
1. initiates interactions with other children through gestures, vocalizations, facial expressions, and/or body movements.	2. Establishes and sustains positive relationships 2c. Interacts with peers 4. Uses successful strategies for entering groups
2. accepts help from familiar adults in interactions with other children.	3. Participates cooperatively and constructively in group situations 3b. Solves social problems 4. Seeks adult help to resolve social problems
3. begins to demonstrate empathy for others.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 5 emerging to 6. Identifies basic emotional reactions of others and their causes accurately
4. starts interacting and playing with peers, including showing interest in them or calling them by name.	2. Establishes and sustains positive relationships 2c. Interacts with peers 3 emerging to 4. Uses successful strategies for entering groups
5. develops an awareness of his/her behavior and how it affects others.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 4. Accepts redirection from adults
6. imitates other children's behaviors.	2. Establishes and sustains positive relationships 2c. Interacts with peers 2. Plays near other children; uses similar materials or actions

<b>Communication, Language, and Literacy</b>	
<b>Infant and Toddler</b>	
<b>4.1. Infants and toddlers understand and use communication and language for a variety of purposes.</b>	
1. responds to the vocalizations and communications, verbal and nonverbal, of familiar adults.	8. Listens to and understands increasingly complex language 8a. Comprehends language 2. Shows an interest in the speech of others
2. uses vocalizations and gestures to gain attention from others.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 2. Vocalizes and gestures to communicate
3. uses vocalizations and gestures to communicate wants and needs.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs  9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 2. Vocalizes and gestures to communicate
4. increases both listening (receptive) and speaking (expressive) vocabulary.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 4. Names familiar people, animals, and objects
5. progresses to using words then simple sentences to communicate.	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 1 emerging to 2. Uses one- or two-word sentences or phrases
6. participates in conversations, using both receptive (listening) and expressive (speaking) language skills.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 2. Engages in simple back-and-forth exchanges with others
7. answers simple questions.	8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories

8. follows simple directions.	8. Listens to and understands increasingly complex language 8b. Follows directions 2. Responds to simple verbal requests accompanied by gestures or tone of voice
<b>4.2. Infants and toddlers engage in early reading experiences.</b>	
1. explores or shows interest in books by picking them up, mouthing them, carrying them, or flipping through pages.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 2. Shows interest in books
2. focuses on a book or the reader when hearing stories read to him/her.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 2. Shows interest in books
3. gazes at or points to pictures in books.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 2. Recognizes people, objects, and animals in pictures or photographs
4. responds to or engages in songs, rhyming games, or finger plays with a familiar adult.	15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 2. Joins in rhyming songs and games
<b>The toddler also:</b>	
5. points to, labels, and/or talks about objects, events, or people within books.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 2. Contributes particular language from the book at the appropriate time
6. enjoys and repeats songs, rhymes, or finger plays.	15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 2. Joins in rhyming songs and games  34. Explores musical concepts and expression
7. answers simple questions related to books.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 4. Asks and answers questions about the text; refers to pictures

<b>4.3. Infants and toddlers engage in early writing experiences.</b>	
<b>The infant:</b>	
1. grasps and/or manipulates a variety of objects in his/her environment.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 2. Reaches for, touches, and holds objects purposefully
<b>The older infant and toddler also:</b>	
2. scribbles spontaneously, usually using a fist grip.	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  19. Demonstrates emergent writing skills 19b. Writes to convey meaning 1. Scribbles or marks
3. shows increasing skill in manipulating objects such as stacking several items, using pegboards, and mastering the use of eating utensils.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 3 emerging to 4. Uses fingers and whole-arm movements to manipulate and explore objects

<b>Mathematics and Science</b>	
<b>Infant and Toddler</b>	
<b>5.1. Infants and toddlers show increasing understanding of comparisons and amount, including use of numbers and counting.</b>	
<b>The infant:</b>	
1. begins to notice characteristics of objects such as size, color, shape, or quantity.	13. Uses classification skills 3 emerging to 4. Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
<b>The toddler:</b>	
2. matches and sorts objects by size, color, shape, or quantity.	13. Uses classification skills 4. Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
3. begins to use simple counting in play and interactions, although numbers may occur out of order.	20. Uses number concepts and operations 20a. Counts 2. Verbally counts (not always in the correct order)
<b>5.2. Infants and toddlers begin to recognize patterns.</b>	
<b>The infant:</b>	
1. demonstrates expectations for familiar sequences of routines and experiences such as crying when it is near feeding time.	23. Demonstrates knowledge of patterns 2. Shows interest in simple patterns in everyday life
<b>The toddler:</b>	
2. shows recognition of sequence in events or objects.	23. Demonstrates knowledge of patterns 2. Shows interest in simple patterns in everyday life
3. repeats actions in sequence, such as finger plays.	23. Demonstrates knowledge of patterns 4. Copies simple repeating patterns
4. notices patterns and objects in the environment.	23. Demonstrates knowledge of patterns 2. Shows interest in simple patterns in everyday life
5. organizes objects into groups during play and exploration.	13. Uses classification skills 4. Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape

<b>5.3. Infants and toddlers show increasing understanding of spatial relationships.</b>	
<b>The infant:</b>	
1. takes objects apart.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen
2. fills and empties containers.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen
<b>The toddler:</b>	
3. takes objects apart and attempts to put them together.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen
4. shows awareness of his/her own body space.	29. Demonstrates knowledge about self



<b>5.4. Infants and toddlers observe, describe, predict, and explore the world around them.</b>	
1. engages in a variety of play experiences and exploration within inside and outside environments.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen
2. demonstrates curiosity in learning about the world around them.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen
3. shows understanding of object permanence (that people exist when they cannot be seen, and objects exist even when hidden under a blanket) by looking for people and objects that have disappeared.	12. Remembers and connects experiences 12a. Recognizes and recalls 4. Recalls familiar people, places, objects, and actions from the past (a few months before); recalls 1 or 2 items removed from view
4. notices his/her own individual needs such as hunger or thirst.	29. Demonstrates knowledge about self
5. begins to notice and label objects and events in the indoor and outdoor environments.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 3 emerging to 4. Names familiar people, animals, and objects
6. explores and engages in problem solving.	11. Demonstrates positive approaches to learning 11c. Solves problems 2. Reacts to a problem; seeks to achieve a specific goal

<b>Creative Arts</b>	
<b>Infant and Toddler</b>	
<b>6.1. Infants and toddlers participate in a variety of sensory and art-related experiences.</b>	
<b>The infant:</b>	
1. gazes at a picture, photo, or mirror images.	11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds
2. manipulates and explores play materials within the environment.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment
<b>The older infant and toddler also:</b>	
3. expresses interest in art-related experiences and media.	33. Explores the visual arts
4. engages in experiences that support creative expression.	33. Explores the visual arts
5. chooses and experiments with a variety of art materials such as playdough, crayons, chalk, water, markers, and paint.	33. Explores the visual arts
<b>6.2. Infants and toddlers participate in a variety of rhythm, music, and movement experiences.</b>	
1. shows interest in songs, tones, rhythms, voices, and music.	34. Explores musical concepts and expression
2. experiments with a variety of sound-making objects.	34. Explores musical concepts and expression
3. enjoys exploring ways of interacting with others through touch and motion.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment  35. Explores dance and movement concepts
<b>The toddler also:</b>	
4. chooses and participates in music and movement experiences.	34. Explores musical concepts and expression  35. Explores dance and movement concepts
5. sings simple songs and participates in fingerplays.	34. Explores musical concepts and expression

<b>6.3. Infants and toddlers engage in dramatic play experiences.</b>	
1. imitates the sounds, facial expressions, gestures, or behaviors of another person.	35. Explores dance and movement concepts
2. imitates the actions and sounds of animals, people, and objects.	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 2. Imitates actions of others during play; uses real objects as props  35. Explores dance and movement concepts
<b>The toddler also:</b>	
3. engages in dramatic play in both indoor and outdoor environments.	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

<b>Social Studies</b>	
<b>Infant and Toddler</b>	
<b>7.1. Infants and toddlers demonstrate a sense of belonging within their family, program, and other social settings or groups.</b>	
1. expresses enjoyment at being in a familiar setting or group.	30. Shows basic understanding of people and how they live
2. recognizes familiar adults and uses them to determine safety during exploration.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 6. Manages separations without distress and engages with trusted adults
3. freely explores and plays within familiar settings.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 4. Uses trusted adult as a secure base from which to explore the world
<b>7.2. Infants and toddlers demonstrate a strong sense of self within their culture.</b>	
1. expresses enjoyment at being in a familiar setting or group.	30. Shows basic understanding of people and how they live
2. chooses and participates in familiar experiences, including songs and stories from his or her home culture.	29. Demonstrates knowledge about self
<b>7.3. Infants and toddlers explore new environments with interest and recognize familiar places.</b>	
1. demonstrates interest and curiosity within familiar and unfamiliar settings.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment
2. explores and plays with new, as well as familiar objects, in the environment using all five senses.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment

<b>Physical Well-Being and Motor Development</b>	
<b>Preschool</b>	
<b>8.1. Living Children understand healthy and safe living practices.</b>	
1. begins to recognize and select healthy foods.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 7 emerging to 8. Takes responsibility for own well-being
2. follows healthy self-care routines such as brushing teeth, washing hands, and using the bathroom.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
3. develops appropriate balance between rest and physical activity as part of a healthy lifestyle.	29. Demonstrates knowledge about self
4. demonstrates safe behaviors regarding environment (e.g., stranger, tornado, fire, traffic), substances (e.g., drugs, poisons), and objects (e.g., guns, knives, scissors).	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
5. communicates safety rules and the reasons for them.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
<b>8.2. Children develop large motor skills.</b>	
1. demonstrates control and balance in locomotor skills, such as walking, running, jumping, hopping, marching, galloping, and climbing stairs.	4. Demonstrates traveling skills 8. Coordinates complex movements in play and games  5. Demonstrates balancing skills 8. Sustains balance during complex movement experiences
2. demonstrates the ability to coordinate movements with balls, such as throwing, kicking, striking, catching, and bouncing balls.	6. Demonstrates gross-motor manipulative skills 6. Manipulates balls or similar objects with flexible body movements
3. expresses enjoyment in participating in physical experiences.	29. Demonstrates knowledge about self

8.3. Children develop small motor skills.	
1. uses hand-eye coordination to perform self-help and small motor tasks with a variety of manipulative materials such as beads, pegs, shoelaces, and puzzle pieces.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 6. Uses refined wrist and finger movements
2. demonstrates increased skills in using scissors and writing tools for various learning experiences.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 8. Uses small, precise finger and hand movements

Approaches to Learning	
<b>Preschool</b>	
<b>9.1. Children express curiosity, interest, and initiative in exploring the environment, engaging in experiences, and learning new skills.</b>	
1. deliberately chooses to explore a variety of materials and experiences, seeking out new challenges.	11. Demonstrates positive approaches to learning 11b. Persists 6. Plans and pursues a variety of appropriately challenging tasks
2. participates in experiences with eagerness, flexibility, imagination, independence, and inventiveness.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen  11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 4. Uses creativity and imagination during play and routine tasks
3. asks questions about a variety of topics.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items  11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas
4. repeats skills and experiences to build competence and support the exploration of new ideas.	11. Demonstrates positive approaches to learning 11b. Persists 4. Practices an activity many times until successful

<b>9.2. Children purposefully choose and persist in experiences and play.</b>	
1. persists in and completes a variety of both adult-directed and child-initiated tasks, projects, and experiences of increasing degrees of difficulty.	11. Demonstrates positive approaches to learning 11b. Persists 6. Plans and pursues a variety of appropriately challenging tasks
2. maintains concentration on a task 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
3. sets goals and follows a plan in order to complete a task.	11. Demonstrates positive approaches to learning 11b. Persists 8. Plans and pursues own goal until it is reached
4. chooses to participate in play and learning experiences.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas
<b>9.3. Children demonstrate strategies for reasoning and problem solving.</b>	
1. shows interest in and finds a variety of solutions to questions, tasks, or problems.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas
2. recognizes and solves problems through active exploration, including trial and error, and through interactions and discussions with peers and adults.	11. Demonstrates positive approaches to learning 11c. Solves problems 8. Thinks problems through, considering several possibilities and analyzing results  11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 8. Uses a variety of resources to find answers to questions
3. shares ideas or makes suggestions of how to solve a problem presented by another person.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items



9.4. Children engage in play to learn.	
1. participates in a variety of indoor and outdoor play experiences that increase strength, endurance, and flexibility.	4. Demonstrates traveling skills 6. Moves purposefully from place to place with control  5. Demonstrates balancing skills 6. Sustains balance during simple movement experiences  6. Demonstrates gross-motor manipulative skills 6. Manipulates balls or similar objects with flexible body movements
2. uses sights, smells, sounds, textures, and tastes to discriminate between and explore experiences, materials, and the environment.	24. Uses scientific inquiry skills
3. engages in child-initiated, unstructured play.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas
4. plans and executes play experiences alone and 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  11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas

<b>Social and Emotional Development</b>	
<b>Preschool</b>	
<b>10.1. Children express a positive awareness of self in terms of specific abilities, characteristics, and preferences.</b>	
1. expresses a positive sense of self in terms of specific abilities.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs  29. Demonstrates knowledge about self
2. expresses needs, wants, opinions, and feelings in socially appropriate ways.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items  29. Demonstrates knowledge about self
3. demonstrates increasing confidence and independence in a variety of tasks and routines, and expresses pride in accomplishments.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
4. recognizes own power to make choices.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 5 emerging to 6. Demonstrates confidence in meeting own needs  29. Demonstrates knowledge about self
<b>10.2. Children show increasing ability to regulate their behavior and express their emotions in appropriate ways.</b>	
1. demonstrates the ability to monitor his/her own behavior and its effects on others, following and contributing to adult expectations.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
2. persists with difficult tasks without becoming overly frustrated.	11. Demonstrates positive approaches to learning 11b. Persists 4. Practices an activity many times until successful

<p>3. begins to accept consequences of his/her own actions.</p>	<p>1. Regulates own emotions and behaviors                      1b. Follows limits and expectations                      6. Manages classroom rules, routines, and transitions with occasional reminders</p>
<p>4. manages transitions and changes to routines.</p>	<p>1. Regulates own emotions and behaviors                      1b. Follows limits and expectations                      6. Manages classroom rules, routines, and transitions with occasional reminders</p>
<p>5. states feelings, needs, and opinions in difficult situations without harming self, others, or property.</p>	<p>1. Regulates own emotions and behaviors                      1a. Manages feelings                      6. Is able to look at a situation differently or delay gratification                       9. Uses language to express thoughts and needs                      9a. Uses an expanding expressive vocabulary                      6. Describes and tells the use of many familiar items</p>
<p>6. expresses an increasing range and variety of emotions, and transitions between feeling states become smoother.</p>	<p>1. Regulates own emotions and behaviors                      1a. Manages feelings                      6. Is able to look at a situation differently or delay gratification                       9. Uses language to express thoughts and needs                      9a. Uses an expanding expressive vocabulary                      6. Describes and tells the use of many familiar items</p>
<p><b>10.3. Children relate positively with significant adults.</b></p>	
<p>1. interacts comfortably with familiar adults.</p>	<p>2. Establishes and sustains positive relationships                      2a. Forms relationships with adults                      6. Manages separations without distress and engages with trusted adults</p>
<p>2. accepts guidance, comfort, and directions from a range of familiar adults in a variety of environments.</p>	<p>2. Establishes and sustains positive relationships                      2a. Forms relationships with adults                      6. Manages separations without distress and engages with trusted adults</p>
<p>3. expresses affection toward familiar adults.</p>	<p>2. Establishes and sustains positive relationships                      2a. Forms relationships with adults                      6. Manages separations without distress and engages with trusted adults</p>

<p>4. shows trust in familiar adults.</p>	<p>2. Establishes and sustains positive relationships                  2a. Forms relationships with adults                  6. Manages separations without distress and engages with trusted adults</p>
<p>5. seeks help, as needed, from familiar adults.</p>	<p>2. Establishes and sustains positive relationships                  2a. Forms relationships with adults                  6. Manages separations without distress and engages with trusted adults</p>
<p><b>10.4. Children respond to and initiate appropriate interactions with other children, and form positive peer relationships.</b></p>	
<p>1. initiates and sustains positive interactions with peers.</p>	<p>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</p>
<p>2. develops friendships with other peers.</p>	<p>2. Establishes and sustains positive relationships                  2d. Makes friends                  6. Establishes a special friendship with one other child, but the friendship might only last a short while</p>
<p>3. negotiates with others to resolve disagreements.</p>	<p>3. Participates cooperatively and constructively in group situations                  3b. Solves social problems                  6. Suggests solutions to social problems</p>
<p>4. starts to demonstrate turn taking and sharing with others.</p>	<p>3. Participates cooperatively and constructively in group situations                  3a. Balances needs and rights of self and others                  3 emerging to 4. Takes turns</p>
<p>5. expresses empathy to peers.</p>	<p>2. Establishes and sustains positive relationships                  2b. Responds to emotional cues                  8. Recognizes that others' feelings about a situation might be different from his or her own</p>

<p>6. accepts consequences of his/her actions.</p>	<p>1. Regulates own emotions and behaviors                      1b. Follows limits and expectations                      6. Manages classroom rules, routines, and transitions with occasional reminders</p>
<p>7. recognizes how behaviors can affect others.</p>	<p>1. Regulates own emotions and behaviors                      1b. Follows limits and expectations                      6. Manages classroom rules, routines, and transitions with occasional reminders</p>
<p>8. demonstrates caring behaviors.</p>	<p>2. Establishes and sustains positive relationships                      2b. Responds to emotional cues                      4. Demonstrates concern about the feelings of others</p>

<b>Communication, Language, and Literacy</b>	
<b>Preschool</b>	
<b>11.1. Children understand and use communication and language for a variety of purposes.</b>	
1. demonstrates a steady increase in listening (receptive language) and speaking (expressive language) vocabulary.	8. Listens to and understands increasingly complex language 8a. Comprehends language 7 emerging to 8. Responds appropriately to complex statements, questions, vocabulary, and stories  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. initiates, listens, and responds in relationship to the topics of conversations with peers and adults.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 6. Engages in conversations of at least three exchanges
3. speaks in phrases and sentences of increasing length and complexity.	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 4. Uses three- to four-word sentences; may omit some words or use some words incorrectly
4. follows oral directions that involve several actions.	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
5. asks and answers a variety of questions.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
6. demonstrates knowledge of the rules of conversations such as taking turns while speaking.	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

<b>The child, who is an English language learner, also:</b>	
7. uses their home language to communicate with people who speak the same home language.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
8. demonstrates receptive (listening) English language skills to be able to comprehend the English language.	37. Demonstrates progress in listening to and understanding English 4. Responds to common English words and phrases when they are accompanied by gestures or other visual aids
9. demonstrates expressive (speaking) English language skills to build speaking capabilities in English.	38. Demonstrates progress in speaking English 4. Uses a few socially interactive terms in English appropriately; uses one or two words in English to represent a whole idea
10. demonstrates engagement in English literacy activities to be able to understand and respond to books, storytelling, and songs presented in English.	8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories
<b>11.2. Children engage in early reading experiences.</b>	
1. expresses an interest and enjoyment in listening to books and attempts to read familiar books.	18. Comprehends and responds to books and other texts 18b. Uses emergent reading skills 4. Pretends to read, using some of the language from the text; describes the action across pages, using pictures to order the events; may need prompts from adult
2. displays book handling knowledge (e.g., turning the book right side up, using left to right sweep, turning one page at a time, recognizing familiar books by cover).	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 4. Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers
3. shows an awareness of environmental print such as pointing to familiar words or letters.	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 2. Shows understanding that text is meaningful and can be read
4. identifies some alphabet letters by their shapes, especially those in his or her 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
5. recognizes the printed form of his or her name in a variety of contexts.	16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 4. Recognizes as many as 10 letters, especially those in own name

<p>6. shows increasing comprehension of a story through retelling the story and/or recognizing story elements such as the plot or characters.</p>	<p>18. Comprehends and responds to books and other texts                      18a. Interacts during read-alouds and book conversations                          4. Asks and answers questions about the text; refers to pictures</p> <p>18. Comprehends and responds to books and other texts                      18c. Retells stories                          4. Retells familiar stories using pictures or props as prompts</p>
<p>7. demonstrates awareness that language is made up of words, parts of words, and sounds in words.</p>	<p>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</p>
<p><b>11.3. Children engage in early writing experiences.</b></p>	
<p>1. attempts to communicate with others using scribbles, shapes, pictures, and/or letters in writing.</p>	<p>19. Demonstrates emergent writing skills                      19b. Writes to convey meaning                          2 emerging to 3. Mock letters or letter-like forms</p>
<p>2. experiments with a variety of writing tools such as pencils, crayons, brushes, and chalk.</p>	<p>28. Uses tools and other technology to perform tasks</p>
<p>3. uses expressive (speaking) language to share intended meaning of drawings and writing.</p>	<p>14. Uses symbols and images to represent something not present                      14a. Thinks symbolically                          4. Draws or constructs, and then identifies what it is</p>
<p>4. starts to demonstrate interest in learning to write letters, especially the letters in his/her name.</p>	<p>19. Demonstrates emergent writing skills                      19a. Writes name                          2 emerging to 3. Mock letters or letter-like forms</p>



<b>Mathematics and Science</b>	
<b>Preschool</b>	
<b>12.1. Children understand counting, ways of representing numbers, and relationships between quantities and numerals.</b>	
1. counts to five.	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
2. counts objects, pointing to each one correctly while counting.	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
3. uses language such as more or less to compare quantities.	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
4. begins to recognize small quantities without counting them.	20. Uses number concepts and operations 20b. Quantifies 3 emerging to 4. Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts
5. starts recognizing and naming of 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
<b>12.2. Children understand patterns.</b>	
1. recognizes and creates patterns moving from simple to complex.	23. Demonstrates knowledge of patterns 6. Extends and creates simple repeating patterns
2. predicts what comes next in a pattern.	23. Demonstrates knowledge of patterns 6. Extends and creates simple repeating patterns

<b>12.3. Children understand shapes and spatial relationships.</b>	
1. demonstrates understanding of spatial words such as up, down, over, under, top, bottom, inside, outside, in front, and behind.	21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 4. Follows simple directions related to proximity (beside, between, next to)
2. identifies 2- and 3- dimensional 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
3. notices characteristics, similarities, and differences among shapes, such as corners, points, edges, and sides.	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
4. notices how shapes fit together and can be taken apart to form other shapes.	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 8. Shows that shapes remain the same when they are turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes
<b>12.4. Children observe, describe, and predict the world around them.</b>	
1. notices, describes, and makes comparisons in the natural and designed world.	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  26. Demonstrates knowledge of the physical properties of objects and materials
2. uses scientific tools such as balance scales, measuring tapes, hand lenses, and microscopes to extend the senses and aid understanding.	28. Uses tools and other technology to perform tasks
3. makes close observations of living and non-living things.	24. Uses scientific inquiry skills
4. organizes, classifies, and records information drawn from observations.	24. Uses scientific inquiry skills
5. uses data from observations to describe the world including patterns, cause and effect relationships, and predictions.	24. Uses scientific inquiry skills

<b>12.5. Children plan and carry out investigations to answer questions and test solutions to problems.</b>	
1. asks questions of the natural and designed world that can be answered through direct investigation.	24. Uses scientific inquiry skills
2. plans and carries out investigations.	24. Uses scientific inquiry skills
3. makes close observations to determine causes of problems.	24. Uses scientific inquiry skills
4. uses evidence collected from investigations to evaluate results.	24. Uses scientific inquiry skills
5. communicates results of investigation to others.	24. Uses scientific inquiry skills
<b>12.6. Children understand comparisons and measurement.</b>	
1. sorts, classifies, and puts objects in series, using a variety of properties.	22. Compares and measures 8. Uses measurement words and some standard measurement tools accurately; uses ordinal numbers from first to tenth
2. makes comparisons between several objects based on one or more attributes, such as length, height, weight, and area, using words such as taller, shorter, longer, bigger, smaller, heavier, lighter, full, empty, length, height, and weight.	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
3. measures objects using non-standard units of measurement, such as using blocks to determine how tall a child is.	22. Compares and measures 8. Uses measurement words and some standard measurement tools accurately; uses ordinal numbers from first to tenth
4. develops an awareness of simple time concepts within his/her daily life such as yesterday, today, tomorrow, morning, afternoon, and night.	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

<b>Creative Arts</b>	
<b>Preschool</b>	
<b>13.1. Children participate in a variety of art and sensory-related experiences.</b>	
1. uses a variety of drawing and art materials, such as drawing utensils, paint, clay, and wood to create original works, form, and meaning.	33. Explores the visual arts
2. expresses ideas about his/her own artwork and the artwork of others, relating artwork to what is happening in the environment or life experiences.	33. Explores the visual arts
3. demonstrates care and persistence when involved in art projects.	33. Explores the visual arts
4. plans and works cooperatively to create drawings, paintings, sculptures, and other art projects.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 6. Initiates the sharing of materials in the classroom and outdoors  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  33. Explores the visual arts
<b>13.2. Children participate in a variety of music and movement experiences.</b>	
1. participates in a variety of musical and rhythmic experiences, including singing, dancing, listening, playing simple rhythmic and tonal instruments, and creating and singing chants, rhymes, and fingerplays from diverse cultures.	30. Shows basic understanding of people and how they live  34. Explores musical concepts and expression
2. demonstrates meaningful creative responses when listening to music to reflect the expressive elements of music.	34. Explores musical concepts and expression
3. notices differences in pitch, rhythm, patterns, dynamics, tempo, and timbre.	34. Explores musical concepts and expression
4. demonstrates an awareness of music as part of daily life indoors and outdoors.	34. Explores musical concepts and expression

<b>13.3. Children engage in dramatic play experiences.</b>	
1. shows creativity and imagination when using materials.	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 4. Uses creativity and imagination during play and routine tasks
2. assumes different roles in dramatic play situations.	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 8. Plans and negotiates complex role play; joins in detailed conversation about roles and actions; play may extend over several days  36. Explores drama through actions and language
3. interacts with peers in dramatic play experiences that become more extended and complex.	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 8. Plans and negotiates complex role play; joins in detailed conversation about roles and actions; play may extend over several days  36. Explores drama through actions and language

<b>Social Studies</b>	
<b>Preschool</b>	
<b>14.1. Children demonstrate an increasing awareness of belonging to a family and community.</b>	
1. demonstrates understanding that communities are composed of groups of people who live, play, or work together.	30. Shows basic understanding of people and how they live
2. demonstrates ability to identify communities to which they belong, recognizing that their family is an important group to which they belong.	29. Demonstrates knowledge about self 30. Shows basic understanding of people and how they live
3. demonstrates responsibility as a member of a family or community.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 6. Initiates the sharing of materials in the classroom and outdoors
4. shows confidence in expressing individual opinions and thoughts while respecting the thoughts and opinions of others.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 6. Initiates the sharing of materials in the classroom and outdoors 29. Demonstrates knowledge about self
5. participates in creating and following rules and routines.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
6. demonstrates an initial awareness of the concepts of fairness, individual rights, and welfare of family and community members.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 6. Initiates the sharing of materials in the classroom and outdoors

<b>14.2. Children demonstrate an increasing awareness of culture and diversity.</b>	
1. demonstrates an awareness of diversity such as family characteristics, adult roles within a family, and skin and hair color.	30. Shows basic understanding of people and how they live
2. demonstrates acceptance of persons from different cultures and ethnic groups.	30. Shows basic understanding of people and how they live
3. demonstrates a sense of belonging, feeling pride in his/her own culture while showing respect for others.	29. Demonstrates knowledge about self 30. Shows basic understanding of people and how they live
4. uses respectful and descriptive language for human similarities and differences, demonstrating curiosity, comfort, ease, and empathy with similarities and differences.	30. Shows basic understanding of people and how they live
<b>14.3. Children demonstrate an increasing awareness of the environment in which they live, especially how people (including themselves) relate to that environment.</b>	
1. interacts with the world, first with familiar settings and then with less familiar ones; first in simple ways and then in more complex, exploratory ways.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 4. Uses trusted adult as a secure base from which to explore the world
2. constructs meaning about him/herself and the world through relevant and meaningful experiences with objects and their environment.	26. Demonstrates knowledge of the physical properties of objects and materials
3. recognizes aspects of the environment, such as roads, buildings, trees, gardens, bodies of water, or land formations.	32. Demonstrates simple geographic knowledge
4. recognizes that people share the environment with other people, animals, and plants.	27. Demonstrates knowledge of Earth's environment 30. Shows basic understanding of people and how they live
5. understands that people can take care of the environment through activities and experiences, such as cleaning, conserving, reusing, and recycling.	27. Demonstrates knowledge of Earth's environment
6. recognizes a variety of jobs and the work associated with them.	30. Shows basic understanding of people and how they live

<b>14.4. Children demonstrate an increasing awareness of past events and how those events relate to one's self, family, and community.</b>	
1. differentiates between past, present, and future.	31. Explores change related to familiar people or places
2. represents events and experiences that occurred in the past through words, play, and art.	31. Explores change related to familiar people or places
3. uses past events to construct meaning of the world.	12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation
4. understands that events happened in the past and that the events relate to oneself, family, community, and culture.	12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation  31. Explores change related to familiar people or places