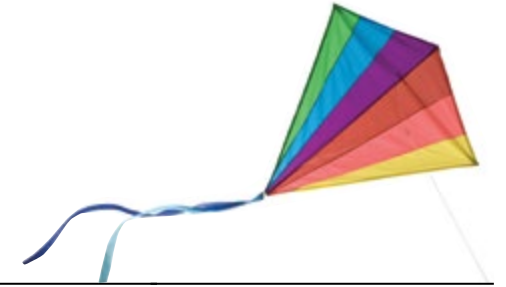


Alignment of



Objectives for Development & Learning



WITH

Teaching Strategies Objectives for Development and Learning (ODL)

aligned to

Indiana Early Learning Standards

Standards adopted 2023

Ages: birth to five

STANDARD / STRAND

English/Language Arts (Infant)

PROFICIENCY STATEMENT / SUBSTRAND

ELA1.

Communication Process - Early learners develop skills to communicate effectively for a variety of purposes, laying the foundation for future learning in all developmental areas.

INDICATOR / STANDARD

ELA1.1.

Demonstrate Receptive Communication

EXPECTATION / INDICATOR

Demonstrate continual growth in understanding increasingly complex and varied vocabulary

Objectives for Development and Learning

Objective 8 Listens to and understands increasingly complex language

a. Comprehends language Objective 8a..2 Shows an interest in the speech of others

EXPECTATION / INDICATOR

Respond to words or gestures

Objectives for Development and Learning

Objective 8 Listens to and understands increasingly complex language

b. Follows directions

Objective 8b..2 Responds to simple verbal requests accompanied by gestures or tone of voice

EXPECTATION / INDICATOR Recognize familiar objects, people, and voices

Objectives for Development and Learning

Objective 8 Listens to and understands increasingly complex language

a. Comprehends language Objective 8a.2 Shows an interest in the speech of others

Objective 12 Remembers and connects experiences

Objective 12a.2 Recognizes and recalls Recognizes familiar people, places, and objects; looks for hidden object where it was last seen

EXPECTATION / INDICATOR Orient to sounds in the learning environment

Objectives for Development and Learning

• Objective 11 Demonstrates positive approaches to learning a. Attends and engages

Objective 11a.2 Pays attention to sights and sounds

EXPECTATION / INDICATOR Begin to make eye contact when caregiver speaks

Objectives for Development and Learning

• Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language

Objective 10b.2 Responds to speech by looking toward the speaker; watches for signs of being understood when communicating

STANDARD / STRAND

English/Language Arts (Infant)

PROFICIENCY STATEMENT / SUBSTRAND	ELA1.	Communication Process - Early learners develop skills to communicate effectively for a variety of purposes, laying the foundation for future learning in all developmental areas.
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INDICATOR / STANDARD	ELA1.2.	Demonstrate Expressive Communication
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EXPECTATION / INDICATOR Use facial expressions or gestures to communicate

Objectives for Development and Learning

• Objective 09 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary

Objective 9a.2 Vocalizes and gestures to communicate

EXPECTATION / INDICATOR Use simple vocalizations to communicate

Objectives for Development and Learning

• Objective 09 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary

Objective 9a.2 Vocalizes and gestures to communicate

EXPECTATION / INDICATOR	Express sounds and patterns of home language
	<p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 09 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary <p>Objective 9a.2 Vocalizes and gestures to communicate</p>

STANDARD / STRAND

English/Language Arts (Infant)

PROFICIENCY STATEMENT / SUBSTRAND	ELA1.	Communication Process - Early learners develop skills to communicate effectively for a variety of purposes, laying the foundation for future learning in all developmental areas.
INDICATOR / STANDARD	ELA1.3.	Demonstrate ability to engage in conversations

EXPECTATION / INDICATOR	Attend to an object, event, or person with an adult.
	<ul style="list-style-type: none"> • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations <p>Objective 10a.2 Engages in simple back-and-forth exchanges with others</p>

STANDARD / STRAND

English/Language Arts (Infant)

PROFICIENCY STATEMENT / SUBSTRAND	ELA2.	Early Reading - Early learners develop foundational skills in understanding alphabetic awareness, phonological awareness, concepts of print, and comprehension.
INDICATOR / STANDARD	ELA2.1.	Demonstrate awareness of the alphabet

EXPECTATION / INDICATOR	(Developmentally appropriate/emerging outcomes first appear in younger toddler)
	This skill is not developmentally expected or typically observed at this age range.

STANDARD / STRAND

English/Language Arts (Infant)

PROFICIENCY STATEMENT / SUBSTRAND	ELA2.	Early Reading - Early learners develop foundational skills in understanding alphabetic awareness, phonological awareness, concepts of print, and comprehension.
INDICATOR / STANDARD	ELA2.2.	Demonstrate phonological awareness

EXPECTATION / INDICATOR	Orient to sounds in the learning environment
	<p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages <p>Objective 11a.2 Pays attention to sights and sounds</p>

EXPECTATION / INDICATOR Discriminate sounds in the learning environment

Objectives for Development and Learning

- **Objective 11 Demonstrates positive approaches to learning a. Attends and engages**
Objective 11a.2 Pays attention to sights and sounds

STANDARD / STRAND

English/Language Arts (Infant)

PROFICIENCY STATEMENT / SUBSTRAND	ELA2.	Early Reading - Early learners develop foundational skills in understanding alphabetic awareness, phonological awareness, concepts of print, and comprehension.
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INDICATOR / STANDARD	ELA2.3.	Demonstrate awareness and understanding of concepts of print
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EXPECTATION / INDICATOR Look at books while an adult holds and manipulates the book

Objectives for Development and Learning

- **Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts**
Objective 17a.2 Shows interest in books

EXPECTATION / INDICATOR Begin to hold and manipulate a book with adult support

Objectives for Development and Learning

- **Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts**
Objective 17a.2 Shows interest in books

EXPECTATION / INDICATOR Respond to songs

Objectives for Development and Learning

- **Objective 34 Explores musical concepts and expression**

EXPECTATION / INDICATOR Listen to repetition of familiar words, songs, signs, rhymes, and stories

Objectives for Development and Learning

- **Objective 34 Explores musical concepts and expression**

STANDARD / STRAND

English/Language Arts (Infant)

PROFICIENCY STATEMENT / SUBSTRAND	ELA2.	Early Reading - Early learners develop foundational skills in understanding alphabetic awareness, phonological awareness, concepts of print, and comprehension.
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INDICATOR / STANDARD	ELA2.4.	Demonstrate comprehension
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EXPECTATION / INDICATOR	Demonstrate interest in hearing a familiar story or book
	<p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts <p>Objective 17a.2 Shows interest in books</p>

EXPECTATION / INDICATOR	Attend to caregiver’s voice while being held and/or read to
	<p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts <p>Objective 17a.2 Shows interest in books</p>

STANDARD / STRAND

English/Language Arts (Infant)

PROFICIENCY STATEMENT / SUBSTRAND	ELA3.	Early Writing - Early learners develop foundational skills in mechanics of writing, ability to tell a story, recognize that oral communication can be represented by written language, and begin to write for a variety of purposes.
INDICATOR / STANDARD	ELA3.1.	Demonstrate mechanics of writing

EXPECTATION / INDICATOR	Grasp and manipulate objects when placed in hand
	<p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 7 Demonstrates fine-motor strength and coordination <p>Objective 7a.2 Reaches for, touches, and holds objects purposefully</p>

STANDARD / STRAND

English/Language Arts (Infant)

PROFICIENCY STATEMENT / SUBSTRAND	ELA3.	Early Writing - Early learners develop foundational skills in mechanics of writing, ability to tell a story, recognize that oral communication can be represented by written language, and begin to write for a variety of purposes.
INDICATOR / STANDARD	ELA3.2.	Demonstrate ability to communicate a story

EXPECTATION / INDICATOR	(Developmentally appropriate/emerging outcomes first appear in older toddler)
	This skill is not developmentally expected or typically observed at this age range.

STANDARD / STRAND

Mathematics (Infant)

PROFICIENCY STATEMENT / SUBSTRAND	M1.	Numeracy - Early learners develop foundational skills in learning and understanding counting, cardinality, written numerals, quantity, and comparison.
INDICATOR / STANDARD	M1.1.	Demonstrate strong sense of counting

EXPECTATION / INDICATOR

Repeat a movement like a clap

No correlation.

STANDARD / STRAND

Mathematics (Infant)

PROFICIENCY STATEMENT /
SUBSTRAND

M1.

Numeracy - Early learners develop foundational skills in learning and understanding counting, cardinality, written numerals, quantity, and comparison.

INDICATOR / STANDARD

M1.2.

Demonstrate understanding of written numerals

EXPECTATION / INDICATOR

(Developmentally appropriate/emerging outcomes first appear in younger toddler)

This skill is not developmentally expected or typically observed at this age range.

STANDARD / STRAND

Mathematics (Infant)

PROFICIENCY STATEMENT /
SUBSTRAND

M1.

Numeracy - Early learners develop foundational skills in learning and understanding counting, cardinality, written numerals, quantity, and comparison.

INDICATOR / STANDARD

M1.3.

Recognition of number relations

Explore objects one at a time

Objectives for Development and Learning

• **Objective 20 Uses number concepts and operations b. Quantifies**

Objective 20b.2 Demonstrates understanding of the concepts of one, two, and more

EXPECTATION / INDICATOR

Indicate a desire for more

Objectives for Development and Learning

• **Objective 20 Uses number concepts and operations b. Quantifies**

Objective 20b.2 Demonstrates understanding of the concepts of one, two, and more

EXPECTATION / INDICATOR

Give more when asked

Objectives for Development and Learning

• **Objective 20 Uses number concepts and operations b. Quantifies**

Objective 20b.2 Demonstrates understanding of the concepts of one, two, and more

STANDARD / STRAND

Mathematics (Infant)

PROFICIENCY STATEMENT /
SUBSTRAND

M2.

Computation and Algebraic Thinking - Early learners develop foundational skills in learning to understand mathematical structure and patterning.

INDICATOR / STANDARD

M2.1.

Exhibit understanding of mathematical structure

EXPECTATION / INDICATOR

(Developmentally appropriate/emerging outcomes first appear in younger toddler)

This skill is not developmentally expected or typically observed at this age range.

STANDARD / STRAND

Mathematics (Infant)

PROFICIENCY STATEMENT /
SUBSTRAND

M2.

Computation and Algebraic Thinking - Early learners develop foundational skills in learning to understand mathematical structure and patterning.

INDICATOR / STANDARD

M2.2.

Demonstrate awareness of patterning

EXPECTATION / INDICATOR

Show interest in visual, auditory, and tactile patterns

Objectives for Development and Learning

• **Objective 23 Demonstrates knowledge of patterns**

Objective 23.2 Shows interest in simple patterns in everyday life

EXPECTATION / INDICATOR

Recognize daily routines

Objectives for Development and Learning

• **Objective 23 Demonstrates knowledge of patterns**

Objective 23.2 Shows interest in simple patterns in everyday life

STANDARD / STRAND

Mathematics (Infant)

PROFICIENCY STATEMENT /
SUBSTRAND

M3.

Data Analysis - Early learners develop foundational skills in learning to understand concepts of classification, data collection, organization, and description.

INDICATOR / STANDARD

M3.1.

Demonstrate understanding of classifying

EXPECTATION / INDICATOR

(Developmentally appropriate/emerging outcomes first appear in younger toddler)

This skill is not developmentally expected or typically observed at this age range.

STANDARD / STRAND

Mathematics (Infant)

PROFICIENCY STATEMENT /
SUBSTRAND

M4.

Geometry - Early learners develop foundational skills in learning to understand spatial relationships and shape analysis.

INDICATOR / STANDARD

M4.1.

Understanding of spatial relationships

EXPECTATION / INDICATOR

Explore how things fit and move

Objectives for Development and Learning

• **Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation**

Objective 11d.2 Uses senses to explore the immediate environment

• **Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships**

Objective 21a.2 Follows simple directions related to position (in, on, under, up, down)

EXPECTATION / INDICATOR

Put object in, out, on, and off of other things

Objectives for Development and Learning

• **Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships**

Objective 21a.2 Follows simple directions related to position (in, on, under, up, down)

STANDARD / STRAND

Mathematics (Infant)

PROFICIENCY STATEMENT /
SUBSTRAND

M4.

Geometry - Early learners develop foundational skills in learning to understand spatial relationships and shape analysis.

INDICATOR / STANDARD

M4.2.

Exhibit ability to identify, describe, analyze, compare, and create shapes

EXPECTATION / INDICATOR

(Developmentally appropriate/emerging outcomes first appear in younger toddler)

This skill is not developmentally expected or typically observed at this age range.

STANDARD / STRAND

Mathematics (Infant)

PROFICIENCY STATEMENT /
SUBSTRAND

M5.

Measurement - Early learners develop foundational skills in learning to understand concepts of time and measurement comparisons.

INDICATOR / STANDARD

M5.1.

Understand the concept of time

EXPECTATION / INDICATOR

Cooperate with a routine

Objectives for Development and Learning

Objective 22 Compares and measures b. Measures time and money

Objective 22b.2 Knows usual sequence of basic daily events

STANDARD / STRAND

Mathematics (Infant)

PROFICIENCY STATEMENT /
SUBSTRAND

M5.

Measurement - Early learners develop foundational skills in learning to understand concepts of time and measurement comparisons.

INDICATOR / STANDARD

M5.2.

Understand measurement through description and comparison

EXPECTATION / INDICATOR Explore objects with different shapes and sizes

Objectives for Development and Learning

- **Objective 22 Compares and measures a. Measures objects**

Objective 22a.2 Makes simple comparisons between two objects

EXPECTATION / INDICATOR Explore objects with different attributes, big/little, soft/hard

Objectives for Development and Learning

- **Objective 22 Compares and measures a. Measures objects**

Objective 22a.2 Makes simple comparisons between two objects

STANDARD / STRAND

Science (Infant)

PROFICIENCY STATEMENT / SUBSTRAND	SC1.	Physical Science - Early learners develop foundational skills in learning and understanding the properties of objects and changes in the physical world.
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INDICATOR / STANDARD	SC1.1.	Demonstrate ability to explore objects in the physical world
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EXPECTATION / INDICATOR Observe and experience the physical environment using all five senses

Objectives for Development and Learning

- **Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation**

Objective 11d.2 Uses senses to explore the immediate environment

- **Objective 24 Uses scientific inquiry skills**

EXPECTATION / INDICATOR React to changes in light

Objectives for Development and Learning

- **Objective 24 Uses scientific inquiry skills**

EXPECTATION / INDICATOR Focus attention on sounds, movement, caregiver, and objects

Objectives for Development and Learning

- **Objective 11 Demonstrates positive approaches to learning a. Attends and engages**

Objective 11a.2 Pays attention to sights and sounds

- **Objective 26 Demonstrates knowledge of the physical properties of objects and materials**

STANDARD / STRAND

Science (Infant)

PROFICIENCY STATEMENT / SUBSTRAND	SC1.	Physical Science - Early learners develop foundational skills in learning and understanding the properties of objects and changes in the physical world.
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INDICATOR / STANDARD	SC1.2.	Demonstrate awareness of the physical properties of objects
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EXPECTATION / INDICATOR Touch objects with varying physical attributes, may show a preference for one over another

Objectives for Development and Learning

- **Objective 26 Demonstrates knowledge of the physical properties of objects and materials**

EXPECTATION / INDICATOR Notice cause and effect within the physical environment

Objectives for Development and Learning

- **Objective 26 Demonstrates knowledge of the physical properties of objects and materials**

EXPECTATION / INDICATOR Perform actions with objects and observe results

Objectives for Development and Learning

- **Objective 26 Demonstrates knowledge of the physical properties of objects and materials**
- **Objective 11 Demonstrates positive approaches to learning b. Persists**
Objective 11b.2 Repeats actions to obtain similar results

STANDARD / STRAND

Science (Infant)

PROFICIENCY STATEMENT / SUBSTRAND	SC2.	Earth and Space Science - Early learners develop foundational skills in learning to understand the natural world through exploration of Earth, sky, weather, and seasons.
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INDICATOR / STANDARD	SC2.1.	Recognize seasonal and weather related changes
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EXPECTATION / INDICATOR Observe and experience the difference in weather

Objectives for Development and Learning

- **Objective 27 Demonstrates knowledge of Earth's environment**

STANDARD / STRAND

Science (Infant)

PROFICIENCY STATEMENT / SUBSTRAND	SC3.	Life Science - Early learners develop foundational skills in learning and understanding the presence and characteristics of living creatures and plants
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INDICATOR / STANDARD	SC3.1.	Demonstrate awareness of life
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EXPECTATION / INDICATOR Demonstrate interest in and interact with plants, animals, and people

Objectives for Development and Learning

- **Objective 25 Demonstrates knowledge of the characteristics of living things**

EXPECTATION / INDICATOR Discover body parts

No Correlations

STANDARD / STRAND**Science (Infant)**

PROFICIENCY STATEMENT / SUBSTRAND	SC3.	Life Science - Early learners develop foundational skills in learning and understanding the presence and characteristics of living creatures and plants
INDICATOR / STANDARD	SC3.2.	Demonstrate awareness of the preservation, protection, and care of living creatures and plants

EXPECTATION / INDICATOR

(Developmentally appropriate/emerging outcomes first appear in older toddler)

This skill is not developmentally expected or typically observed at this age range.**STANDARD / STRAND****Science (Infant)**

PROFICIENCY STATEMENT / SUBSTRAND	SC4.	Engineering - Early learners develop foundational skills in learning and understanding how to solve problems using the engineering design process.
INDICATOR / STANDARD	SC4.1.	Demonstrate engineering design skills

EXPECTATION / INDICATOR

Demonstrate an interest in people-made objects

Objectives for Development and Learning**Objective 28 Uses tools and other technology to perform tasks**

EXPECTATION / INDICATOR

Explore and manipulate people-made objects

Objectives for Development and Learning**Objective 28 Uses tools and other technology to perform tasks****STANDARD / STRAND****Science (Infant)**

PROFICIENCY STATEMENT / SUBSTRAND	SC5.	Scientific Inquiry and Method - Early learners develop foundational skills in learning and understanding about the world around them through exploration and investigation.
INDICATOR / STANDARD	SC5.1.	Demonstrate scientific curiosity

EXPECTATION / INDICATOR

Observe and show interest in objects, organisms, and events in the environment

Objectives for Development and Learning

- **Objective 24 Uses scientific inquiry skills**
- **Objective 27 Demonstrates knowledge of Earth's environment**

EXPECTATION / INDICATOR

Repeat action that causes an interesting effect

Objectives for Development and Learning

- **Objective 24 Uses scientific inquiry skills**
 - **Objective 11 Demonstrates positive approaches to learning b. Persists**
- Objective 11b.2 Repeats actions to obtain similar results

EXPECTATION / INDICATOR	Actively explore the learning environment
	<p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 24 Uses scientific inquiry skills • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.2 Uses senses to explore the immediate environment</p>

STANDARD / STRAND

Science (Infant)

PROFICIENCY STATEMENT / SUBSTRAND	SC6.	Computational Thinking - Early learners develop foundational skills in learning and understanding how to identify problems and use logic and reasoning to develop step-by-step strategies to solve them.
INDICATOR / STANDARD	SC6.1.	Demonstrate decomposition of larger tasks into smaller steps

EXPECTATION / INDICATOR	Recognize daily routines
	This skill is not developmentally expected or typically observed at this age range

STANDARD / STRAND

Science (Infant)

PROFICIENCY STATEMENT / SUBSTRAND	SC6.	Computational Thinking - Early learners develop foundational skills in learning and understanding how to identify problems and use logic and reasoning to develop step-by-step strategies to solve them.
INDICATOR / STANDARD	SC6.2.	Demonstrate algorithmic thinking and debugging

EXPECTATION / INDICATOR	(Developmentally appropriate/emerging outcomes first appear in older toddler)
	This skill is not developmentally expected or typically observed at this age range.

STANDARD / STRAND

Social Studies (Infant)

PROFICIENCY STATEMENT / SUBSTRAND	SS1.	Self - Early learners develop foundational skills in learning and understanding the concept of self within the context of their family and community.
INDICATOR / STANDARD	SS1.1.	Demonstrate development of self

EXPECTATION / INDICATOR	Engage in onlooker play
	Objective 29 Demonstrates knowledge about self

EXPECTATION / INDICATOR	Begin to show awareness of self as an individual, separate from others
	<p>Objectives for Development and Learning</p> <p>Objective 29 Demonstrates knowledge about self</p>

EXPECTATION / INDICATOR

Show affection and bond with familiar adults

Objectives for Development and Learning

Objective 29 Demonstrates knowledge about self

- **Objective 02 Establishes and sustains positive relationships a. Forms relationships with adults**

Objective 2a.2 Demonstrates a secure attachment to one or more adults

STANDARD / STRAND

Social Studies (Infant)

PROFICIENCY STATEMENT / SUBSTRAND

SS2.

History and Events - Early learners develop foundational skills in learning and understanding the passage of time and the foundations of government or authority.

INDICATOR / STANDARD

SS2.1.

Demonstrate awareness of chronological thinking

EXPECTATION / INDICATOR

Participate in daily routines with caregivers (e.g., diaper changes and feeding)

Objectives for Development and Learning

Objective 31 Explores change related to familiar people or places

STANDARD / STRAND

Social Studies (Infant)

PROFICIENCY STATEMENT / SUBSTRAND

SS2.

History and Events - Early learners develop foundational skills in learning and understanding the passage of time and the foundations of government or authority.

INDICATOR / STANDARD

SS2.2.

Demonstrate awareness of personal historical knowledge

EXPECTATION / INDICATOR

Begin to develop knowledge of cause and effect (e.g., crying results in caregiver response)

Objectives for Development and Learning

- **Objective 01 Regulates own emotions and behaviors**

Objective 1c.2 Indicates needs and wants; participates as adult attends to needs

STANDARD / STRAND

Social Studies (Infant)

PROFICIENCY STATEMENT / SUBSTRAND

SS2.

History and Events - Early learners develop foundational skills in learning and understanding the passage of time and the foundations of government or authority.

INDICATOR / STANDARD

SS2.3.

Demonstrate awareness of the foundations of government or authority

EXPECTATION / INDICATOR

(Developmentally appropriate/emerging outcomes first appear in older toddler)

This skill is not developmentally expected or typically observed at this age range.

STANDARD / STRAND

Social Studies (Infant)

PROFICIENCY STATEMENT / SUBSTRAND

SS3.

Geography - Early learners develop foundational skills in learning and understanding their surroundings in spatial terms and the relationship between people and their world.

INDICATOR / STANDARD	SS3.1.	Demonstrate awareness of the world in spatial terms
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EXPECTATION / INDICATOR

Begin to discover use of body and objects in the learning environment

Objectives for Development and Learning

- **Objective 32 Demonstrates simple geographic knowledge**
- **Objective 4 Demonstrates traveling skills**

Objective 4.2 Moves to explore immediate environment

STANDARD / STRAND

Social Studies (Infant)

PROFICIENCY STATEMENT / SUBSTRAND	SS3.	Geography - Early learners develop foundational skills in learning and understanding their surroundings in spatial terms and the relationship between people and their world.
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INDICATOR / STANDARD	SS3.2.	Demonstrate awareness of places and regions
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EXPECTATION / INDICATOR

Explore the immediate early learning environment around them

Objectives for Development and Learning

- **Objective 32 Demonstrates simple geographic knowledge**
- **Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation**

Objective 11d.2 Uses senses to explore the immediate environment

STANDARD / STRAND

Social Studies (Infant)

PROFICIENCY STATEMENT / SUBSTRAND	SS4.	Economics - Early learners develop foundational skills in learning and understanding the functions of an economy, the way people spend money and the way people make money.
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INDICATOR / STANDARD	SS4.1.	Demonstrate awareness of economics, spending, and making money
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EXPECTATION / INDICATOR

Demonstrate preference for specific objects and people

Objectives for Development and Learning

- **Objective 30 Shows basic understanding of people and how they live**
- **Objective 02 Establishes and sustains positive relationships a. Forms relationships with adults**

Objective 2a.2 Demonstrates a secure attachment to one or more adults

STANDARD / STRAND

Social Studies (Infant)

PROFICIENCY STATEMENT / SUBSTRAND	SS5.	Citizenship - Early learners develop foundational skills in understanding cooperative behavior and the function of rules and responsibilities as a member of a learning community and a larger society.
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INDICATOR / STANDARD	SS5.1.	Demonstrate awareness of citizenship
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EXPECTATION / INDICATOR Interact with the physical environment to make needs known

Objectives for Development and Learning
 • **Objective 30 Shows basic understanding of people and how they live**
 • **Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately**
 Objective 1c.2 Indicates needs and wants; participates as adult attends to needs

EXPECTATION / INDICATOR Demonstrate comfort in familiar routines, objects, and materials

Objectives for Development and Learning
Objective 30 Shows basic understanding of people and how they live
 • **Objective 12 Remembers and connects experiences b. Makes connections**
 Objective 12b.2 Looks for familiar persons when they are named; relates objects to events

EXPECTATION / INDICATOR Respond to adult guidance about behavior

Objectives for Development and Learning
Objective 30 Shows basic understanding of people and how they live
 • **Objective 01 Regulates own emotions and behaviors a. Manages feelings**
 Objective 1a.2 Uses adult support to calm self

STANDARD / STRAND

PROFICIENCY STATEMENT / SUBSTRAND	SW1.	Sense of Self - Early learners develop foundational skills that support self-awareness, confidence, and the identification and expression of emotions.
INDICATOR / STANDARD	SW1.1.	Demonstrate self awareness and confidence

EXPECTATION / INDICATOR Respond to own name

Objectives for Development and Learning
 • **Objective 29 Demonstrates knowledge about self**
 • **Objective 01 Regulates own emotions and behaviors b. Follows limits and expectations**
 Objective 1b.2 Responds to changes in an adult’s tone of voice and expression

EXPECTATION / INDICATOR Show interest in choices available in learning environment (e.g., explore books, soft blocks)

Objectives for Development and Learning
 • **Objective 29 Demonstrates knowledge about self**
 • **Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately**
 Objective 1.c. 2 Indicates needs and wants; participates as adult attends to needs

EXPECTATION / INDICATOR Communicate to indicate physical and emotional needs and look to a caregiver to meet those needs

Objectives for Development and Learning

• **Objective 29 Demonstrates knowledge about self**

Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately

Objective 1.c. 2 Indicates needs and wants; participates as adult attends to needs

STANDARD / STRAND

Student Wellbeing (Infant)

PROFICIENCY STATEMENT / SUBSTRAND

SW1.

Sense of Self - Early learners develop foundational skills that support self-awareness, confidence, and the identification and expression of emotions.

INDICATOR / STANDARD

SW1.2.

Demonstrate identification and expression of emotions

EXPECTATION / INDICATOR

Communicate to express pleasure or displeasure

Objectives for Development and Learning

• **Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately**

Objective 1c.2 Indicates needs and wants; participates as adult attends to needs

EXPECTATION / INDICATOR

Seek adults to help ease displeasure once communicated

Objectives for Development and Learning

• **Objective 01 Regulates own emotions and behaviors a. Manages feelings**

Objective 1a.2 Uses adult support to calm self

EXPECTATION / INDICATOR

Use cues to signal overstimulation

Objectives for Development and Learning

• **Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately**

Objective 1c.2 Indicates needs and wants; participates as adult attends to needs

EXPECTATION / INDICATOR

Respond positively to adults who provide comfort

Objectives for Development and Learning

• **Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately**

Objective 1c.2 Indicates needs and wants; participates as adult attends to needs

EXPECTATION / INDICATOR Use sounds and body to express feelings

Objectives for Development and Learning

- **Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately**

Objective 1c.2 Indicates needs and wants; participates as adult attends to needs

STANDARD / STRAND

Student Wellbeing (Infant)

PROFICIENCY STATEMENT / SUBSTRAND	SW2.	Self-Regulation - Early learners develop foundational skills that support executive functions including impulse control, planning skills, and emotional regulation.
INDICATOR / STANDARD	SW2.1.	Demonstrate self control

EXPECTATION / INDICATOR Develop an awareness of transitions, schedules, and routines with adult prompts

Objectives for Development and Learning

- **Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately**

Objective 1c.2 Indicates needs and wants; participates as adult attends to needs

EXPECTATION / INDICATOR Develop self-soothing when an adult provides comfort techniques

Objectives for Development and Learning

- **Objective 01 Regulates own emotions and behaviors a. Manages feelings**

Objective 1a.2 Uses adult support to calm self

EXPECTATION / INDICATOR Express desires and feeling by using gestures and actions

Objectives for Development and Learning

- **Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately**

Objective 1c.2 Indicates needs and wants; participates as adult attends to needs

- **Objective 09 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary**

Objective 9a.2 Vocalizes and gestures to communicate

STANDARD / STRAND

Student Wellbeing (Infant)

PROFICIENCY STATEMENT / SUBSTRAND	SW3.	Conflict Resolution - Early learners develop foundational skills that support conflict resolution and conflict management.
INDICATOR / STANDARD	SW3.1.	Demonstrate conflict resolution

EXPECTATION / INDICATOR		Show awareness of possible conflict by demonstrating distress
		Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems Objective 3b.2 Expresses feelings during a conflict
EXPECTATION / INDICATOR		Respond positively to adult when comforted following possible observed conflict
		Objectives for Development and Learning Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems Objective 3b.2 Expresses feelings during a conflict
STANDARD / STRAND		Student Wellbeing (Infant)
PROFICIENCY STATEMENT/ SUBSTRAND	SW4.	Building Relationships - Early learners develop foundational skills that support social development and engagement with others.
INDICATOR / STANDARD	SW4.1.	Demonstrate relationship skills
EXPECTATION / INDICATOR		Engage in simple social interactions with adults (e.g., respond to adult smile)
		Objectives for Development and Learning · Objective 02 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.2 Demonstrates a secure attachment to one or more adults
EXPECTATION / INDICATOR		Exhibit caution of unfamiliar adults
		Objectives for Development and Learning · Objective 02 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.2 Demonstrates a secure attachment to one or more adults
EXPECTATION / INDICATOR		Use key adults as a secure base when exploring the learning environment
		Objectives for Development and Learning · Objective 02 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world
EXPECTATION / INDICATOR		Notice other children in their learning environment
		Objectives for Development and Learning Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.2 Plays near other children; uses similar materials or actions

EXPECTATION / INDICATOR		Engage in onlooker play Objectives for Development and Learning Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.2 Plays near other children; uses similar materials or actions
EXPECTATION / INDICATOR		Begin to exhibit skills in solitary play Objectives for Development and Learning Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.2 Plays near other children; uses similar materials or actions
STANDARD / STRAND		Approaches to Play and Learning (Infant)
PROFICIENCY STATEMENT / SUBSTRAND	APL1.	Initiative and Exploration - Early learners develop foundational skills that support initiative, self-direction, interest, and curiosity as a learner.
INDICATOR / STANDARD	APL1.1.	Demonstrate initiative and self-direction
EXPECTATION / INDICATOR		Respond to a stimulating learning environment Objectives for Development and Learning <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds
EXPECTATION / INDICATOR		Begin to demonstrate curiosity/interest in surroundings Objectives for Development and Learning <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
EXPECTATION / INDICATOR		Display eagerness and delight in self, others, and surroundings Objectives for Development and Learning <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds

STANDARD / STRAND**Approaches to Play and Learning (Infant)**

PROFICIENCY STATEMENT / SUBSTRAND	APL1.	Initiative and Exploration - Early learners develop foundational skills that support initiative, self-direction, interest, and curiosity as a learner.
INDICATOR / STANDARD	APL1.2.	Demonstrate interest and curiosity as a learner
EXPECTATION / INDICATOR		Show budding interest in how objects work
EXPECTATION / INDICATOR		<p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.2 Repeats actions to obtain similar results
EXPECTATION / INDICATOR		Try a variety of approaches to get desired outcomes
EXPECTATION / INDICATOR		<p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.2 Repeats actions to obtain similar results
EXPECTATION / INDICATOR		Prefer to keep a familiar adult in close proximity while exploring
EXPECTATION / INDICATOR		<p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 02 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.2 Demonstrates a secure attachment to one or more adults
EXPECTATION / INDICATOR		Physically explore new ways to use objects and observe results
EXPECTATION / INDICATOR		<p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.2 Repeats actions to obtain similar results

STANDARD / STRAND**Approaches to Play and Learning (Infant)**

PROFICIENCY STATEMENT / SUBSTRAND	APL2.	Flexible Thinking - Early learners develop foundational skills that support flexible thinking (the ability to find new solutions and see situations in more than one way) and social interactions during play.
INDICATOR / STANDARD	APL2.1.	Demonstrate development of flexible thinking skills during play

EXPECTATION / INDICATOR

Manipulate objects and imitate actions observed

Objectives for Development and Learning

• **Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play**

Objective 14b.2 Imitates actions of others during play; uses real objects as props

• **Objective 36 Explores drama through actions and language**

STANDARD / STRAND

Approaches to Play and Learning (Infant)

**PROFICIENCY STATEMENT /
SUBSTRAND**

APL3.

Attentiveness and Persistence - Early learners develop foundational skills that support focus and attention to a specific activity and persistence to complete a task.

INDICATOR / STANDARD

APL3.1.

Demonstrate development of sustained attention and persistence

EXPECTATION / INDICATOR

Examine objects for brief periods of time

Objectives for Development and Learning

• **Objective 11 Demonstrates positive approaches to learning a. Attends and engages**

Objective 11a.2 Pays attention to sights and sounds

EXPECTATION / INDICATOR

Express discomfort when needs are not met

Objectives for Development and Learning

• **Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately**

Objective 1c.2 Indicates needs and wants; participates as adult attends to needs

EXPECTATION / INDICATOR

Repeat actions to make something happen again

Objectives for Development and Learning

• **Objective 11 Demonstrates positive approaches to learning b. Persists**

Objective 11b.2 Repeats actions to obtain similar results

STANDARD / STRAND

Approaches to Play and Learning (Infant)

**PROFICIENCY STATEMENT /
SUBSTRAND**

APL4.

Social Interactions - Early learners develop foundational skills that support the engagement in imaginative and cooperative play with others.

INDICATOR / STANDARD

APL4.1.

Demonstrate development of social interactions during play

EXPECTATION / INDICATOR

Engage in onlooker play

Objectives for Development and Learning

Objective 2 Establishes and sustains positive relationships c. Interacts with peers

Objective 2c.2 Plays near other children; uses similar materials or actions

EXPECTATION / INDICATOR Begin to exhibit skills in solitary play

Objectives for Development and Learning

Objective 2 Establishes and sustains positive relationships c. Interacts with peers

Objective 2c.2 Plays near other children; uses similar materials or actions

EXPECTATION / INDICATOR Show interest in children who are playing nearby

Objectives for Development and Learning

Objective 2 Establishes and sustains positive relationships c. Interacts with peers

Objective 2c.2 Plays near other children; uses similar materials or actions.

EXPECTATION / INDICATOR Engage in simple social interactions with others (e.g., respond to smile)

Objectives for Development and Learning

• Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues

Objective 2b.2 Reacts to others' emotional expressions

STANDARD / STRAND

Creative Arts (Infant)

PROFICIENCY STATEMENT / SUBSTRAND	CA1.	Music - Early learners develop foundational skills that support creative expression through voice, instruments, sounds, and objects.
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INDICATOR / STANDARD	CA1.1.	Demonstrate creative music expression
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EXPECTATION / INDICATOR Respond to music by moving own body

Objectives for Development and Learning

• Objective 34 Explores musical concepts and expression

EXPECTATION / INDICATOR Participate in diverse musical genres and styles

Objectives for Development and Learning

• Objective 34 Explores musical concepts and expression

EXPECTATION / INDICATOR Experiment with vocalizations and sounds

Objectives for Development and Learning

• Objective 34 Explores musical concepts and expression

• Objective 09 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary

Objective 9a.2 Vocalizes and gestures to communicate

EXPECTATION / INDICATOR React to familiar songs or music

Objectives for Development and Learning

- **Objective 34** Explores musical concepts and expression

STANDARD / STRAND

Creative Arts (Infant)

PROFICIENCY STATEMENT / SUBSTRAND	CA2.	Dance - Early learners develop foundational skills that support creative expression through movement.
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INDICATOR / STANDARD	CA2.1.	Demonstrate creative movement expression
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EXPECTATION / INDICATOR Respond to music with body movements

Objectives for Development and Learning

- **Objective 35** Explores dance and movement concepts

STANDARD / STRAND

Creative Arts (Infant)

PROFICIENCY STATEMENT / SUBSTRAND	CA3.	Visual Arts - Early learners develop foundational skills that support creative expression through the process, production, and appreciation of visual art forms.
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INDICATOR / STANDARD	CA3.1.	Demonstrate creative expression through the visual art process or experience
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EXPECTATION / INDICATOR Explore simple art materials

Objectives for Development and Learning

- **Objective 33** Explores the visual arts

STANDARD / STRAND

Creative Arts (Infant)

PROFICIENCY STATEMENT / SUBSTRAND	CA3.	Visual Arts - Early learners develop foundational skills that support creative expression through the process, production, and appreciation of visual art forms.
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INDICATOR / STANDARD	CA3.2.	Demonstrate creative expression through visual art production and presentation
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EXPECTATION / INDICATOR Respond to various textures and sensory materials

Objectives for Development and Learning

- **Objective 33** Explores the visual arts

STANDARD / STRAND

Creative Arts (Infant)

PROFICIENCY STATEMENT / SUBSTRAND	CA3.	Visual Arts - Early learners develop foundational skills that support creative expression through the process, production, and appreciation of visual art forms.
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INDICATOR / STANDARD	CA3.3.	Demonstrate creative expression through art appreciation
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EXPECTATION / INDICATOR		Show preference for particular visual stimuli
		<u>Objectives for Development and Learning</u> · Objective 33 Explores the visual arts
STANDARD / STRAND		Creative Arts (Infant)
PROFICIENCY STATEMENT / SUBSTRAND	CA4.	Dramatic Play - Early learners develop foundational skills that support creative expression and interaction through dramatic play.
INDICATOR / STANDARD	CA4.1.	Demonstrate creative expression through dramatic play
EXPECTATION / INDICATOR		Engage in onlooker play
		<u>Objectives for Development and Learning</u> · Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.2 Imitates actions of others during play; uses real objects as props
EXPECTATION / INDICATOR		Begin to exhibit skills in solitary play
		<u>Objectives for Development and Learning</u> · Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.2 Imitates actions of others during play; uses real objects as props
EXPECTATION / INDICATOR		Begin to imitate the actions and expressions of caregivers
		<u>Objectives for Development and Learning</u> · Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.2 Imitates actions of others during play; uses real objects as props
EXPECTATION / INDICATOR		Begin to recognize that certain actions will draw responses
		<u>Objectives for Development and Learning</u> · Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.2 Imitates actions of others during play; uses real objects as props
STANDARD / STRAND		Physical Health and Growth (Infant)
PROFICIENCY STATEMENT / SUBSTRAND	PHG1.	Health and Safety - Early learners develop foundational skills that support healthy, safe, and nutritious practices.

INDICATOR / STANDARD	PHG1.1.	Demonstrate development of healthy practices
EXPECTATION / INDICATOR		Participate passively in health and hygiene-related behaviors initiated by an adult Objectives for Development and Learning · Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adults attends to needs
STANDARD / STRAND		Physical Health and Growth (Infant)
PROFICIENCY STATEMENT / SUBSTRAND	PHG1.	Health and Safety - Early learners develop foundational skills that support healthy, safe, and nutritious practices.
INDICATOR / STANDARD	PHG1.2.	Demonstrate development of safety practices
EXPECTATION / INDICATOR		Use key adults as a secure base when exploring the learning environment Objectives for Development and Learning · Objective 02 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world
EXPECTATION / INDICATOR		Seek reassurance from a trusted adult when encountering an unfamiliar person/object Objectives for Development and Learning · Objective 02 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world
STANDARD / STRAND		Physical Health and Growth (Infant)
PROFICIENCY STATEMENT / SUBSTRAND	PHG1.	Health and Safety - Early learners develop foundational skills that support healthy, safe, and nutritious practices.
INDICATOR / STANDARD	PHG1.3.	Demonstrate development of nutrition awareness
EXPECTATION / INDICATOR		Express when hungry or full Objectives for Development and Learning · Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adults attends to needs

EXPECTATION / INDICATOR Show food preferences

• **Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately**

Objective 1c.2 Indicates needs and wants; participates as adults attends to needs

EXPECTATION / INDICATOR Begin following a regular eating routine

• **Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately**

Objective 1c.2 Indicates needs and wants; participates as adults attends to needs

STANDARD / STRAND

Physical Health and Growth (Infant)

PROFICIENCY STATEMENT / SUBSTRAND	PHG2.	Senses - Early learners use the five senses to develop foundational skills that support processing information and understanding one's own body in relation to space and objects in space.
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INDICATOR / STANDARD	PHG2.1.	Demonstrate how the five senses support processing information
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EXPECTATION / INDICATOR Manipulate objects to see what will happen

Objectives for Development and Learning

• **Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation**

Objective 11d.2 Uses senses to explore the immediate environment

EXPECTATION / INDICATOR Use senses to explore surroundings

Objectives for Development and Learning

• **Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation**

Objective 11d.2 Uses senses to explore the immediate environment

EXPECTATION / INDICATOR Demonstrate awareness of different textures of food

• **Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation**

Objective 11d.2 Uses senses to explore the immediate environment

STANDARD / STRAND

Physical Health and Growth (Infant)

PROFICIENCY STATEMENT / SUBSTRAND	PHG2.	Senses - Early learners use the five senses to develop foundational skills that support processing information and understanding one's own body in relation to space and objects in space.
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INDICATOR / STANDARD	PHG2.2.	Demonstrate development of body awareness and physical activity
EXPECTATION / INDICATOR		Show awareness of own body and start to move intentionally
		<ul style="list-style-type: none"> • Objective 04 Demonstrates traveling skills Objective 4.2 Moves to explore immediate environment
EXPECTATION / INDICATOR		Interact with adults in physical activities
		No Correlations
STANDARD / STRAND		Physical Health and Growth (Infant)
PROFICIENCY STATEMENT / SUBSTRAND	PHG3.	Motor Skills - Early learners develop foundational skills that support the development of fine and gross motor coordination.
INDICATOR / STANDARD	PHG3.1.	Demonstrate development of fine and gross motor coordination
EXPECTATION / INDICATOR		Demonstrate hand-eye coordination and participate in a variety of activities to enhance coordination
		<p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 07 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.2 Reaches for, touches, and holds objects purposefully • Objective 06 Demonstrates gross-motor manipulative skills Objective 6.2 Reaches, grasps, and releases objects
EXPECTATION / INDICATOR		Begin to develop coordination and balance, often with support
		<p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 05 Demonstrates balancing skills Objective 5.2 Balances while exploring immediate environment
EXPECTATION / INDICATOR		Develop control of head and back, progressing to arms and legs
		<p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 04 Demonstrates traveling skills Objective 4.2 Moves to explore immediate environment • Objective 05 Demonstrates balancing skills Objective 5.2 Balances while exploring immediate environment
STANDARD / STRAND		Physical Health and Growth (Infant)
PROFICIENCY STATEMENT / SUBSTRAND	PHG3.	Motor Skills - Early learners develop foundational skills that support the development of fine and gross motor coordination.

INDICATOR / STANDARD	PHG3.2.	Demonstrate development of oral motor skills
EXPECTATION / INDICATOR		Demonstrate continual progression in oral muscle tone, strength, and range of motion, leading to more complex oral movement and control Objectives for Development and Learning • Objective 09 Uses language to express thoughts and needs b. Speaks clearly Objective 9b.2 Babbles strings of single consonant sounds and combines sounds
STANDARD / STRAND		Physical Health and Growth (Infant)
PROFICIENCY STATEMENT / SUBSTRAND	PHG4.	Personal Care - Early learners develop foundational skills that support the independent care of one's self.
INDICATOR / STANDARD	PHG4.1.	Demonstrate increased independence in personal care routines
EXPECTATION / INDICATOR		Participate passively in dressing and undressing self Objectives for Development and Learning • Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adults attends to needs
EXPECTATION / INDICATOR		Help with self-feeding Objectives for Development and Learning • Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adults attends to needs
STANDARD / STRAND		English/Language Arts (Younger Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	ELA1.	Communication Process - Early learners develop skills to communicate effectively for a variety of purposes, laying the foundation for future learning in all developmental areas.
INDICATOR / STANDARD	ELA1.1.	Demonstrate Receptive Communication
EXPECTATION / INDICATOR		Demonstrate continual growth in understanding increasingly complex and varied vocabulary Objectives for Development and Learning • Objective 08 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.4 Identifies familiar people, animals, and objects when prompted

EXPECTATION / INDICATOR		Respond to simple statements, requests, and/or gestures
		<p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 08 Listens to and understands increasingly complex language b. Follows directions <p>Objective 8b.2 Responds to simple verbal requests accompanied by gestures or tone of voice</p>
STANDARD / STRAND		English/Language Arts (Younger Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	ELA1.	Communication Process - Early learners develop skills to communicate effectively for a variety of purposes, laying the foundation for future learning in all developmental areas.
INDICATOR / STANDARD	ELA1.2.	Demonstrate Expressive Communication
EXPECTATION / INDICATOR		Demonstrate continual growth in increasingly varied and complex vocabulary
		<p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 09 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary <p>Objective 9a.4 Names familiar people, animals, and objects</p>
EXPECTATION / INDICATOR		Use gestures to clarify communication
		<p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 09 Uses language to express thoughts and needs b. Speaks clearly <p>Objective 9b.4 Uses some words and word-like sounds and is understood by most familiar people</p>
EXPECTATION / INDICATOR		Use single words or simple phrases
		<p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 09 Uses language to express thoughts and needs c. Uses conventional grammar <p>Objective 9c.2 Uses one- or two- word sentences or phrases</p>
STANDARD / STRAND		English/Language Arts (Younger Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	ELA1.	Communication Process - Early learners develop skills to communicate effectively for a variety of purposes, laying the foundation for future learning in all developmental areas.
INDICATOR / STANDARD	ELA1.3.	Demonstrate ability to engage in conversations

EXPECTATION / INDICATOR

Demonstrate intent of communicating with others

Objectives for Development and Learning

- **Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations**

Objective 10a.4 Initiates and attends to brief conversations

STANDARD / STRAND

English/Language Arts (Younger Toddler)

**PROFICIENCY STATEMENT /
SUBSTRAND**

ELA2.

Early Reading - Early learners develop foundational skills in understanding alphabetic awareness, phonological awareness, concepts of print, and comprehension.

INDICATOR / STANDARD

ELA2.1.

Demonstrate awareness of the alphabet

EXPECTATION / INDICATOR

Distinguish words from pictures

Objectives for Development and Learning

- **Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts**

Objective 17b.2 Shows understanding that text is meaningful and can be read

STANDARD / STRAND

English/Language Arts (Younger Toddler)

**PROFICIENCY STATEMENT /
SUBSTRAND**

ELA2.

Early Reading - Early learners develop foundational skills in understanding alphabetic awareness, phonological awareness, concepts of print, and comprehension.

INDICATOR / STANDARD

ELA2.2.

Demonstrate phonological awareness

EXPECTATION / INDICATOR

Begin to engage in word and sound play with adults

- **Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme**

Objective 15a.2 Joins in rhyming songs and games

EXPECTATION / INDICATOR

Repeat words that contain similar-sounding phonemes (pig-dig, cat-mat)

Objectives for Development and Learning

- **Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme**

Objective 15a.2 Joins in rhyming songs and games

STANDARD / STRAND

English/Language Arts (Younger Toddler)

**PROFICIENCY STATEMENT /
SUBSTRAND**

ELA2.

Early Reading - Early learners develop foundational skills in understanding alphabetic awareness, phonological awareness, concepts of print, and comprehension.

INDICATOR / STANDARD

ELA2.3.

Demonstrate awareness and understanding of concepts of print

EXPECTATION / INDICATOR	Bring book to adult to read Objectives for Development and Learning • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts Objective 17b.2 Shows understanding that text is meaningful and can be read.
EXPECTATION / INDICATOR	Hold and manipulate a book independently Objectives for Development and Learning • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.4 Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers
EXPECTATION / INDICATOR	Pretend to read familiar books Objectives for Development and Learning • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.4 Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers
EXPECTATION / INDICATOR	Attend to pictures and text for several minutes Objectives for Development and Learning • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts Objective 17b.2 Shows understanding that text is meaningful and can be read.

STANDARD / STRAND

PROFICIENCY STATEMENT / SUBSTRAND	ELA2.	Early Reading - Early learners develop foundational skills in understanding alphabetic awareness, phonological awareness, concepts of print, and comprehension.
INDICATOR / STANDARD	ELA2.4.	Demonstrate comprehension

EXPECTATION / INDICATOR	Show preference for familiar stories Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections. Objective 18a.2.Contributes particular language from the book at the appropriate time
EXPECTATION / INDICATOR	With adult support, respond to simple questions about a story Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.2.Contributes particular language from the book at the appropriate time

STANDARD / STRAND**English/Language Arts (Younger Toddler)****PROFICIENCY STATEMENT / SUBSTRAND****ELA3.****Early Writing - Early learners develop foundational skills in mechanics of writing, ability to tell a story, recognize that oral communication can be represented by written language, and begin to write for a variety of purposes.****INDICATOR / STANDARD****ELA3.1.****Demonstrate mechanics of writing**

EXPECTATION / INDICATOR

Explore drawing, painting, and writing as a way of communicating

Objectives for Development and Learning

- **Objective 19 Demonstrates writing skills b. Writes to convey ideas and information**
Objective 19b.2 Uses drawing, dictation, and scribbles or marks to convey a message

EXPECTATION / INDICATOR

Imitate drawing marks or scribbling

Objectives for Development and Learning

- **Objective 19 Demonstrates writing skills b. Writes to convey ideas and information**
Objective 19b.2 Uses drawing, dictation, and scribbles or marks to convey a message

STANDARD / STRAND**English/Language Arts (Younger Toddler)****PROFICIENCY STATEMENT / SUBSTRAND****ELA3.****Early Writing - Early learners develop foundational skills in mechanics of writing, ability to tell a story, recognize that oral communication can be represented by written language, and begin to write for a variety of purposes.****INDICATOR / STANDARD****ELA3.2.****Demonstrate ability to communicate a story**

EXPECTATION / INDICATOR

(Developmentally appropriate/emerging outcomes first appear in older toddler)

This skill is not developmentally expected or typically observed at this age range.**STANDARD / STRAND****Mathematics (Younger Toddler)****PROFICIENCY STATEMENT / SUBSTRAND****M1.****Numeracy - Early learners develop foundational skills in learning and understanding counting, cardinality, written numerals, quantity, and comparison.****INDICATOR / STANDARD****M1.1.****Demonstrate strong sense of counting**

EXPECTATION / INDICATOR

Imitate verbal counting sequence not necessarily in order

Objectives for Development and Learning

- **Objective 20 Uses number concepts and operations a. Counts**
Objective 20a.2 Verbally counts (not always in the correct order)

EXPECTATION / INDICATOR

Line up or organize objects

Objectives for Development and Learning

- **Objective 20 Uses number concepts and operations a. Counts**
Objective 20a.2 Verbally counts (not always in the correct order)

STANDARD / STRAND

Mathematics (Younger Toddler)

**PROFICIENCY STATEMENT /
SUBSTRAND**

M1.

Numeracy - Early learners develop foundational skills in learning and understanding counting, cardinality, written numerals, quantity, and comparison.

INDICATOR / STANDARD

M1.2.

Demonstrate understanding of written numerals

EXPECTATION / INDICATOR

Attend to books with pictures and numerals for a few minutes

Objectives for Development and Learning

- **Objective 20 Uses number concepts and operations c. Connects numerals with their quantities**

Objective 20c.2 Recognizes and names a few numerals

STANDARD / STRAND

Mathematics (Younger Toddler)

**PROFICIENCY STATEMENT /
SUBSTRAND**

M1.

Numeracy - Early learners develop foundational skills in learning and understanding counting, cardinality, written numerals, quantity, and comparison.

INDICATOR / STANDARD

M1.3.

Recognition of number relations

EXPECTATION / INDICATOR

Begin to develop the concept of more

Objectives for Development and Learning

- **Objective 20 Uses number concepts and operations b. Quantifies**

Objective 20b.2 Demonstrates understanding of the concepts of one, two, and more

EXPECTATION / INDICATOR

Give all objects when asked

Objectives for Development and Learning

- **Objective 20 Uses number concepts and operations b. Quantifies**

Objective 20b.2 Demonstrates understanding of the concepts of one, two, and more

EXPECTATION / INDICATOR

Separate a whole quantity of something into parts

Objectives for Development and Learning

- **Objective 20 Uses number concepts and operations b. Quantifies**

Objective 20b.2 Demonstrates understanding of the concepts of one, two, and more

STANDARD / STRAND

Mathematics (Younger Toddler)

PROFICIENCY STATEMENT / SUBSTRAND	M2.	Computation and Algebraic Thinking - Early learners develop foundational skills in learning to understand mathematical structure and patterning.
INDICATOR / STANDARD	M2.1.	Exhibit understanding of mathematical structure

EXPECTATION / INDICATOR

Take away objects or combine groups when asked

Objectives for Development and Learning

• **Objective 20 Uses number concepts and operations b. Quantifies**
Objective 20b.2 Demonstrates understanding of the concepts of one, two, and more

EXPECTATION / INDICATOR

Attend to a new object in a group of objects

Objectives for Development and Learning

• **Objective 20 Uses number concepts and operations b. Quantifies**
Objective 20b.2 Demonstrates understanding of the concepts of one, two, and more

STANDARD / STRAND

Mathematics (Younger Toddler)

PROFICIENCY STATEMENT / SUBSTRAND	M2.	Computation and Algebraic Thinking - Early learners develop foundational skills in learning to understand mathematical structure and patterning.
INDICATOR / STANDARD	M2.2.	Demonstrate awareness of patterning

EXPECTATION / INDICATOR

Follow along and imitate patterns of sounds and movement

Objectives for Development and Learning

• **Objective 23 Demonstrates knowledge of patterns**
Objective 23.2 Shows interest in simple patterns in everyday life

EXPECTATION / INDICATOR

Clap or move to a beat

Objectives for Development and Learning

• **Objective 23 Demonstrates knowledge of patterns**
Objective 23.2 Shows interest in simple patterns in everyday life

STANDARD / STRAND

Mathematics (Younger Toddler)

PROFICIENCY STATEMENT / SUBSTRAND	M3.	Data Analysis - Early learners develop foundational skills in learning to understand concepts of classification, data collection, organization, and description.
INDICATOR / STANDARD	M3.1.	Demonstrate understanding of classifying

EXPECTATION / INDICATOR

Identify attributes of objects with adult support

Objective 13 Uses classification skills

Objective 13.2 Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape

STANDARD / STRAND**Mathematics (Younger Toddler)****PROFICIENCY STATEMENT /
SUBSTRAND****M4.****Geometry - Early learners develop foundational skills in learning to understand spatial relationships and shape analysis.****INDICATOR / STANDARD****M4.1.****Understanding of spatial relationships**

EXPECTATION / INDICATOR

Begin to combine shapes to make new shapes

Objectives for Development and Learning

- **Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes**

Objective 21b.2 Matches two identical shapes

EXPECTATION / INDICATOR

Hide behind or between objects for play

Objectives for Development and Learning

- **Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships**

Objective 21a.2 Follows simple directions related to position (in, on, under, up, down)

STANDARD / STRAND**Mathematics (Younger Toddler)****PROFICIENCY STATEMENT /
SUBSTRAND****M4.****Geometry - Early learners develop foundational skills in learning to understand spatial relationships and shape analysis.****INDICATOR / STANDARD****M4.2.****Exhibit ability to identify, describe, analyze, compare, and create shapes**

EXPECTATION / INDICATOR

Match identical simple shapes

Objectives for Development and Learning

- **Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes**

Objective 21b.2 Matches two identical shapes

STANDARD / STRAND**Mathematics (Younger Toddler)****PROFICIENCY STATEMENT /
SUBSTRAND****M5.****Measurement - Early learners develop foundational skills in learning to understand concepts of time and measurement comparisons.****INDICATOR / STANDARD****M5.1.****Understand the concept of time**

EXPECTATION / INDICATOR

Follow a daily schedule with adult support

Objectives for Development and Learning

- **Objective 22 Compares and measures b. Measures time and money**

Objective 22b.2 Knows usual sequence of basic daily events

STANDARD / STRAND**Mathematics (Younger Toddler)****PROFICIENCY STATEMENT / SUBSTRAND****M5.****Measurement - Early learners develop foundational skills in learning to understand concepts of time and measurement comparisons.****INDICATOR / STANDARD****M5.2.****Understand measurement through description and comparison**

EXPECTATION / INDICATOR

Use any basic measurement word or gesture to express measurable attributes, such as big/little, soft/hard

Objectives for Development and Learning

- **Objective 22 Compares and measures a. Measures objects**

Objective 22a.2 Makes simple comparisons between two objects

STANDARD / STRAND**Science (Younger Toddler)****PROFICIENCY STATEMENT / SUBSTRAND****SC1.****Physical Science - Early learners develop foundational skills in learning and understanding the properties of objects and changes in the physical world.****INDICATOR / STANDARD****SC1.1.****Demonstrate ability to explore objects in the physical world**

EXPECTATION / INDICATOR

Notice and react to cause and effect within the physical environment

Objectives for Development and Learning

- **Objective 26 Demonstrates knowledge of the physical properties of objects and materials**

EXPECTATION / INDICATOR

Use tools to explore the physical environment

Objectives for Development and Learning

- **Objective 28 Uses tools and other technology to perform tasks**

STANDARD / STRAND**Science (Younger Toddler)****PROFICIENCY STATEMENT / SUBSTRAND****SC1.****Physical Science - Early learners develop foundational skills in learning and understanding the properties of objects and changes in the physical world.****INDICATOR / STANDARD****SC1.2.****Demonstrate awareness of the physical properties of objects**

EXPECTATION / INDICATOR

Begin to identify physical attributes of objects

Objectives for Development and Learning

- **Objective 26 Demonstrates knowledge of the physical properties of objects and materials**

EXPECTATION / INDICATOR	Imitate the actions of others as they explore objects
	<p><u>Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking <p>Objective 11e.2 Imitates others in using objects in new and/or unanticipated ways</p>

EXPECTATION / INDICATOR	Copy patterns and rhythms with objects
	<p><u>Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking <p>Objective 11e.2 Imitates others in using objects in new and/or unanticipated ways</p>

STANDARD / STRAND

Science (Younger Toddler)

PROFICIENCY STATEMENT / SUBSTRAND	SC2.	Earth and Space Science - Early learners develop foundational skills in learning to understand the natural world through exploration of Earth, sky, weather, and seasons.
INDICATOR / STANDARD	SC2.1.	Recognize seasonal and weather related changes

EXPECTATION / INDICATOR	Observe and investigate environment, nature, and weather
	<p><u>Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 27 Demonstrates knowledge of Earth's environment

STANDARD / STRAND

Science (Younger Toddler)

PROFICIENCY STATEMENT / SUBSTRAND	SC3.	Life Science - Early learners develop foundational skills in learning and understanding the presence and characteristics of living creatures and plants
INDICATOR / STANDARD	SC3.1.	Demonstrate awareness of life

EXPECTATION / INDICATOR	Identify living organisms by name
	<p><u>Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 25 Demonstrates knowledge of the characteristics of living things

EXPECTATION / INDICATOR	Name basic body parts
	<p><u>Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 25 Demonstrates knowledge of the characteristics of living things

STANDARD / STRAND**Science (Younger Toddler)**

PROFICIENCY STATEMENT / SUBSTRAND	SC3.	Life Science - Early learners develop foundational skills in learning and understanding the presence and characteristics of living creatures and plants
INDICATOR / STANDARD	SC3.2.	Demonstrate awareness of the preservation, protection, and care of living creatures and plants

EXPECTATION / INDICATOR

(Developmentally appropriate/emerging outcomes first appear in older toddler)

This skill is not developmentally expected or typically observed at this age range.**STANDARD / STRAND****Science (Younger Toddler)**

PROFICIENCY STATEMENT / SUBSTRAND	SC4.	Engineering - Early learners develop foundational skills in learning and understanding how to solve problems using the engineering design process.
INDICATOR / STANDARD	SC4.1.	Demonstrate engineering design skills

EXPECTATION / INDICATOR

Test limits of the learning environment

Objectives for Development and Learning

- **Objective 28 Uses tools and other technology to perform tasks**

EXPECTATION / INDICATOR

Begin to construct and deconstruct using readily available materials

Objectives for Development and Learning

- **Objective 28 Uses tools and other technology to perform tasks**

STANDARD / STRAND**Science (Younger Toddler)**

PROFICIENCY STATEMENT / SUBSTRAND	SC5.	Scientific Inquiry and Method - Early learners develop foundational skills in learning and understanding about the world around them through exploration and investigation.
INDICATOR / STANDARD	SC5.1.	Demonstrate scientific curiosity

EXPECTATION / INDICATOR

Demonstrate curiosity

Objectives for Development and Learning

- **Objective 24 Uses scientific inquiry skills**
- **Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation**

Objective 11d.2 Uses senses to explore the immediate environment

EXPECTATION / INDICATOR Solve problems with adult support using trial and error

Objectives for Development and Learning

- **Objective 24 Uses scientific inquiry skills**
 - **Objective 11 Demonstrates positive approaches to learning b. Persists**
- Objective 11b.4 Practices an activity many times until successful

EXPECTATION / INDICATOR Actively explore the learning environment

Objectives for Development and Learning

- **Objective 24 Uses scientific inquiry skills**
 - **Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation**
- Objective 11d.2 Uses senses to explore the immediate environment

STANDARD / STRAND

Science (Younger Toddler)

PROFICIENCY STATEMENT / SUBSTRAND	SC6.	Computational Thinking - Early learners develop foundational skills in learning and understanding how to identify problems and use logic and reasoning to develop step-by-step strategies to solve them.
INDICATOR / STANDARD	SC6.1.	Demonstrate decomposition of larger tasks into smaller steps

EXPECTATION / INDICATOR Follow steps in a simple daily routine with adult support

Objectives for Development and Learning

- **Objective 12 Remembers and connects experiences b. Makes connections**
- Objective 12b.4 Remembers the sequence of personal routines and experiences with teacher support

STANDARD / STRAND

Science (Younger Toddler)

PROFICIENCY STATEMENT / SUBSTRAND	SC6.	Computational Thinking - Early learners develop foundational skills in learning and understanding how to identify problems and use logic and reasoning to develop step-by-step strategies to solve them.
INDICATOR / STANDARD	SC6.2.	Demonstrate algorithmic thinking and debugging

EXPECTATION / INDICATOR (Developmentally appropriate/emerging outcomes first appear in older toddler)

This skill is not developmentally expected or typically observed at this age range.

STANDARD / STRAND

Social Studies (Younger Toddler)

PROFICIENCY STATEMENT / SUBSTRAND	SS1.	Self - Early learners develop foundational skills in learning and understanding the concept of self within the context of their family and community.
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INDICATOR / STANDARD	SS1.1.	Demonstrate development of self
EXPECTATION / INDICATOR		Participate in celebrations in the learning environment and community when observed
		Objectives for Development and Learning • Objective 29 Demonstrates knowledge about self
EXPECTATION / INDICATOR		Begin to demonstrate a sense of belonging to a group by engaging in parallel play
		Objectives for Development and Learning • Objective 29 Demonstrates knowledge about self • Objective 02 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.2 Plays near other children; uses similar materials or actions
EXPECTATION / INDICATOR		Begin to notice differences in self from others
		Objectives for Development and Learning • Objective 29 Demonstrates knowledge about self
EXPECTATION / INDICATOR		Use simple words to show recognition of family members and familiar adults
		Objectives for Development and Learning • Objective 29 Demonstrates knowledge about self

STANDARD / STRAND

Social Studies (Younger Toddler)

PROFICIENCY STATEMENT / SUBSTRAND	SS2.	History and Events - Early learners develop foundational skills in learning and understanding the passage of time and the foundations of government or authority.
INDICATOR / STANDARD	SS2.1.	Demonstrate awareness of chronological thinking
EXPECTATION / INDICATOR		Adapt to changes in routine and/or schedule with adult support
		Objectives for Development and Learning Objective 31 Explores change related to familiar people or places • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.4 Remembers the sequence of personal routines and experiences with teacher support
EXPECTATION / INDICATOR		Anticipate events
		Objectives for Development and Learning Objective 31 Explores change related to familiar people or places

STANDARD / STRAND

Social Studies (Younger Toddler)

PROFICIENCY STATEMENT / SUBSTRAND	SS2.	History and Events - Early learners develop foundational skills in learning and understanding the passage of time and the foundations of government or authority.
INDICATOR / STANDARD	SS2.2.	Demonstrate awareness of personal historical knowledge
EXPECTATION / INDICATOR		Respond to stories about time and age

Objectives for Development and Learning

Objective 31 Explores change related to familiar people or places

STANDARD / STRAND

Social Studies (Younger Toddler)

PROFICIENCY STATEMENT / SUBSTRAND	SS2.	History and Events - Early learners develop foundational skills in learning and understanding the passage of time and the foundations of government or authority.
INDICATOR / STANDARD	SS2.3.	Demonstrate awareness of the foundations of government or authority
EXPECTATION / INDICATOR		(Developmentally appropriate/emerging outcomes first appear in older toddler)

This skill is not developmentally expected or typically observed at this age range.

STANDARD / STRAND

Social Studies (Younger Toddler)

PROFICIENCY STATEMENT / SUBSTRAND	SS3.	Geography - Early learners develop foundational skills in learning and understanding their surroundings in spatial terms and the relationship between people and their world.
INDICATOR / STANDARD	SS3.1.	Demonstrate awareness of the world in spatial terms
EXPECTATION / INDICATOR		Begin to respond to simple location terms

Objectives for Development and Learning

- **Objective 32 Demonstrates simple geographic knowledge**
- **Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships**

Objective 21a.2 Follows simple directions related to position (in, on, under, up, down)

EXPECTATION / INDICATOR		Use a variety of materials to represent familiar objects
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Objectives for Development and Learning

- **Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play**

Objective 14b.2 Imitates actions of others during play; uses real objects as props

STANDARD / STRAND

Social Studies (Younger Toddler)

PROFICIENCY STATEMENT / SUBSTRAND	SS3.	Geography - Early learners develop foundational skills in learning and understanding their surroundings in spatial terms and the relationship between people and their world.
INDICATOR / STANDARD	SS3.2.	Demonstrate awareness of places and regions

EXPECTATION / INDICATOR Recognize parts of surroundings

Objectives for Development and Learning

- **Objective 32 Demonstrates simple geographic knowledge**

EXPECTATION / INDICATOR Look toward location where familiar objects are stored with the expectation of finding them

Objectives for Development and Learning

- **Objective 32 Demonstrates simple geographic knowledge**
- **Objective 12 Remembers and connects experiences a. Recognizes and recalls**

Objective 12a.4 Recalls familiar people, places, objects, and actions from the past (a few months before); recalls one or two items removed from view

STANDARD / STRAND

Social Studies (Younger Toddler)

PROFICIENCY STATEMENT / SUBSTRAND	SS4.	Economics - Early learners develop foundational skills in learning and understanding the functions of an economy, the way people spend money and the way people make money.
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INDICATOR / STANDARD	SS4.1.	Demonstrate awareness of economics, spending, and making money
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EXPECTATION / INDICATOR Communicate desire for objects and/or persons that are in the early learning environment or home

Objectives for Development and Learning

- **Objective 30 Shows basic understanding of people and how they live**

EXPECTATION / INDICATOR Imitate familiar roles and routines

Objectives for Development and Learning

- **Objective 30 Shows basic understanding of people and how they live**
- **Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play**

Objective 14b.2 Imitates actions of others during play; uses real objects as props

STANDARD / STRAND

Social Studies (Younger Toddler)

PROFICIENCY STATEMENT / SUBSTRAND	SS5.	Citizenship - Early learners develop foundational skills in understanding cooperative behavior and the function of rules and responsibilities as a member of a learning community and a larger society.
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INDICATOR / STANDARD	SS5.1.	Demonstrate awareness of citizenship
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EXPECTATION / INDICATOR Observe others carrying out routines and responsibilities and begin to imitate

Objectives for Development and Learning

- **Objective 14 Uses symbols and images to represent something not present b. Engages**

in sociodramatic play

Objective 14b.2 Imitates actions of others during play; uses real objects as props

EXPECTATION / INDICATOR

Make choices known

No Correlations

EXPECTATION / INDICATOR

Begin to understand and follow basic guidance

Objectives for Development and Learning

• **Objective 01 Regulates own emotions and behaviors b. Follows limits and expectations**

Objective 1b.4 Accepts redirection from adults

STANDARD / STRAND

Student Wellbeing (Younger Toddler)

PROFICIENCY STATEMENT / SUBSTRAND

SW1.

Sense of Self - Early learners develop foundational skills that support self-awareness, confidence, and the identification and expression of emotions.

INDICATOR / STANDARD

SW1.1.

Demonstrate self awareness and confidence

EXPECTATION / INDICATOR

Identify image of self

Objectives for Development and Learning

• **Objective 29 Demonstrates knowledge about self**

EXPECTATION / INDICATOR

Say own name

Objectives for Development and Learning

• **Objective 29 Demonstrates knowledge about self**

EXPECTATION / INDICATOR

Show knowledge of own abilities

Objectives for Development and Learning

• **Objective 29 Demonstrates knowledge about self**

STANDARD / STRAND

Student Wellbeing (Younger Toddler)

PROFICIENCY STATEMENT / SUBSTRAND

SW1.

Sense of Self - Early learners develop foundational skills that support self-awareness, confidence, and the identification and expression of emotions.

INDICATOR / STANDARD

SW1.2.

Demonstrate identification and expression of emotions

EXPECTATION / INDICATOR

Communicate feelings and emotions

Objectives for Development and Learning

• **Objective 03 Participates cooperatively and constructively in group situations b. Solves social problems**

Objective 3b.2 Expresses feelings during a conflict

EXPECTATION / INDICATOR	Seek adults for comfort when needed and communicated
	<p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 01 Regulates own emotions and behaviors a. Manages feelings <p>Objective 1a.4 Comforts self by seeking out special object or person</p>
EXPECTATION / INDICATOR	Express emotion toward a familiar person
	<p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 03 Participates cooperatively and constructively in group situations b. Solves social problems <p>Objective 3b.2 Expresses feelings during a conflict</p>
EXPECTATION / INDICATOR	Imitate comforting behaviors of caregivers
	<p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 01 Regulates own emotions and behaviors a. Manages feelings <p>Objective 1a.4 Comforts self by seeking out special object or person</p>
EXPECTATION / INDICATOR	Use sounds, gestures, and actions to express feelings
	<p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 03 Participates cooperatively and constructively in group situations b. Solves social problems <p>Objective 3b.2 Expresses feelings during a conflict</p>
STANDARD / STRAND	Student Wellbeing (Younger Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	SW2. Self-Regulation - Early learners develop foundational skills that support executive functions including impulse control, planning skills, and emotional regulation.
INDICATOR / STANDARD	SW2.1. Demonstrate self control
EXPECTATION / INDICATOR	Follow simple routines with adult support
	<p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 01 Regulates own emotions and behaviors b. Follows limits and expectations <p>Objective 1b.4 Accepts redirection from adults</p>
EXPECTATION / INDICATOR	Self-soothe with adult support
	<p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 01 Regulates own emotions and behaviors a. Manages feelings <p>Objective 1a. 4 Comforts self by seeking out special object or person</p>

EXPECTATION / INDICATOR Demonstrate the beginnings of impulse control with adult support

Objectives for Development and Learning

- **Objective 01 Regulates own emotions and behaviors a. Manages feelings**

Objective 1a. 4 Comforts self by seeking out special object or person

STANDARD / STRAND

Student Wellbeing (Younger Toddler)

PROFICIENCY STATEMENT / SUBSTRAND	SW3.	Conflict Resolution - Early learners develop foundational skills that support conflict resolution and conflict management.
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INDICATOR / STANDARD	SW3.1.	Demonstrate conflict resolution
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EXPECTATION / INDICATOR Engage in conflict with peers regarding possession of items

Objectives for Development and Learning

- **Objective 03 Participates cooperatively and constructively in group situations b. Solves social problems**

Objective 3b.2 Expresses feelings during a conflict

EXPECTATION / INDICATOR Imitate how others solve conflicts

Objectives for Development and Learning

- **Objective 03 Participates cooperatively and constructively in group situations b. Solves social problems**

Objective 3b.2 Expresses feelings during a conflict

EXPECTATION / INDICATOR Experiment with trial and error approaches to solve simple problems and conflicts

Objectives for Development and Learning

- **Objective 03 Participates cooperatively and constructively in group situations b. Solves social problems**

Objective 3b.2 Expresses feelings during a conflict

STANDARD / STRAND

Student Wellbeing (Younger Toddler)

PROFICIENCY STATEMENT / SUBSTRAND	SW4.	Building Relationships - Early learners develop foundational skills that support social development and engagement with others.
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INDICATOR / STANDARD	SW4.1.	Demonstrate relationship skills
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EXPECTATION / INDICATOR	Engage in social interactions with familiar adults <u>Objectives for Development and Learning</u> • Objective 02 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world
EXPECTATION / INDICATOR	Show feelings of security with familiar adults <u>Objectives for Development and Learning</u> • Objective 02 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world
EXPECTATION / INDICATOR	Seek adult assistance with challenges, but may refuse help and may say no <u>Objectives for Development and Learning</u> • Objective 02 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world
EXPECTATION / INDICATOR	Use social referencing when encountering new experiences <u>Objectives for Development and Learning</u> • Objective 02 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world
EXPECTATION / INDICATOR	Observe friendship skills in the learning environment <u>Objectives for Development and Learning</u> • Objective 02 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.2 Plays near other children; uses similar materials or actions
EXPECTATION / INDICATOR	Engage in solitary play <u>Objectives for Development and Learning</u> • Objective 02 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.2 Plays near other children; uses similar materials or actions
EXPECTATION / INDICATOR	Begin to exhibit skills in parallel play <u>Objectives for Development and Learning</u> • Objective 02 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.2 Plays near other children; uses similar materials or actions

STANDARD / STRAND**Approaches to Play and Learning (Younger Toddler)****PROFICIENCY STATEMENT / SUBSTRAND****APL1.****Initiative and Exploration - Early learners develop foundational skills that support initiative, self-direction, interest, and curiosity as a learner.****INDICATOR / STANDARD****APL1.1.****Demonstrate initiative and self-direction**

EXPECTATION / INDICATOR

Show interest in what others are doing

Objectives for Development and Learning

- **Objective 11 Demonstrates positive approaches to learning a. Attends and engages**

Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments

EXPECTATION / INDICATOR

Select desired object from several options

Objectives for Development and Learning

- **Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation**

Objective 11d.4 Explores and investigates ways to make something happen

EXPECTATION / INDICATOR

Demonstrate curiosity/interest in new objects, experiences, and people

Objectives for Development and Learning

- **Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation**

Objective 11d.4 Explores and investigates ways to make something happen

STANDARD / STRAND**Approaches to Play and Learning (Younger Toddler)****PROFICIENCY STATEMENT / SUBSTRAND****APL1.****Initiative and Exploration - Early learners develop foundational skills that support initiative, self-direction, interest, and curiosity as a learner.****INDICATOR / STANDARD****APL1.2.****Demonstrate interest and curiosity as a learner**

EXPECTATION / INDICATOR

Ask questions about familiar objects, people, and experiences

Objectives for Development and Learning

- **Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation**

Objective 11d.4 Explores and investigates ways to make something happen

EXPECTATION / INDICATOR	Demonstrate curiosity and interest in new objects, experiences, and people
	<p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d. 4 Explores and investigates ways to make something happen</p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages <p>Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments</p>

EXPECTATION / INDICATOR	Explore and manipulate familiar objects in the learning environment
	<p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.4 Explores and investigates ways to make something happen</p>

STANDARD / STRAND

Approaches to Play and Learning (Younger Toddler)

PROFICIENCY STATEMENT / SUBSTRAND	APL2.	Flexible Thinking - Early learners develop foundational skills that support flexible thinking (the ability to find new solutions and see situations in more than one way) and social interactions during play.
INDICATOR / STANDARD	APL2.1.	Demonstrate development of flexible thinking skills during play

EXPECTATION / INDICATOR	Use objects for real or imagined purposes
	<p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play <p>Objective 14b.2 Imitates actions of others during play; uses real objects as props</p>

STANDARD / STRAND

Approaches to Play and Learning (Younger Toddler)

PROFICIENCY STATEMENT / SUBSTRAND	APL3.	Attentiveness and Persistence - Early learners develop foundational skills that support focus and attention to a specific activity and persistence to complete a task.
INDICATOR / STANDARD	APL3.1.	Demonstrate development of sustained attention and persistence

EXPECTATION / INDICATOR	Jointly attend to a book with an adult for several minutes
	<p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages <p>Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments</p>

EXPECTATION / INDICATOR	Engage and persist with an activity, toy, or object, but is easily distracted
	<p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.4 Practices an activity many times until successful • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments

EXPECTATION / INDICATOR	Engage for longer periods of time when trying to work through tasks
	<p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.4 Practices an activity many times until successful

STANDARD / STRAND

PROFICIENCY STATEMENT / SUBSTRAND	APL4.	Social Interactions - Early learners develop foundational skills that support the engagement in imaginative and cooperative play with others.
INDICATOR / STANDARD	APL4.1.	Demonstrate development of social interactions during play

EXPECTATION / INDICATOR	Engage in solitary play
	<p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 02 Establishes and sustains positive relationships . Interacts with peers Objective 2c.2 Plays near other children; uses similar materials or actions

EXPECTATION / INDICATOR	Begin to exhibit skills in parallel play
	<p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 02 Establishes and sustains positive relationships . Interacts with peers Objective 2c.2 Plays near other children; uses similar materials or actions

EXPECTATION / INDICATOR	Show preference for certain peers over time although these preferences may shift
	<p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 02 Establishes and sustains positive relationships d. Makes friends Objective 2d.2 Seeks a preferred playmate; shows pleasure when seeing a friend

STANDARD / STRAND

	Creative Arts (Younger Toddler)
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PROFICIENCY STATEMENT / SUBSTRAND	CA1.	Music - Early learners develop foundational skills that support creative expression through voice, instruments, sounds, and objects.
INDICATOR / STANDARD	CA1.1.	Demonstrate creative music expression
EXPECTATION / INDICATOR		Respond to music by moving own body
EXPECTATION / INDICATOR		<p><u>Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 34 Explores musical concepts and expression
EXPECTATION / INDICATOR		Participate in diverse musical genres and styles
EXPECTATION / INDICATOR		<p><u>Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 34 Explores musical concepts and expression
EXPECTATION / INDICATOR		Imitate sounds using voice or objects
EXPECTATION / INDICATOR		<p><u>Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 34 Explores musical concepts and expression
EXPECTATION / INDICATOR		Sing along to familiar songs
EXPECTATION / INDICATOR		<p><u>Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 34 Explores musical concepts and expression
EXPECTATION / INDICATOR		Respond to rhythmic patterns with objects
EXPECTATION / INDICATOR		<p><u>Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 34 Explores musical concepts and expression

STANDARD / STRAND

Creative Arts (Younger Toddler)

PROFICIENCY STATEMENT / SUBSTRAND	CA2.	Dance - Early learners develop foundational skills that support creative expression through movement.
INDICATOR / STANDARD	CA2.1.	Demonstrate creative movement expression
EXPECTATION / INDICATOR		Use whole body to respond to music
EXPECTATION / INDICATOR		<p><u>Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 35 Explores dance and movement concepts

STANDARD / STRAND

Creative Arts (Younger Toddler)

PROFICIENCY STATEMENT / SUBSTRAND	CA3.	Visual Arts - Early learners develop foundational skills that support creative expression through the process, production, and appreciation of visual art forms.
INDICATOR / STANDARD	CA3.1.	Demonstrate creative expression through the visual art process or experience

EXPECTATION / INDICATOR Use simple art materials

Objectives for Development and Learning
• **Objective 33 Explores the visual arts**

EXPECTATION / INDICATOR Express preferences for certain art materials

Objectives for Development and Learning
• **Objective 33 Explores the visual arts**

STANDARD / STRAND

Creative Arts (Younger Toddler)

PROFICIENCY STATEMENT / SUBSTRAND	CA3.	Visual Arts - Early learners develop foundational skills that support creative expression through the process, production, and appreciation of visual art forms.
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INDICATOR / STANDARD	CA3.2.	Demonstrate creative expression through visual art production and presentation
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EXPECTATION / INDICATOR Explore a variety of media

Objectives for Development and Learning
• **Objective 33 Explores the visual arts**

STANDARD / STRAND

Creative Arts (Younger Toddler)

PROFICIENCY STATEMENT / SUBSTRAND	CA3.	Visual Arts - Early learners develop foundational skills that support creative expression through the process, production, and appreciation of visual art forms.
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INDICATOR / STANDARD	CA3.3.	Demonstrate creative expression through art appreciation
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EXPECTATION / INDICATOR Express likes or dislikes of certain colors or patterns

Objectives for Development and Learning
• **Objective 33 Explores the visual arts**

EXPECTATION / INDICATOR Look at pictures, photographs, and illustrations

Objectives for Development and Learning
• **Objective 33 Explores the visual arts**

STANDARD / STRAND

Creative Arts (Younger Toddler)

PROFICIENCY STATEMENT / SUBSTRAND	CA4.	Dramatic Play - Early learners develop foundational skills that support creative expression and interaction through dramatic play.
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INDICATOR / STANDARD	CA4.1.	Demonstrate creative expression through dramatic play
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EXPECTATION / INDICATOR	Engage in solitary play
	<p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 02 Establishes and sustains positive relationships c. Interacts with peers <p>Objective 2c.2 Plays near other children; uses similar materials or actions</p>
EXPECTATION / INDICATOR	Begin to exhibit skills in parallel play
	<p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 02 Establishes and sustains positive relationships c. Interacts with peers <p>Objective 2c.2 Plays near other children; uses similar materials or actions</p>
EXPECTATION / INDICATOR	Use objects as symbols for other things
	<p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play <p>Objective 14b.2 Imitates actions of others during play; uses real objects as props</p>
EXPECTATION / INDICATOR	Demonstrate simple character/animal sounds with motions
	<p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 36 Explores drama through actions and language
STANDARD / STRAND	Physical Health and Growth (Younger Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	PHG1. Health and Safety - Early learners develop foundational skills that support healthy, safe, and nutritious practices.
INDICATOR / STANDARD	PHG1.1. Demonstrate development of healthy practices
EXPECTATION / INDICATOR	Participate with adult support in health and hygiene-related behaviors
	<p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c. 4 Seeks to do things for self</p>
EXPECTATION / INDICATOR	Imitate personal health practices
	<p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.4 Seeks to do things for self</p>

STANDARD / STRAND**Physical Health and Growth (Younger Toddler)****PROFICIENCY STATEMENT /
SUBSTRAND****PHG1.****Health and Safety - Early learners develop foundational skills that support healthy, safe, and nutritious practices.****INDICATOR / STANDARD****PHG1.2.****Demonstrate development of safety practices**

EXPECTATION / INDICATOR

Demonstrate awareness of danger

No Correlations

EXPECTATION / INDICATOR

Respond to adult direction to change behavior to avoid danger or prevent injuries

Objectives for Development and Learning· **Objective 01 Regulates own emotions and behaviors b. Follows limits and expectations**

Objective 1b.4 Accepts redirection from adults

STANDARD / STRAND**Physical Health and Growth (Younger Toddler)****PROFICIENCY STATEMENT /
SUBSTRAND****PHG1.****Health and Safety - Early learners develop foundational skills that support healthy, safe, and nutritious practices.****INDICATOR / STANDARD****PHG1.3.****Demonstrate development of nutrition awareness**

EXPECTATION / INDICATOR

Express when hungry or full

No Correlations

EXPECTATION / INDICATOR

Try new foods

No Correlations

EXPECTATION / INDICATOR

Follow a regular eating routine

No Correlations**STANDARD / STRAND****Physical Health and Growth (Younger Toddler)****PROFICIENCY STATEMENT /
SUBSTRAND****PHG2.****Senses - Early learners use the five senses to develop foundational skills that support processing information and understanding one's own body in relation to space and objects in space.****INDICATOR / STANDARD****PHG2.1.****Demonstrate how the five senses support processing information**

EXPECTATION / INDICATOR Try a new action with a familiar object

Objectives for Development and Learning

- **Objective 11 Demonstrates positive approaches to learning b. Persists**

Objective 11b.2 Repeats actions to obtain similar results

EXPECTATION / INDICATOR Interact with their physical environment using tactile, visual, auditory, olfactory, and gustatory senses

Objectives for Development and Learning

- **Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation**

Objective 11d.4 Explores and investigates ways to make something happen

STANDARD / STRAND

Physical Health and Growth (Younger Toddler)

PROFICIENCY STATEMENT / SUBSTRAND	PHG2.	Senses - Early learners use the five senses to develop foundational skills that support processing information and understanding one's own body in relation to space and objects in space.
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INDICATOR / STANDARD	PHG2.2.	Demonstrate development of body awareness and physical activity
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EXPECTATION / INDICATOR Identify basic body parts

No Correlations

EXPECTATION / INDICATOR Use trial and error to discover how the body and objects move through space

Objectives for Development and Learning

- **Objective 04 Demonstrates traveling skills**

Objective 4.4 Experiments with different ways of moving

EXPECTATION / INDICATOR Use simple movement skills to participate in active physical play

Objectives for Development and Learning

- **Objective 04 Demonstrates traveling skills**

Objective 4.4 Experiments with different ways of moving

STANDARD / STRAND

Physical Health and Growth (Younger Toddler)

PROFICIENCY STATEMENT / SUBSTRAND	PHG3.	Motor Skills - Early learners develop foundational skills that support the development of fine and gross motor coordination.
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INDICATOR / STANDARD	PHG3.1.	Demonstrate development of fine and gross motor coordination
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EXPECTATION / INDICATOR Gain control of hands and fingers

Objectives for Development and Learning

- **Objective 07 Demonstrates fine-motor strength and coordination a. Uses fingers and hands**

Objective 7a.4 Uses fingers and whole arm movements to manipulate and explore objects

EXPECTATION / INDICATOR

Begin to develop coordination and balance, requiring less support

Objectives for Development and Learning

- **Objective 05 Demonstrates balancing skills**

Objective 5.4 Experiments with different ways of balancing

STANDARD / STRAND

Physical Health and Growth (Younger Toddler)

PROFICIENCY STATEMENT / SUBSTRAND

PHG3.

Motor Skills - Early learners develop foundational skills that support the development of fine and gross motor coordination.

INDICATOR / STANDARD

PHG3.2.

Demonstrate development of oral motor skills

EXPECTATION / INDICATOR

Demonstrate continual progression in oral muscle tone, strength, and range of motion, leading to more complex oral movement and control

No Correlations

STANDARD / STRAND

Physical Health and Growth (Younger Toddler)

PROFICIENCY STATEMENT / SUBSTRAND

PHG4.

Personal Care - Early learners develop foundational skills that support the independent care of one's self.

INDICATOR / STANDARD

PHG4.1.

Demonstrate increased independence in personal care routines

EXPECTATION / INDICATOR

Show interest in assisting with personal body care practices

Objectives for Development and Learning

- **Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately**

Objective 1c.4 Seeks to do things for self

EXPECTATION / INDICATOR

Show interest in assisting with dressing and undressing self

Objectives for Development and Learning

- **Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately**

Objective 1c.4 Seeks to do things for self

EXPECTATION / INDICATOR

Able to feed self with some assistance

Objectives for Development and Learning

• **Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately**

Objective 1c.4 Seeks to do things for self

EXPECTATION / INDICATOR

Exhibit beginning awareness of toileting needs

Objectives for Development and Learning

• **Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately**

Objective 1c.4 Seeks to do things for self

Indiana Academic Standards

Early Childhood Education

Grade: **Ages 25 to 36 months** - Adopted: **2023**

STANDARD / STRAND

English/Language Arts (Older Toddler)

PROFICIENCY STATEMENT / SUBSTRAND

ELA1.

Communication Process - Early learners develop skills to communicate effectively for a variety of purposes, laying the foundation for future learning in all developmental areas.

INDICATOR / STANDARD

ELA1.1.

Demonstrate Receptive Communication

EXPECTATION / INDICATOR

Demonstrate continual growth in understanding increasingly complex and varied vocabulary

Objectives for Development and Learning

• **Objective 8 Listens to and understands increasingly complex language a. Comprehends language**

Objective 8a.4 Identifies familiar people, animals, and objects when prompted

EXPECTATION / INDICATOR

Respond to simple sentences, phrases, gestures, and/or actions

Objectives for Development and Learning

• **Objective 08 Listens to and understands increasingly complex language b. Follows directions**

Objective 8b.4 Follows simple requests not accompanied by gestures

EXPECTATION / INDICATOR	Follow simple one-step directions
	<p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 08 Listens to and understands increasingly complex language b. Follows directions <p>Objective 8b.4 Follows simple requests not accompanied by gestures</p>
STANDARD / STRAND	English/Language Arts (Older Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	ELA1. Communication Process - Early learners develop skills to communicate effectively for a variety of purposes, laying the foundation for future learning in all developmental areas.
INDICATOR / STANDARD	ELA1.2. Demonstrate Expressive Communication
EXPECTATION / INDICATOR	<p>Demonstrate continual growth in increasingly varied and complex vocabulary</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 09 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary <p>Objective 9a.4 Names familiar people, animals, and objects</p>
EXPECTATION / INDICATOR	<p>Use gestures and actions to communicate</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 09 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary <p>Objective 9a. 4 Names familiar people, animals, and objects</p>
EXPECTATION / INDICATOR	<p>Use simple phrases or simple sentences</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 09 Uses language to express thoughts and needs c. Uses conventional grammar <p>Objective 9c.4 Uses three- to four-word sentences; may omit some words or use some words incorrectly</p>
EXPECTATION / INDICATOR	<p>Talk about past, present, and future events</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 09 Uses language to express thoughts and needs d. Tells about another time or place <p>Objective 9d.4 Tells simple stories about objects, events, and people not present; lacks many details and a conventional beginning, middle, and end</p>
STANDARD / STRAND	English/Language Arts (Older Toddler)

PROFICIENCY STATEMENT / SUBSTRAND	ELA1.	Communication Process - Early learners develop skills to communicate effectively for a variety of purposes, laying the foundation for future learning in all developmental areas.
INDICATOR / STANDARD	ELA1.3.	Demonstrate ability to engage in conversations

EXPECTATION / INDICATOR

Take turns in a conversation

Objectives for Development and Learning

• **Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations**

Objective 10a.4 Initiates and attends to brief conversations

EXPECTATION / INDICATOR

Respond to a request for clarification

Objectives for Development and Learning

• **Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations**

Objective 10a.4 Initiates and attends to brief conversations

STANDARD / STRAND

English/Language Arts (Older Toddler)

PROFICIENCY STATEMENT / SUBSTRAND	ELA2.	Early Reading - Early learners develop foundational skills in understanding alphabetic awareness, phonological awareness, concepts of print, and comprehension.
INDICATOR / STANDARD	ELA2.1.	Demonstrate awareness of the alphabet

EXPECTATION / INDICATOR

Begin to recognize some frequently occurring letters in meaningful context

Objectives for Development and Learning

• **Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters**
Objective 16a.2 Recognizes and names a few letters in own name

EXPECTATION / INDICATOR

Recognize symbols have meaning

Objectives for Development and Learning

• **Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts**
Objective 17b.2 Shows understanding that text is meaningful and can be read

STANDARD / STRAND

English/Language Arts (Older Toddler)

PROFICIENCY STATEMENT / SUBSTRAND	ELA2.	Early Reading - Early learners develop foundational skills in understanding alphabetic awareness, phonological awareness, concepts of print, and comprehension.
INDICATOR / STANDARD	ELA2.2.	Demonstrate phonological awareness

<p>EXPECTATION / INDICATOR</p>	<p>Begin to engage in word and sound play with adults</p> <p>Objectives for Development and Learning • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration Objective 15b.2 Sings songs and recites rhymes and refrains with repeating initial sounds</p>
<p>EXPECTATION / INDICATOR</p>	<p>Distinguish between words that contain similar-sounding phonemes (pig-dig, cat-mat)</p> <p>Objectives for Development and Learning • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme Objective 15a.4 Fills in the missing rhyming word; generates rhyming words spontaneously</p>
<p>STANDARD / STRAND</p>	<p>English/Language Arts (Older Toddler)</p>
<p>PROFICIENCY STATEMENT / SUBSTRAND</p>	<p>ELA2. Early Reading - Early learners develop foundational skills in understanding alphabetic awareness, phonological awareness, concepts of print, and comprehension.</p>
<p>INDICATOR / STANDARD</p>	<p>ELA2.3. Demonstrate awareness and understanding of concepts of print</p>
<p>EXPECTATION / INDICATOR</p>	<p>Recognize familiar books by cover</p> <p>Objectives for Development and Learning • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.4 Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers</p>
<p>EXPECTATION / INDICATOR</p>	<p>Recite parts of well-known stories, rhymes, songs</p> <p>Objectives for Development and Learning • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.2 Contributes particular language from the book at the appropriate time • Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts Objective 18c.2 Retells some events or information from a familiar story or other text with close adult prompting</p>
<p>EXPECTATION / INDICATOR</p>	<p>Hold books with two hands and turn pages</p> <p>Objectives for Development and Learning • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts</p>

Objective 17a.4 Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers

STANDARD / STRAND

English/Language Arts (Older Toddler)

PROFICIENCY STATEMENT / SUBSTRAND	ELA2.	Early Reading - Early learners develop foundational skills in understanding alphabetic awareness, phonological awareness, concepts of print, and comprehension.
INDICATOR / STANDARD	ELA2.4.	Demonstrate comprehension

EXPECTATION / INDICATOR

Show preference for familiar stories and repeat phrases of the story

Objectives for Development and Learning

• **Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections**

Objective 18a.2 Contributes particular language from the book at the appropriate time

EXPECTATION / INDICATOR

Answer simple questions about a story

Objectives for Development and Learning

• **Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts**

Objective 18c.2 Retells some events or information from a familiar story or other text with close adult prompting

EXPECTATION / INDICATOR

Tell a story from pictures in a book to support language comprehension

Objectives for Development and Learning

• **Objective 18 Comprehends and responds to books and other texts b. Uses emergent reading skills**

Objective 18b.2 Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues

STANDARD / STRAND

English/Language Arts (Older Toddler)

PROFICIENCY STATEMENT / SUBSTRAND	ELA3.	Early Writing - Early learners develop foundational skills in mechanics of writing, ability to tell a story, recognize that oral communication can be represented by written language, and begin to write for a variety of purposes.
INDICATOR / STANDARD	ELA3.1.	Demonstrate mechanics of writing

EXPECTATION / INDICATOR

Explore drawing, painting, and writing as a way of communicating

Objectives for Development and Learning

• **Objective 19 Demonstrates writing skills b. Writes to convey ideas and information**

Objective 19b.4 Uses drawing, dictation, and controlled linear scribbles to convey a message

EXPECTATION / INDICATOR Make scribbles or shapes to convey meaning

Objectives for Development and Learning

- **Objective 19 Demonstrates writing skills b. Writes to convey ideas and information**

Objective 19b.4 Uses drawing, dictation, and controlled linear scribbles to convey a message

EXPECTATION / INDICATOR Experiment with a variety of writing tools, materials, and surfaces

Objectives for Development and Learning

- **Objective 07 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools**

Objective 7b.4 Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks

EXPECTATION / INDICATOR Imitate simple lines and shapes

Objectives for Development and Learning

- **Objective 19 Demonstrates writing skills b. Writes to convey ideas and information**

Objective 19b.4 Uses drawing, dictation, and controlled linear scribbles to convey a message

STANDARD / STRAND

English/Language Arts (Older Toddler)

PROFICIENCY STATEMENT / SUBSTRAND	ELA3.	Early Writing - Early learners develop foundational skills in mechanics of writing, ability to tell a story, recognize that oral communication can be represented by written language, and begin to write for a variety of purposes.
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INDICATOR / STANDARD	ELA3.2.	Demonstrate ability to communicate a story
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EXPECTATION / INDICATOR Draw pictures and scribble to generate and express ideas

Objectives for Development and Learning

- **Objective 19 Demonstrates writing skills b. Writes to convey ideas and information**

Objective 19b.4 Uses drawing, dictation, and controlled linear scribbles to convey a message

EXPECTATION / INDICATOR Dictate a story for an adult to write

Objectives for Development and Learning

- **Objective 19 Demonstrates writing skills b. Writes to convey ideas and information**

Objective 19b.4 Uses drawing, dictation, and controlled linear scribbles to convey a message

STANDARD / STRAND

Mathematics (Older Toddler)

PROFICIENCY STATEMENT / SUBSTRAND	M1.	Numeracy - Early learners develop foundational skills in learning and understanding counting, cardinality, written numerals, quantity, and comparison.
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INDICATOR / STANDARD	M1.1.	Demonstrate strong sense of counting
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EXPECTATION / INDICATOR		Count the number sequence 1-5
		<p><u>Objectives for Development and Learning</u></p> <p>• Objective 20 Uses number concepts and operations a. Counts</p> <p>Objective 20a.4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object</p>
EXPECTATION / INDICATOR		Begin to apply verbal counting sequence to objects in order to develop one-to-one correspondence
		<p><u>Objectives for Development and Learning</u></p> <p>• Objective 20 Uses number concepts and operations a. Counts</p> <p>Objective 20a.4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object</p>
STANDARD / STRAND		Mathematics (Older Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	M1.	Numeracy - Early learners develop foundational skills in learning and understanding counting, cardinality, written numerals, quantity, and comparison.
INDICATOR / STANDARD	M1.2.	Demonstrate understanding of written numerals
EXPECTATION / INDICATOR		Begin to explore that number symbols have meaning
		<p><u>Objectives for Development and Learning</u></p> <p>• Objective 20 Uses number concepts and operations c. Connects numerals with their quantities</p> <p>Objective 20c.4 Identifies numerals to 5 by name and connects each to counted objects</p>
STANDARD / STRAND		Mathematics (Older Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	M1.	Numeracy - Early learners develop foundational skills in learning and understanding counting, cardinality, written numerals, quantity, and comparison.
INDICATOR / STANDARD	M1.3.	Recognition of number relations
EXPECTATION / INDICATOR		Visually identify sets of quantities of large differences (using terms more and/or less)
		<p><u>Objectives for Development and Learning</u></p> <p>• Objective 20 Uses number concepts and operations b. Quantifies</p> <p>Objective 20b.2 Demonstrates understanding of the concepts of one, two, and more</p>
EXPECTATION / INDICATOR		Begin to identify first and last
		<p><u>Objectives for Development and Learning</u></p> <p>• Objective 22 Compares and measures c. Represents and analyzes data</p> <p>Objective 22c.2 Knows a few ordinal numbers</p>

EXPECTATION / INDICATOR Give some when asked

Objectives for Development and Learning

- **Objective 20 Uses number concepts and operations b. Quantifies**

Objective 20b.2 Demonstrates understanding of the concepts of one, two, and more

EXPECTATION / INDICATOR Give the rest when asked

Objectives for Development and Learning

- **Objective 20 Uses number concepts and operations b. Quantifies**

Objective 20b.2 Demonstrates understanding of the concepts of one, two, and more

EXPECTATION / INDICATOR Begin to understand the concept of none

Objectives for Development and Learning

- **Objective 20 Uses number concepts and operations b. Quantifies**

Objective 20b.2 Demonstrates understanding of the concepts of one, two, and more

STANDARD / STRAND

Mathematics (Older Toddler)

PROFICIENCY STATEMENT / SUBSTRAND	M2.	Computation and Algebraic Thinking - Early learners develop foundational skills in learning to understand mathematical structure and patterning.
INDICATOR / STANDARD	M2.1.	Exhibit understanding of mathematical structure

EXPECTATION / INDICATOR Describe that something was taken away

Objectives for Development and Learning

- **Objective 20 Uses number concepts and operations b. Quantifies**

Objective 20b. 2 Demonstrates understanding of the concepts of one, two, and more

EXPECTATION / INDICATOR Identify that an object has been added to a group

Objectives for Development and Learning

- **Objective 20 Uses number concepts and operations b. Quantifies**

Objective 20b.2 Demonstrates understanding of the concepts of one, two, and more

STANDARD / STRAND

Mathematics (Older Toddler)

PROFICIENCY STATEMENT / SUBSTRAND	M2.	Computation and Algebraic Thinking - Early learners develop foundational skills in learning to understand mathematical structure and patterning.
INDICATOR / STANDARD	M2.2.	Demonstrate awareness of patterning

EXPECTATION / INDICATOR Recognize natural patterns in the learning environment

Objectives for Development and Learning

• **Objective 23 Demonstrates knowledge of patterns**

Objective 23.2 Shows interest in simple patterns in everyday life

EXPECTATION / INDICATOR Verbally or nonverbally predict what comes next when shown a simple ABAB pattern of concrete objects

This skill is not developmentally expected or typically observed at this age range.

EXPECTATION / INDICATOR Show greater recognition of daily routines

Objectives for Development and Learning

• **Objective 12 Remembers and connects experiences b. Makes connections**

Objective 12b.4 Remembers the sequence of personal routines and experiences with teacher support

STANDARD / STRAND

Mathematics (Older Toddler)

PROFICIENCY STATEMENT / SUBSTRAND	M3.	Data Analysis - Early learners develop foundational skills in learning to understand concepts of classification, data collection, organization, and description.
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INDICATOR / STANDARD	M3.1.	Demonstrate understanding of classifying
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EXPECTATION / INDICATOR Identify similarities and differences in objects

Objectives for Development and Learning

• **Objective 13 Uses classification skills**

Objective 13.2 Matches similar objects

STANDARD / STRAND

Mathematics (Older Toddler)

PROFICIENCY STATEMENT / SUBSTRAND	M4.	Geometry - Early learners develop foundational skills in learning to understand spatial relationships and shape analysis.
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INDICATOR / STANDARD	M4.1.	Understanding of spatial relationships
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EXPECTATION / INDICATOR Complete basic shape interlocking puzzle with most pieces accurately in place with some assistance

• **Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes**

Objective 21b.4 Identifies a few basic shapes (circle, square, triangle)

STANDARD / STRAND

Mathematics (Older Toddler)

PROFICIENCY STATEMENT / SUBSTRAND	M4.	Geometry - Early learners develop foundational skills in learning to understand spatial relationships and shape analysis.
INDICATOR / STANDARD	M4.2.	Exhibit ability to identify, describe, analyze, compare, and create shapes

EXPECTATION / INDICATOR

Match similar shapes that are different sizes, and different orientation with a variety of two-dimensional shapes

Objectives for Development and Learning

• **Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes**

Objective 21b.4 Identifies a few basic shapes (circle, square, triangle)

STANDARD / STRAND

Mathematics (Older Toddler)

PROFICIENCY STATEMENT / SUBSTRAND	M5.	Measurement - Early learners develop foundational skills in learning to understand concepts of time and measurement comparisons.
INDICATOR / STANDARD	M5.1.	Understand the concept of time

EXPECTATION / INDICATOR

Follow steps in a simple routine

Objectives for Development and Learning

• **Objective 12 Remembers and connects experiences b. Makes connections**

Objective 12b.4 Remembers the sequence of personal routines and experiences with teacher support

STANDARD / STRAND

Mathematics (Older Toddler)

PROFICIENCY STATEMENT / SUBSTRAND	M5.	Measurement - Early learners develop foundational skills in learning to understand concepts of time and measurement comparisons.
INDICATOR / STANDARD	M5.2.	Understand measurement through description and comparison

EXPECTATION / INDICATOR

Sort objects into two categories based on attributes

Objectives for Development and Learning

• **Objective 13 Uses classification skills**

Objective 13.4 Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape

EXPECTATION / INDICATOR

Explore measurement using nonstandard tools

Objectives for Development and Learning

• **Objective 22 Compares and measures a. Measures objects**

Objective 22a.2 Makes simple comparisons between two objects

STANDARD / STRAND**Science (Older Toddler)****PROFICIENCY STATEMENT /
SUBSTRAND****SC1.****Physical Science - Early learners develop foundational skills in learning and understanding the properties of objects and changes in the physical world.****INDICATOR / STANDARD****SC1.1.****Demonstrate ability to explore objects in the physical world**

EXPECTATION / INDICATOR

Use simple words to describe sensory experiences, objects, and how objects move

Objectives for Development and Learning**Objective 26 Demonstrates knowledge of the physical properties of objects and materials**

EXPECTATION / INDICATOR

Identify and solve problems in the learning environment through active exploration

Objectives for Development and Learning**Objective 24 Uses scientific inquiry skills****STANDARD / STRAND****Science (Older Toddler)****PROFICIENCY STATEMENT /
SUBSTRAND****SC1.****Physical Science - Early learners develop foundational skills in learning and understanding the properties of objects and changes in the physical world.****INDICATOR / STANDARD****SC1.2.****Demonstrate awareness of the physical properties of objects**

EXPECTATION / INDICATOR

Describe physical properties using simple words

Objectives for Development and Learning**Objective 26 Demonstrates knowledge of the physical properties of objects and materials****STANDARD / STRAND****Science (Older Toddler)****PROFICIENCY STATEMENT /
SUBSTRAND****SC2.****Earth and Space Science - Early learners develop foundational skills in learning to understand the natural world through exploration of Earth, sky, weather, and seasons.****INDICATOR / STANDARD****SC2.1.****Recognize seasonal and weather related changes**

EXPECTATION / INDICATOR

Communicate awareness that the environment, weather, and seasons change

Objectives for Development and Learning**· Objective 27 Demonstrates knowledge of Earth's environment**

EXPECTATION / INDICATOR

Name different kinds of weather

Objectives for Development and Learning

- **Objective 27 Demonstrates knowledge of Earth's environment**

STANDARD / STRAND

Science (Older Toddler)

**PROFICIENCY STATEMENT /
SUBSTRAND**

SC3.

Life Science - Early learners develop foundational skills in learning and understanding the presence and characteristics of living creatures and plants

INDICATOR / STANDARD

SC3.1.

Demonstrate awareness of life

EXPECTATION / INDICATOR

Name characteristics of living organisms

Objectives for Development and Learning

- **Objective 25 Demonstrates knowledge of the characteristics of living things**

EXPECTATION / INDICATOR

Name more complex body parts

No Correlations

STANDARD / STRAND

Science (Older Toddler)

**PROFICIENCY STATEMENT /
SUBSTRAND**

SC3.

Life Science - Early learners develop foundational skills in learning and understanding the presence and characteristics of living creatures and plants

INDICATOR / STANDARD

SC3.2.

Demonstrate awareness of the preservation, protection, and care of living creatures and plants

EXPECTATION / INDICATOR

Recognize trash and know where to discard it

No Correlations

EXPECTATION / INDICATOR

Observe animals (e.g., birds) in a safe environment

Objectives for Development and Learning

- **Objective 25 Demonstrates knowledge of the characteristics of living things**

STANDARD / STRAND

Science (Older Toddler)

**PROFICIENCY STATEMENT /
SUBSTRAND**

SC4.

Engineering - Early learners develop foundational skills in learning and understanding how to solve problems using the engineering design process.

INDICATOR / STANDARD

SC4.1.

Demonstrate engineering design skills

EXPECTATION / INDICATOR

Use tools to serve a purpose or solve a problem

Objectives for Development and Learning

- **Objective 28 Uses tools and other technology to perform tasks**

EXPECTATION / INDICATOR Notice whether the solution was successful

Objectives for Development and Learning

- **Objective 11 Demonstrates positive approaches to learning c. Solves problems**

Objective 11c.4 Observes and imitates how other people solve problems; asks for a solution and uses it

EXPECTATION / INDICATOR Use complex motions (e.g., push/pull) to play with simple machines

Objectives for Development and Learning

- **Objective 28 Uses tools and other technology to perform tasks**

STANDARD / STRAND

Science (Older Toddler)

PROFICIENCY STATEMENT / SUBSTRAND	SC5.	Scientific Inquiry and Method - Early learners develop foundational skills in learning and understanding about the world around them through exploration and investigation.
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INDICATOR / STANDARD	SC5.1.	Demonstrate scientific curiosity
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EXPECTATION / INDICATOR Demonstrate curiosity and ask for more information

Objectives for Development and Learning

- **Objective 24 Uses scientific inquiry skills**
- **Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation**

Objective 11d.4 Explores and investigates ways to make something happen

EXPECTATION / INDICATOR Use tools to explore the physical environment

Objectives for Development and Learning

- **Objective 28 Uses tools and other technology to perform tasks**

EXPECTATION / INDICATOR Solve problems using trial and error

Objectives for Development and Learning

- **Objective 24 Uses scientific inquiry skills**
- **Objective 11 Demonstrates positive approaches to learning b. Persists**

Objective 11b.4 Practices an activity many times until successful

STANDARD / STRAND

Science (Older Toddler)

PROFICIENCY STATEMENT / SUBSTRAND	SC6.	Computational Thinking - Early learners develop foundational skills in learning and understanding how to identify problems and use logic and reasoning to develop step-by-step strategies to solve them.
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INDICATOR / STANDARD	SC6.1.	Demonstrate decomposition of larger tasks into smaller steps
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EXPECTATION / INDICATOR

Follow steps in a simple routine

Objectives for Development and Learning

- **Objective 12 Remembers and connects experiences b. Makes connections**

Objective 12b.4 Remembers the sequence of personal routines and experiences with teacher support

- **Objective 8 Listens to and understands increasingly complex language b. Follows directions**

Objective 8b.6 Follows directions of two or more steps that relate to familiar objects and experiences

STANDARD / STRAND

Science (Older Toddler)

PROFICIENCY STATEMENT / SUBSTRAND

SC6.

Computational Thinking - Early learners develop foundational skills in learning and understanding how to identify problems and use logic and reasoning to develop step-by-step strategies to solve them.

INDICATOR / STANDARD

SC6.2.

Demonstrate algorithmic thinking and debugging

EXPECTATION / INDICATOR

Demonstrate knowledge of completing a set of two or more steps in order

Objectives for Development and Learning

- **Objective 8 Listens to and understands increasingly complex language b. Follows directions**

Objective 8b.6 Follows directions of two or more steps that relate to familiar objects and experiences

STANDARD / STRAND

Social Studies (Older Toddler)

PROFICIENCY STATEMENT / SUBSTRAND

SS1.

Self - Early learners develop foundational skills in learning and understanding the concept of self within the context of their family and community.

INDICATOR / STANDARD

SS1.1.

Demonstrate development of self

EXPECTATION / INDICATOR

Participate in and imitate celebrations in the learning environment and community when observed

Objectives for Development and Learning

- **Objective 29 Demonstrates knowledge about self**
- **Objective 30 Shows basic understanding of people and how they live**

EXPECTATION / INDICATOR

Begin to demonstrate a sense of belonging to a group by engaging in associative play

Objectives for Development and Learning

- **Objective 29 Demonstrates knowledge about self**
- **Objective 30 Shows basic understanding of people and how they live**

EXPECTATION / INDICATOR Begin to gesture and ask simple questions regarding differences and/or similarities between self and others

Objectives for Development and Learning

- **Objective 29 Demonstrates knowledge about self**
- **Objective 30 Shows basic understanding of people and how they live**

STANDARD / STRAND

Social Studies (Older Toddler)

PROFICIENCY STATEMENT / SUBSTRAND	SS2.	History and Events - Early learners develop foundational skills in learning and understanding the passage of time and the foundations of government or authority.
INDICATOR / STANDARD	SS2.1.	Demonstrate awareness of chronological thinking

EXPECTATION / INDICATOR Begin to recognize the sequence of events as part of a daily routine

Objectives for Development and Learning

- **Objective 31 Explores change related to familiar people or places**

STANDARD / STRAND

Social Studies (Older Toddler)

PROFICIENCY STATEMENT / SUBSTRAND	SS2.	History and Events - Early learners develop foundational skills in learning and understanding the passage of time and the foundations of government or authority.
INDICATOR / STANDARD	SS2.2.	Demonstrate awareness of personal historical knowledge

EXPECTATION / INDICATOR Begin to recall information from recent experiences

Objectives for Development and Learning

- **Objective 12 Remembers and connects experiences a. Recognizes and recalls**
Objective 12a.4 Recalls familiar people, places, objects, and actions from the past (a few months before); recalls one or two items removed from view

STANDARD / STRAND

Social Studies (Older Toddler)

PROFICIENCY STATEMENT / SUBSTRAND	SS2.	History and Events - Early learners develop foundational skills in learning and understanding the passage of time and the foundations of government or authority.
INDICATOR / STANDARD	SS2.3.	Demonstrate awareness of the foundations of government or authority

EXPECTATION / INDICATOR Begin to recognize familiar community symbols

Objectives for Development and Learning

- **Objective 30 Shows basic understanding of people and how they live**

STANDARD / STRAND

Social Studies (Older Toddler)

PROFICIENCY STATEMENT / SUBSTRAND	SS3.	Geography - Early learners develop foundational skills in learning and understanding their surroundings in spatial terms and the relationship between people and their world.
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INDICATOR / STANDARD	SS3.1.	Demonstrate awareness of the world in spatial terms
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EXPECTATION / INDICATOR Begin to use simple location terms

Objectives for Development and Learning

- **Objective 32 Demonstrates simple geographic knowledge**
- **Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships**

Objective 21a.4 Follows simple directions related to proximity (beside, between, next to)

EXPECTATION / INDICATOR Experiment with materials to represent objects in play

Objectives for Development and Learning

- **Objective 32 Demonstrates simple geographic knowledge**
- **Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play**

Objective 14b.2 Imitates actions of others during play; uses real objects as props

STANDARD / STRAND

Social Studies (Older Toddler)

PROFICIENCY STATEMENT / SUBSTRAND	SS3.	Geography - Early learners develop foundational skills in learning and understanding their surroundings in spatial terms and the relationship between people and their world.
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INDICATOR / STANDARD	SS3.2.	Demonstrate awareness of places and regions
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EXPECTATION / INDICATOR Describe the characteristics of home and surroundings

Objectives for Development and Learning

- **Objective 32 Demonstrates simple geographic knowledge**

EXPECTATION / INDICATOR Know the location of objects and places in familiar locations

Objectives for Development and Learning

- **Objective 32 Demonstrates simple geographic knowledge**

STANDARD / STRAND

Social Studies (Older Toddler)

PROFICIENCY STATEMENT / SUBSTRAND	SS4.	Economics - Early learners develop foundational skills in learning and understanding the functions of an economy, the way people spend money and the way people make money.
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INDICATOR / STANDARD	SS4.1.	Demonstrate awareness of economics, spending, and making money
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EXPECTATION / INDICATOR Use props related to buying and selling items during play

Objectives for Development and Learning

- **Objective 30 Shows basic understanding of people and how they live**

EXPECTATION / INDICATOR

Communicate wants and needs

Objectives for Development and Learning

- **Objective 29 Demonstrates knowledge about self**
- **Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately**

Objective 1c.6 Demonstrates confidence in meeting own needs

EXPECTATION / INDICATOR

Recognize various familiar workers in the community

Objectives for Development and Learning

- **Objective 30 Shows basic understanding of people and how they live**

EXPECTATION / INDICATOR

Begin to role play different jobs

Objectives for Development and Learning

- **Objective 30 Shows basic understanding of people and how they live**

STANDARD / STRAND

Social Studies (Older Toddler)

PROFICIENCY STATEMENT / SUBSTRAND

SS5.

Citizenship - Early learners develop foundational skills in understanding cooperative behavior and the function of rules and responsibilities as a member of a learning community and a larger society.

INDICATOR / STANDARD

SS5.1.

Demonstrate awareness of citizenship

EXPECTATION / INDICATOR

Participate in simple routines with adult support

Objectives for Development and Learning

- **Objective 12 Remembers and connects experiences b. Makes connections**

Objective 12b.4 Remembers the sequence of personal routines and experiences with teacher support

EXPECTATION / INDICATOR

Identify preferences

Objectives for Development and Learning

- **Objective 29 Demonstrates knowledge about self**

EXPECTATION / INDICATOR

Begin to demonstrate an understanding of rules

Objectives for Development and Learning

- **Objective 01 Regulates own emotions and behaviors b. Follows limits and expectations**

Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders

STANDARD / STRAND**Student Wellbeing (Older Toddler)**

PROFICIENCY STATEMENT / SUBSTRAND	SW1.	Sense of Self - Early learners develop foundational skills that support self-awareness, confidence, and the identification and expression of emotions.
INDICATOR / STANDARD	SW1.1.	Demonstrate self awareness and confidence
EXPECTATION / INDICATOR		Use gestures and actions to reference self in conversation
EXPECTATION / INDICATOR		<p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 29 Demonstrates knowledge about self
EXPECTATION / INDICATOR		<p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 29 Demonstrates knowledge about self
EXPECTATION / INDICATOR		Show sense of self-satisfaction with own abilities and preferences
EXPECTATION / INDICATOR		<p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 29 Demonstrates knowledge about self • Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.4 Seeks to do things for self</p>
EXPECTATION / INDICATOR		<p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.4 Seeks to do things for self</p>

STANDARD / STRAND**Student Wellbeing (Older Toddler)**

PROFICIENCY STATEMENT / SUBSTRAND	SW1.	Sense of Self - Early learners develop foundational skills that support self-awareness, confidence, and the identification and expression of emotions.
INDICATOR / STANDARD	SW1.2.	Demonstrate identification and expression of emotions
EXPECTATION / INDICATOR		Express both positive and negative feelings about participating in activities
EXPECTATION / INDICATOR		<p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 03 Participates cooperatively and constructively in group situations b. Solves social problems <p>Objective 3b.2 Expresses feelings during a conflict</p>

EXPECTATION / INDICATOR Observe a peer’s emotion and approach a familiar adult to communicate concern

Objectives for Development and Learning
 • **Objective 02 Establishes and sustains positive relationships b. Responds to emotional cues**
 Objective 2b.4 Demonstrates concern about the feelings of others

EXPECTATION / INDICATOR Demonstrate empathy to another child

Objectives for Development and Learning
 • **Objective 02 Establishes and sustains positive relationships b. Responds to emotional cues**
 Objective 2b.4 Demonstrates concern about the feelings of others
 • **Objective 03 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others**
 Objective 3a.2 Responds appropriately to others’ expressions of wants

EXPECTATION / INDICATOR Begin to use words to express feelings

Objectives for Development and Learning
 • **Objective 03 Participates cooperatively and constructively in group situations b. Solves social problems**
 Objective 3b.2 Expresses feelings during a conflict

STANDARD / STRAND

Student Wellbeing (Older Toddler)

PROFICIENCY STATEMENT / SUBSTRAND	SW2.	Self-Regulation - Early learners develop foundational skills that support executive functions including impulse control, planning skills, and emotional regulation.
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INDICATOR / STANDARD	SW2.1.	Demonstrate self control
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EXPECTATION / INDICATOR Follow simple routines with adult support

Objectives for Development and Learning
 • **Objective 12 Remembers and connects experiences b. Makes connections**
 Objective 12b.4 Remembers the sequence of personal routines and experiences with teacher support

EXPECTATION / INDICATOR Begin to self-soothe independently

Objectives for Development and Learning
 • **Objective 01 Regulates own emotions and behaviors a. Manages feelings**
 Objective 1a.4 Comforts self by seeking out special object or person

EXPECTATION / INDICATOR		Manage some impulses with adult support
		<p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 01 Regulates own emotions and behaviors b. Follows limits and expectations <p>Objective 1b.4 Accepts redirection from adults</p>
STANDARD / STRAND		Student Wellbeing (Older Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	SW3.	Conflict Resolution - Early learners develop foundational skills that support conflict resolution and conflict management.
INDICATOR / STANDARD	SW3.1.	Demonstrate conflict resolution
EXPECTATION / INDICATOR		Engage in simple conflict resolution strategies with adult support
		<p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 03 Participates cooperatively and constructively in group situations b. Solves social problems <p>Objective 3b.4 Seeks adult help to resolve social problems</p>
EXPECTATION / INDICATOR		Begin to use language skills instead of physical force to resolve conflicts
		<p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 03 Participates cooperatively and constructively in group situations b. Solves social problems <p>Objective 3b.4 Seeks adult help to resolve social problems</p>
STANDARD / STRAND		Student Wellbeing (Older Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	SW4.	Building Relationships - Early learners develop foundational skills that support social development and engagement with others.
INDICATOR / STANDARD	SW4.1.	Demonstrate relationship skills
EXPECTATION / INDICATOR		Stay connected with familiar adults
		<p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 02 Establishes and sustains positive relationships a. Forms relationships with adults <p>Objective 2a.6 Manages separations without distress and engages with trusted adults</p>
EXPECTATION / INDICATOR		Separate from familiar adults in a familiar setting with minimal distress
		<p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 02 Establishes and sustains positive relationships a. Forms relationships with

adults

Objective 2a.6 Manages separations without distress and engages with trusted adults

Ask for adult assistance when having difficulty in a social situation

Objectives for Development and Learning

• **Objective 03 Participates cooperatively and constructively in group situations b. Solves social problems**

Objective 3b.4 Seeks adult help to resolve social problems

Imitate and model friendship skills

Objectives for Development and Learning

• **Objective 02 Establishes and sustains positive relationships d. Makes friends**

Objective 2d.2 Seeks a preferred playmate; shows pleasure when seeing a friend

Engage in parallel play

Objectives for Development and Learning

• **Objective 02 Establishes and sustains positive relationships c. Interacts with peers**

Objective 2c.2 Plays near other children; uses similar materials or actions

Begin to exhibit skills in associative play

Objectives for Development and Learning

• **Objective 02 Establishes and sustains positive relationships c. Interacts with peers**

Objective 2c.4 Uses successful strategies for entering groups

Notice when a family member or child in their environment is not present

Objectives for Development and Learning

• **Objective 12 Remembers and connects experiences a. Recognizes and recalls**

Objective 12a.4 Recalls familiar people, places, objects, and actions from the past (a few months before); recalls one or two items removed from view

Approaches to Play and Learning (Older Toddler)

Initiative and Exploration - Early learners develop foundational skills that support initiative, self-direction, interest, and curiosity as a learner.

Demonstrate initiative and self-direction

At times, initiate new tasks

Objectives for Development and Learning

• **Objective 11 Demonstrates positive approaches to learning a. Attends and engages**

EXPECTATION / INDICATOR

EXPECTATION / INDICATOR

EXPECTATION / INDICATOR

EXPECTATION / INDICATOR

EXPECTATION / INDICATOR

STANDARD / STRAND

PROFICIENCY STATEMENT / SUBSTRAND

APL1.

INDICATOR / STANDARD

APL1.1.

EXPECTATION / INDICATOR

Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments

EXPECTATION / INDICATOR

Verbally express desire to complete task by self

Objectives for Development and Learning

• **Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately**

Objective 1c.4 Seeks to do things for self

• **Objective 11 Demonstrates positive approaches to learning b. Persists**

Objective 11b.4 Practices an activity many times until successful

EXPECTATION / INDICATOR

Independently select and use materials

Objectives for Development and Learning

• **Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately**

Objective 1c.4 Seeks to do things for self

• **Objective 11 Demonstrates positive approaches to learning a. Attends and engages**

Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments

• **Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation**

Objective 11d.4 Explores and investigates ways to make something happen

STANDARD / STRAND

Approaches to Play and Learning (Older Toddler)

**PROFICIENCY STATEMENT /
SUBSTRAND**

APL1.

Initiative and Exploration - Early learners develop foundational skills that support initiative, self-direction, interest, and curiosity as a learner.

INDICATOR / STANDARD

APL1.2.

Demonstrate interest and curiosity as a learner

EXPECTATION / INDICATOR

Ask questions about novel objects, people, and experiences

Objectives for Development and Learning

• **Objective 09 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary**

Objective 9a.4 Names familiar people, animals, and objects

EXPECTATION / INDICATOR

Demonstrate enthusiasm for new learning (may be within familiar contexts)

Objectives for Development and Learning

• **Objective 11 Demonstrates positive approaches to learning a. Attends and engages**

Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments

EXPECTATION / INDICATOR	Use active exploration to solve a problem
	<p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning c. Solves problems <p>Objective 11c.4 Observes and imitates how other people solve problems; asks for a solution and uses it</p>

STANDARD / STRAND

Approaches to Play and Learning (Older Toddler)

PROFICIENCY STATEMENT / SUBSTRAND	APL2.	Flexible Thinking - Early learners develop foundational skills that support flexible thinking (the ability to find new solutions and see situations in more than one way) and social interactions during play.
INDICATOR / STANDARD	APL2.1.	Demonstrate development of flexible thinking skills during play

EXPECTATION / INDICATOR	Substitute one object for another in pretend play or pretend with objects that may or may not be present
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Objectives for Development and Learning

- **Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking**

Objective 11e.4 Uses creativity and imagination during play and routine tasks

EXPECTATION / INDICATOR	Show creativity, inventiveness, and flexibility in approach to play with adult guidance
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Objectives for Development and Learning

- **Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking**

Objective 11e.4 Uses creativity and imagination during play and routine tasks

STANDARD / STRAND

Approaches to Play and Learning (Older Toddler)

PROFICIENCY STATEMENT / SUBSTRAND	APL3.	Attentiveness and Persistence - Early learners develop foundational skills that support focus and attention to a specific activity and persistence to complete a task.
INDICATOR / STANDARD	APL3.1.	Demonstrate development of sustained attention and persistence

EXPECTATION / INDICATOR	Attend to a book for longer periods of time (jointly or independently)
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Objectives for Development and Learning

- **Objective 11 Demonstrates positive approaches to learning a. Attends and engages**

Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments

EXPECTATION / INDICATOR		Focus on activity for short periods of time despite distractions
		<p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages <p>Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments</p>
EXPECTATION / INDICATOR		Repeat an activity many times in order to master it, even if setbacks occur
		<p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning b. Persists <p>Objective 11b.4 Practices an activity many times until successful</p>
STANDARD / STRAND		Approaches to Play and Learning (Older Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	APL4.	Social Interactions - Early learners develop foundational skills that support the engagement in imaginative and cooperative play with others.
INDICATOR / STANDARD	APL4.1.	Demonstrate development of social interactions during play
EXPECTATION / INDICATOR		Engage in parallel play
		<p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 02 Establishes and sustains positive relationships c. Interacts with peers <p>Objective 2c.4 Uses successful strategies for entering groups</p>
EXPECTATION / INDICATOR		Begin to exhibit skills in associative play
		<p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 02 Establishes and sustains positive relationships c. Interacts with peers <p>Objective 2c.4 Uses successful strategies for entering groups</p>
EXPECTATION / INDICATOR		Participate in play activities with a small group of children for short periods of time
		<p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 02 Establishes and sustains positive relationships c. Interacts with peers <p>Objective 2c.4 Uses successful strategies for entering groups</p>
STANDARD / STRAND		Creative Arts (Older Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	CA1.	Music - Early learners develop foundational skills that support creative expression through voice, instruments, sounds, and objects.
INDICATOR / STANDARD	CA1.1.	Demonstrate creative music expression
EXPECTATION / INDICATOR		Respond to music by moving own body

Objectives for Development and Learning

- **Objective 35 Explores dance and movement concepts**

EXPECTATION / INDICATOR

Participate in diverse musical genres and styles

Objectives for Development and Learning

- **Objective 34 Explores musical concepts and expression**

EXPECTATION / INDICATOR

Sing familiar songs

Objectives for Development and Learning

- **Objective 34 Explores musical concepts and expression**

STANDARD / STRAND

Creative Arts (Older Toddler)

**PROFICIENCY STATEMENT /
SUBSTRAND**

CA2.

Dance - Early learners develop foundational skills that support creative expression through movement.

INDICATOR / STANDARD

CA2.1.

Demonstrate creative movement expression

EXPECTATION / INDICATOR

Use dance for self-expression

Objectives for Development and Learning

- **Objective 35 Explores dance and movement concepts**

STANDARD / STRAND

Creative Arts (Older Toddler)

**PROFICIENCY STATEMENT /
SUBSTRAND**

CA3.

Visual Arts - Early learners develop foundational skills that support creative expression through the process, production, and appreciation of visual art forms.

INDICATOR / STANDARD

CA3.1.

Demonstrate creative expression through the visual art process or experience

EXPECTATION / INDICATOR

Enjoy repetition of materials and experiences

Objectives for Development and Learning

- **Objective 33 Explores the visual arts**

EXPECTATION / INDICATOR

Begin to explore additional art materials with adult support

Objectives for Development and Learning

- **Objective 33 Explores the visual arts**

STANDARD / STRAND

Creative Arts (Older Toddler)

**PROFICIENCY STATEMENT /
SUBSTRAND**

CA3.

Visual Arts - Early learners develop foundational skills that support creative expression through the process, production, and appreciation of visual art forms.

INDICATOR / STANDARD

CA3.2.

Demonstrate creative expression through visual art production and presentation

EXPECTATION / INDICATOR		Use a variety of media
		Objectives for Development and Learning · Objective 33 Explores the visual arts
STANDARD / STRAND		Creative Arts (Older Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	CA3.	Visual Arts - Early learners develop foundational skills that support creative expression through the process, production, and appreciation of visual art forms.
INDICATOR / STANDARD	CA3.3.	Demonstrate creative expression through art appreciation
EXPECTATION / INDICATOR		Communicate preferences while looking at pictures, photographs, and illustrations
		Objectives for Development and Learning · Objective 33 Explores the visual arts
EXPECTATION / INDICATOR		Compare and contrast own creations and those of others
		Objectives for Development and Learning · Objective 33 Explores the visual arts
STANDARD / STRAND		Creative Arts (Older Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	CA4.	Dramatic Play - Early learners develop foundational skills that support creative expression and interaction through dramatic play.
INDICATOR / STANDARD	CA4.1.	Demonstrate creative expression through dramatic play
EXPECTATION / INDICATOR		Engage in parallel play
		Objectives for Development and Learning · Objective 02 Establishes and sustains positive relationships c. Interacts with peers Objective 2c. 4 Uses successful strategies for entering groups
EXPECTATION / INDICATOR		Begin to exhibit skills in associative play
		Objectives for Development and Learning · Objective 02 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.4 Uses successful strategies for entering groups
EXPECTATION / INDICATOR		Spontaneously pretend to take on the characteristics of a person, character, or animal
		Objectives for Development and Learning · Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play

Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else

EXPECTATION / INDICATOR

Express self through dramatic play

Objectives for Development and Learning

• **Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play**

Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else

• **Objective 36 Explores drama through actions and language**

STANDARD / STRAND

Physical Health and Growth (Older Toddler)

PROFICIENCY STATEMENT / SUBSTRAND

PHG1.

Health and Safety - Early learners develop foundational skills that support healthy, safe, and nutritious practices.

INDICATOR / STANDARD

PHG1.1.

Demonstrate development of healthy practices

EXPECTATION / INDICATOR

Practice health and hygiene-related behaviors with reminders

Objectives for Development and Learning

• **Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately**

Objective 1c.6 Demonstrates confidence in meeting own needs

EXPECTATION / INDICATOR

Imitate an experience of participating in a doctor or dentist visit

Objectives for Development and Learning

• **Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play**

Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else

STANDARD / STRAND

Physical Health and Growth (Older Toddler)

PROFICIENCY STATEMENT / SUBSTRAND

PHG1.

Health and Safety - Early learners develop foundational skills that support healthy, safe, and nutritious practices.

INDICATOR / STANDARD

PHG1.2.

Demonstrate development of safety practices

EXPECTATION / INDICATOR

Demonstrate awareness of danger

No Correlations

EXPECTATION / INDICATOR Recall behaviors that prevent injuries

No Correlations

EXPECTATION / INDICATOR Respond to adult guidance and direction regarding safety

Objectives for Development and Learning

- **Objective 01 Regulates own emotions and behaviors b. Follows limits and expectations**

Objective 1b.4 Accepts redirection from adults

STANDARD / STRAND

Physical Health and Growth (Older Toddler)

PROFICIENCY STATEMENT / SUBSTRAND	PHG1.	Health and Safety - Early learners develop foundational skills that support healthy, safe, and nutritious practices.
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INDICATOR / STANDARD	PHG1.3.	Demonstrate development of nutrition awareness
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EXPECTATION / INDICATOR Express when hungry or full

No Correlations

EXPECTATION / INDICATOR Make simple food choices depending on personal and cultural preference

No Correlations

EXPECTATION / INDICATOR Communicate about various characteristics of food

No Correlations

STANDARD / STRAND

Physical Health and Growth (Older Toddler)

PROFICIENCY STATEMENT / SUBSTRAND	PHG2.	Senses - Early learners use the five senses to develop foundational skills that support processing information and understanding one's own body in relation to space and objects in space.
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INDICATOR / STANDARD	PHG2.1.	Demonstrate how the five senses support processing information
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EXPECTATION / INDICATOR Test objects to determine their purpose

Objectives for Development and Learning

- **Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation**

Objective 11d.4 Explores and investigates ways to make something happen

EXPECTATION / INDICATOR Interact with their physical environment using tactile, visual, auditory, olfactory, and gustatory senses

Objectives for Development and Learning

• **Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation**

Objective 11d. 4 Explores and investigates ways to make something happen

STANDARD / STRAND

Physical Health and Growth (Older Toddler)

PROFICIENCY STATEMENT / SUBSTRAND	PHG2.	Senses - Early learners use the five senses to develop foundational skills that support processing information and understanding one’s own body in relation to space and objects in space.
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INDICATOR / STANDARD	PHG2.2.	Demonstrate development of body awareness and physical activity
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EXPECTATION / INDICATOR Identify basic body parts

No Correlations

EXPECTATION / INDICATOR Demonstrate awareness of own body in space and in relationship to objects

Objectives for Development and Learning

• **Objective 04 Demonstrates traveling skills**

Objective 4.6 Moves purposefully from place to place with control

EXPECTATION / INDICATOR Participate in active physical play and structured activities requiring spontaneous and instructed body movements

Objectives for Development and Learning

• **Objective 04 Demonstrates traveling skills**

Objective 4.6 Moves purposefully from place to place with control

• **Objective 04 Demonstrates traveling skills**

Objective 4.4 Experiments with different ways of moving

STANDARD / STRAND

Physical Health and Growth (Older Toddler)

PROFICIENCY STATEMENT / SUBSTRAND	PHG3.	Motor Skills - Early learners develop foundational skills that support the development of fine and gross motor coordination.
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INDICATOR / STANDARD	PHG3.1.	Demonstrate development of fine and gross motor coordination
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EXPECTATION / INDICATOR Use hand-eye coordination to manipulate smaller objects with increasing control

Objectives for Development and Learning

• **Objective 07 Demonstrates fine-motor strength and coordination a. Uses fingers and hands**

Objective 7a.6 Uses refined wrist and finger movements

EXPECTATION / INDICATOR Develop coordination and balance

Objectives for Development and Learning

• **Objective 05 Demonstrates balancing skills**

Objective 5.6 Sustains balance during simple movement experiences

EXPECTATION / INDICATOR Develop gross motor control for a range of physical activities

Objectives for Development and Learning

• **Objective 04 Demonstrates traveling skills**

Objective 4.6 Moves purposefully from place to place with control

STANDARD / STRAND

Physical Health and Growth (Older Toddler)

PROFICIENCY STATEMENT / SUBSTRAND	PHG3.	Motor Skills - Early learners develop foundational skills that support the development of fine and gross motor coordination.
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INDICATOR / STANDARD	PHG3.2.	Demonstrate development of oral motor skills
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EXPECTATION / INDICATOR Demonstrate continual progression in oral muscle tone, strength, and range of motion, leading to more complex oral movement and control

No Correlations

STANDARD / STRAND

Physical Health and Growth (Older Toddler)

PROFICIENCY STATEMENT / SUBSTRAND	PHG4.	Personal Care - Early learners develop foundational skills that support the independent care of one's self.
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INDICATOR / STANDARD	PHG4.1.	Demonstrate increased independence in personal care routines
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EXPECTATION / INDICATOR Participate with adult support in personal body care practices

Objectives for Development and Learning

• **Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately**

Objective 1c.6 Demonstrates confidence in meeting own needs

EXPECTATION / INDICATOR Participate with adult support in dressing and undressing self

Objectives for Development and Learning

• **Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately**

Objective 1c.6 Demonstrates confidence in meeting own needs

EXPECTATION / INDICATOR Communicate toileting needs

Objectives for Development and Learning

- **Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately**

Objective 1c.6 Demonstrates confidence in meeting own needs

EXPECTATION / INDICATOR

Able to feed self with minimal assistance

Objectives for Development and Learning

- **Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately**

Objective 1c.6 Demonstrates confidence in meeting own needs

STANDARD / STRAND

English/Language Arts (Younger Preschool)

PROFICIENCY STATEMENT / SUBSTRAND

ELA1.

Communication Process - Early learners develop skills to communicate effectively for a variety of purposes, laying the foundation for future learning in all developmental areas.

INDICATOR / STANDARD

ELA1.1.

Demonstrate Receptive Communication

EXPECTATION / INDICATOR

Demonstrate continual growth in understanding increasingly complex and varied vocabulary

Objectives for Development and Learning

- **Objective 8 Listens to and understands increasingly complex language**

Objective 8.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories

EXPECTATION / INDICATOR

Respond to complex gestures and/or actions to communicate (such as comforting others who are crying)

Objectives for Development and Learning

- **Objective 08 Listens to and understands increasingly complex language b. Follows directions**

Objective 8b.6 Follows directions of two or more steps that relate to familiar objects and experiences

EXPECTATION / INDICATOR

Listen to and follow multi-step directions with adult support

Objectives for Development and Learning

- **Objective 08 Listens to and understands increasingly complex language b. Follows directions**

Objective 8b.6 Follows directions of two or more steps that relate to familiar objects and experiences

STANDARD / STRAND

English/Language Arts (Younger Preschool)

PROFICIENCY STATEMENT / SUBSTRAND

ELA1.

Communication Process - Early learners develop skills to communicate effectively for a variety of purposes, laying the foundation for future learning in all developmental areas.

INDICATOR / STANDARD

ELA1.2.

Demonstrate Expressive Communication

EXPECTATION / INDICATOR

Demonstrate continual growth in increasingly varied and complex vocabulary

Objectives for Development and Learning

- **Objective 09 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary**

Objective 9a.6 Describes and tells the use of many familiar items

EXPECTATION / INDICATOR

Use complex gestures and actions to communicate

Objectives for Development and Learning

- **Objective 09 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary**

Objective 9a.6 Describes and tells the use of many familiar items

EXPECTATION / INDICATOR

Describe activities and experiences with detail

Objectives for Development and Learning

- **Objective 09 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary**

Objective 9a.6 Describes and tells the use of many familiar items

EXPECTATION / INDICATOR

Use expanded sentences

- **Objective 09 Uses language to express thoughts and needs c. Uses conventional grammar**

Objective 9c.4 Uses three- to four word sentences; may omit some words or use some words incorrectly

STANDARD / STRAND

English/Language Arts (Younger Preschool)

PROFICIENCY STATEMENT / SUBSTRAND

ELA1.

Communication Process - Early learners develop skills to communicate effectively for a variety of purposes, laying the foundation for future learning in all developmental areas.

INDICATOR / STANDARD

ELA1.3.

Demonstrate ability to engage in conversations

EXPECTATION / INDICATOR

Answer questions posed by adults or peers

Objectives for Development and Learning

• **Objective 08 Listens to and understands increasingly complex language a. Comprehends language**

Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories

EXPECTATION / INDICATOR

Ask questions for understanding and clarity

Objectives for Development and Learning

• **Objective 08 Listens to and understands increasingly complex language a. Comprehends language**

Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories

EXPECTATION / INDICATOR

Make on-topic comments

Objectives for Development and Learning

• **Objective 08 Listens to and understands increasingly complex language a. Comprehends language**

Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories

EXPECTATION / INDICATOR

Stay on topic in two-way conversation with others

Objectives for Development and Learning

• **Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations**

Objective 10a.6 Engages in conversations of at least three exchanges

STANDARD / STRAND

English/Language Arts (Younger Preschool)

PROFICIENCY STATEMENT / SUBSTRAND

ELA2.

Early Reading - Early learners develop foundational skills in understanding alphabetic awareness, phonological awareness, concepts of print, and comprehension.

INDICATOR / STANDARD	ELA2.1.	Demonstrate awareness of the alphabet
EXPECTATION / INDICATOR		Recognize and identify some uppercase and a few lowercase letters in a meaningful context (e.g., the first letter in their name)
		<p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts <p>Objective 17b.6 Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation</p>
STANDARD / STRAND		English/Language Arts (Younger Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	ELA2.	Early Reading - Early learners develop foundational skills in understanding alphabetic awareness, phonological awareness, concepts of print, and comprehension.
INDICATOR / STANDARD	ELA2.2.	Demonstrate phonological awareness
EXPECTATION / INDICATOR		Demonstrate basic knowledge of letter-sound correspondence
		<p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 16 Demonstrates knowledge of the alphabet b. Identifies letter-sound correspondences <p>Objective 16b.2 Identifies the sounds of a few letters</p>
EXPECTATION / INDICATOR		Engage in rhyming games and songs; can recognize a familiar rhyme
		<p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme <p>Objective 15a.4 Fills in the missing rhyming word; generates rhyming words spontaneously</p>
EXPECTATION / INDICATOR		Identify rhyming words in spoken language
		<p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme <p>Objective 15a.4 Fills in the missing rhyming word; generates rhyming words spontaneously</p>
EXPECTATION / INDICATOR		Orally blend and segment familiar compound words, with modeling and support
		<p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound <p>Objective 15c.2 Shows awareness of separate words in sentences</p>

EXPECTATION / INDICATOR Demonstrate awareness of sounds as separate units

Objectives for Development and Learning

- **Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound**

Objective 15c.2 Shows awareness of separate words in sentences

STANDARD / STRAND

English/Language Arts (Younger Preschool)

PROFICIENCY STATEMENT / SUBSTRAND	ELA2.	Early Reading - Early learners develop foundational skills in understanding alphabetic awareness, phonological awareness, concepts of print, and comprehension.
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INDICATOR / STANDARD	ELA2.3.	Demonstrate awareness and understanding of concepts of print
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EXPECTATION / INDICATOR Begin to understand that books are comprised of written words

Objectives for Development and Learning

- **Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts**

Objective 17b.4 Indicates where to start reading and the direction to follow

EXPECTATION / INDICATOR Respond to and interact with read-alouds of literary and informational text

- **Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts**

Objective 18c.4 Retells familiar stories and recounts details from a nonfiction text using pictures or props as prompts

EXPECTATION / INDICATOR Hold books right side up and turn pages left to right

Objectives for Development and Learning

- **Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts**

Objective 17a.4 Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers

STANDARD / STRAND

English/Language Arts (Younger Preschool)

PROFICIENCY STATEMENT / SUBSTRAND	ELA2.	Early Reading - Early learners develop foundational skills in understanding alphabetic awareness, phonological awareness, concepts of print, and comprehension.
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INDICATOR / STANDARD	ELA2.4.	Demonstrate comprehension
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EXPECTATION / INDICATOR	Respond and interact with literature, including both fiction and building background knowledge with nonfiction text
	<ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.4 Asks and answers questions about the text; refers to pictures
EXPECTATION / INDICATOR	Answer questions about a story
	<u>Objectives for Development and Learning</u> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.4 Asks and answers questions about the text; refers to pictures
EXPECTATION / INDICATOR	With adult support, begin to retell familiar stories
	<u>Objectives for Development and Learning</u> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts Objective 18c.4 Retells familiar stories and recounts details from a nonfiction text using pictures or props as prompts
STANDARD / STRAND	English/Language Arts (Younger Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	ELA3. Early Writing - Early learners develop foundational skills in mechanics of writing, ability to tell a story, recognize that oral communication can be represented by written language, and begin to write for a variety of purposes.
INDICATOR / STANDARD	ELA3.1. Demonstrate mechanics of writing
EXPECTATION / INDICATOR	Recognize that drawings, paintings, and writings are meaningful representations
	<u>Objectives for Development and Learning</u> <ul style="list-style-type: none"> • Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically Objective 14a.4 Draws or constructs, and then identifies what it is
EXPECTATION / INDICATOR	Copy simple lines and shapes during play
	<u>Objectives for Development and Learning</u> <ul style="list-style-type: none"> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.8 Uses drawing, dictation, and letter strings to convey a message
EXPECTATION / INDICATOR	Use writing tools with adult support during play
	<u>Objectives for Development and Learning</u>

• **Objective 07 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools**

Objective 7b.4 Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end

EXPECTATION / INDICATOR

Create a simple picture

Objectives for Development and Learning

• **Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically**

Objective 14a.4 Draws or constructs, and then identifies what it is

STANDARD / STRAND

English/Language Arts (Younger Preschool)

PROFICIENCY STATEMENT / SUBSTRAND

ELA3.

Early Writing - Early learners develop foundational skills in mechanics of writing, ability to tell a story, recognize that oral communication can be represented by written language, and begin to write for a variety of purposes.

INDICATOR / STANDARD

ELA3.2.

Demonstrate ability to communicate a story

EXPECTATION / INDICATOR

Create writing with the intent of communicating

Objectives for Development and Learning

• **Objective 19 Demonstrates writing skills b. Writes to convey ideas and information**

Objective 19b.2 Uses drawing, dictation, and scribbles or marks to convey a message

• **Objective 19 Demonstrates writing skills b. Writes to convey ideas and information**

Objective 19b.4 Uses drawing, dictation, and controlled linear scribbles to convey a message

EXPECTATION / INDICATOR

Dictate a story for an adult to write

Objectives for Development and Learning

• **Objective 19 Demonstrates writing skills b. Writes to convey ideas and information**

Objective 19b.8 Uses drawing, dictation, and letter strings to convey a message

EXPECTATION / INDICATOR

Use pictures, letters, and symbols to communicate a story

Objectives for Development and Learning

• **Objective 19 Demonstrates writing skills b. Writes to convey ideas and information**

Objective 19b.8 Uses drawing, dictation, and letter strings to convey a message

STANDARD / STRAND

Mathematics (Younger Preschool)

PROFICIENCY STATEMENT / SUBSTRAND

M1.

Numeracy - Early learners develop foundational skills in learning and understanding counting, cardinality, written numerals, quantity, and comparison.

INDICATOR / STANDARD

M1.1.

Demonstrate strong sense of counting

<p>EXPECTATION / INDICATOR</p>	<p>Count the number sequence 1-10</p> <p><u>Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations a. Counts Objective 20a.4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object</p>
<p>EXPECTATION / INDICATOR</p>	<p>Recognize that the count remains the same regardless of the order or arrangement of the objects</p> <p><u>Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations a. Counts Objective 20a.4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object</p>
<p>EXPECTATION / INDICATOR</p>	<p>Apply one-to-one correspondence with small number of objects and/or people (2- 3 objects)</p> <p><u>Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations a. Counts Objective 20a.4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object</p>
<p>EXPECTATION / INDICATOR</p>	<p>Draw pictures, symbols, or use manipulatives to represent a spoken number 0-5</p> <p><u>Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations a. Counts Objective 20a.4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object</p>
<p>EXPECTATION / INDICATOR</p>	<p>Identify, without counting, small quantities of items (1-3) presented in an irregular or unfamiliar pattern (subitize)</p> <p><u>Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.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</p>
<p>STANDARD / STRAND</p>	<p>Mathematics (Younger Preschool)</p>

PROFICIENCY STATEMENT / SUBSTRAND	M1.	Numeracy - Early learners develop foundational skills in learning and understanding counting, cardinality, written numerals, quantity, and comparison.
INDICATOR / STANDARD	M1.2.	Demonstrate understanding of written numerals
EXPECTATION / INDICATOR		Begin to recognize that number symbols indicate quantity and that different number symbols indicate different quantities
		<p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations c. Connects numerals with their quantities <p>Objective 20c.4 Identifies numerals to 5 by name and connects each to counted objects</p>
EXPECTATION / INDICATOR		Identify numerals in general as different from letters or other symbols
		<p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations c. Connects numerals with their quantities <p>Objective 20c.4 Identifies numerals to 5 by name and connects each to counted objects</p>
EXPECTATION / INDICATOR		Begin to match number symbols with amounts 1-3
		<p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations c. Connects numerals with their quantities <p>Objective 20c.4 Identifies numerals to 5 by name and connects each to counted objects</p>

STANDARD / STRAND

Mathematics (Younger Preschool)

PROFICIENCY STATEMENT / SUBSTRAND	M1.	Numeracy - Early learners develop foundational skills in learning and understanding counting, cardinality, written numerals, quantity, and comparison.
INDICATOR / STANDARD	M1.3.	Recognition of number relations
EXPECTATION / INDICATOR		Readily identify first and last
		<p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 22 Compares and measures c. Represents and analyzes data <p>Objective 22c.2 Knows a few ordinal numbers</p>
EXPECTATION / INDICATOR		Correctly use the words for comparing quantities
		<p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations b. Quantifies <p>Objective 20b.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</p>

EXPECTATION / INDICATOR Separate sets of 6 or fewer objects into equal groups

Objectives for Development and Learning

• **Objective 20 Uses number concepts and operations b. Quantifies**

Objective 20b.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

EXPECTATION / INDICATOR Demonstrate the understanding of the concept of after

No Correlations

STANDARD / STRAND

Mathematics (Younger Preschool)

PROFICIENCY STATEMENT / SUBSTRAND	M2.	Computation and Algebraic Thinking - Early learners develop foundational skills in learning to understand mathematical structure and patterning.
INDICATOR / STANDARD	M2.1.	Exhibit understanding of mathematical structure

EXPECTATION / INDICATOR Begin to understand that numbers can be composed and decomposed to create new numbers

Objectives for Development and Learning

• **Objective 20 Uses number concepts and operations b. Quantifies**

Objective 20b.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

STANDARD / STRAND

Mathematics (Younger Preschool)

PROFICIENCY STATEMENT / SUBSTRAND	M2.	Computation and Algebraic Thinking - Early learners develop foundational skills in learning to understand mathematical structure and patterning.
INDICATOR / STANDARD	M2.2.	Demonstrate awareness of patterning

EXPECTATION / INDICATOR Physically extend simple ABAB patterns of concrete objects to other concrete objects

Objectives for Development and Learning

• **Objective 23 Demonstrates knowledge of patterns**

Objective 23.4 Copies simple repeating patterns

EXPECTATION / INDICATOR Understand sequence of events when clearly explained

Objectives for Development and Learning

• **Objective 22 Compares and measures b. Measures time and money**

Objective 22b.2 Knows usual sequence of basic daily events

STANDARD / STRAND

Mathematics (Younger Preschool)

PROFICIENCY STATEMENT / SUBSTRAND	M3.	Data Analysis - Early learners develop foundational skills in learning to understand concepts of classification, data collection, organization, and description.
INDICATOR / STANDARD	M3.1.	Demonstrate understanding of classifying

EXPECTATION / INDICATOR

Sort, classify, and compare objects by one attribute

Objectives for Development and Learning

• **Objective 13 Uses classification skills**

Objective 13.4 Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape

STANDARD / STRAND

Mathematics (Younger Preschool)

PROFICIENCY STATEMENT / SUBSTRAND	M4.	Geometry - Early learners develop foundational skills in learning to understand spatial relationships and shape analysis.
INDICATOR / STANDARD	M4.1.	Understanding of spatial relationships

EXPECTATION / INDICATOR

Complete lined tangram or pattern block puzzles using basic shapes to construct other shapes

Objectives for Development and Learning

Objective 21b.6 Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation

EXPECTATION / INDICATOR

Use position terms such as in, on, and under

Objectives for Development and Learning

• **Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships**

Objective 21a.6 Uses and responds appropriately to positional words indicating location, direction, and distance

STANDARD / STRAND

Mathematics (Younger Preschool)

PROFICIENCY STATEMENT / SUBSTRAND	M4.	Geometry - Early learners develop foundational skills in learning to understand spatial relationships and shape analysis.
INDICATOR / STANDARD	M4.2.	Exhibit ability to identify, describe, analyze, compare, and create shapes

EXPECTATION / INDICATOR

Match similar shapes when given a variety of three-dimensional shapes

• **Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes**

Objective 21b.6 Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation

EXPECTATION / INDICATOR Start to identify the attributes of shapes

• **Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes**
 Objective 21b.6 Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation

EXPECTATION / INDICATOR Use names of two- dimensional shapes (e.g., square; triangle; circle) when identifying objects

• **Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes**
 Objective 21b.6 Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation

EXPECTATION / INDICATOR Use informal language to describe three-dimensional shapes (e.g., "box" for cube; "ball" for sphere; "can" for cylinder)

Objectives for Development and Learning

• **Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes**

Objective 21b.6 Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation

STANDARD / STRAND

Mathematics (Younger Preschool)

PROFICIENCY STATEMENT / SUBSTRAND	M5.	Measurement - Early learners develop foundational skills in learning to understand concepts of time and measurement comparisons.
INDICATOR / STANDARD	M5.1.	Understand the concept of time

EXPECTATION / INDICATOR Understand time limit cue

Objectives for Development and Learning

• **Objective 22 Compares and measures b. Measures time and money**

Objective 22b.2 Knows usual sequence of basic daily events

EXPECTATION / INDICATOR Understand transition from one activity to the next

Objectives for Development and Learning

• **Objective 22 Compares and measures b. Measures time and money**

Objective 22b.2 Knows usual sequence of basic daily events

EXPECTATION / INDICATOR Tell what activity comes before and after

Objectives for Development and Learning

- **Objective 22 Compares and measures b. Measures time and money**
Objective 22b.2 Knows usual sequence of basic daily events

STANDARD / STRAND

Mathematics (Younger Preschool)

PROFICIENCY STATEMENT / SUBSTRAND	M5.	Measurement - Early learners develop foundational skills in learning to understand concepts of time and measurement comparisons.
INDICATOR / STANDARD	M5.2.	Understand measurement through description and comparison

EXPECTATION / INDICATOR Directly compare and describe two objects with a measurable attribute

Objectives for Development and Learning

- **Objective 22 Compares and measures a. Measures objects**
Objective 22a.2 Makes simple comparisons between two objects
- **Objective 22 Compares and measures a. Measures objects**
Objective 22a.4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume

EXPECTATION / INDICATOR Begin to measure length and volume (capacity) using nonstandard measurement tools

Objectives for Development and Learning

- **Objective 22 Compares and measures a. Measures objects**
Objective 22a.4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume

STANDARD / STRAND

Science (Younger Preschool)

PROFICIENCY STATEMENT / SUBSTRAND	SC1.	Physical Science - Early learners develop foundational skills in learning and understanding the properties of objects and changes in the physical world.
INDICATOR / STANDARD	SC1.1.	Demonstrate ability to explore objects in the physical world

EXPECTATION / INDICATOR Use senses to learn about concepts of weight, motion, and force

Objectives for Development and Learning

Objective 26 Demonstrates knowledge of the physical properties of objects and materials

EXPECTATION / INDICATOR Handle and explore objects in different ways depending on perceptual information such as fragile, messy, or sticky

Objectives for Development and Learning

Objective 26 Demonstrates knowledge of the physical properties of objects and materials

EXPECTATION / INDICATOR Ask questions about physical properties and changes in the physical world

Objectives for Development and Learning

Objective 26 Demonstrates knowledge of the physical properties of objects and materials

EXPECTATION / INDICATOR Begin to use scientific vocabulary words (e.g., observe, predict, hypothesis, experiment)

Objectives for Development and Learning

Objective 24 Uses scientific inquiry skills

STANDARD / STRAND

Science (Younger Preschool)

PROFICIENCY STATEMENT / SUBSTRAND	SC1.	Physical Science - Early learners develop foundational skills in learning and understanding the properties of objects and changes in the physical world.
INDICATOR / STANDARD	SC1.2.	Demonstrate awareness of the physical properties of objects

EXPECTATION / INDICATOR Identify materials that make up objects

Objectives for Development and Learning

Objective 26 Demonstrates knowledge of the physical properties of objects and materials

EXPECTATION / INDICATOR Investigate and describe observable properties of objects

Objectives for Development and Learning

Objective 26 Demonstrates knowledge of the physical properties of objects and materials

EXPECTATION / INDICATOR Match objects by physical attributes

Objectives for Development and Learning

Objective 26 Demonstrates knowledge of the physical properties of objects and materials

STANDARD / STRAND

Science (Younger Preschool)

PROFICIENCY STATEMENT / SUBSTRAND	SC2.	Earth and Space Science - Early learners develop foundational skills in learning to understand the natural world through exploration of Earth, sky, weather, and seasons.
INDICATOR / STANDARD	SC2.1.	Recognize seasonal and weather related changes

EXPECTATION / INDICATOR Communicate awareness of seasonal changes

Objectives for Development and Learning

· Objective 27 Demonstrates knowledge of Earth's environment

EXPECTATION / INDICATOR		Describe weather conditions using correct terminology
		<p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 27 Demonstrates knowledge of Earth's environment
STANDARD / STRAND		Science (Younger Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	SC3.	Life Science - Early learners develop foundational skills in learning and understanding the presence and characteristics of living creatures and plants
INDICATOR / STANDARD	SC3.1.	Demonstrate awareness of life
EXPECTATION / INDICATOR		Identify the correct names for adult and baby animals
		<p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 25 Demonstrates knowledge of the characteristics of living things
EXPECTATION / INDICATOR		Compare attributes of living organisms
		<p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 25 Demonstrates knowledge of the characteristics of living things
EXPECTATION / INDICATOR		Identify and describe the function of body parts
		<p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 25 Demonstrates knowledge of the characteristics of living things
STANDARD / STRAND		Science (Younger Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	SC3.	Life Science - Early learners develop foundational skills in learning and understanding the presence and characteristics of living creatures and plants
INDICATOR / STANDARD	SC3.2.	Demonstrate awareness of the preservation, protection, and care of living creatures and plants
EXPECTATION / INDICATOR		Begin to recognize that plants and animals need food, water, air, and sun to survive
		<p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 25 Demonstrates knowledge of the characteristics of living things
EXPECTATION / INDICATOR		Begin to explore concepts and information related to ways to take care of our environment and begin to recognize that everyday decisions have an impact on the environment
		<p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 27 Demonstrates knowledge of Earth's environment
EXPECTATION / INDICATOR		Recognize things that do not belong in the environment (e. g., litter)

Objectives for Development and Learning

- **Objective 27 Demonstrates knowledge of Earth's environment**

EXPECTATION / INDICATOR

Begin to care for living things (feeding fish, watering plants, helping weed garden)

Objectives for Development and Learning

- **Objective 25 Demonstrates knowledge of the characteristics of living things**

STANDARD / STRAND

Science (Younger Preschool)

PROFICIENCY STATEMENT / SUBSTRAND

SC4.

Engineering - Early learners develop foundational skills in learning and understanding how to solve problems using the engineering design process.

INDICATOR / STANDARD

SC4.1.

Demonstrate engineering design skills

EXPECTATION / INDICATOR

Identify a problem or need and create a plan to solve

Objectives for Development and Learning

- **Objective 11 Demonstrates positive approaches to learning c. Solves problems**

Objective 11c.6 Solves problems without having to try every possibility

EXPECTATION / INDICATOR

Use nearby objects that function as simple machines to enhance play

Objectives for Development and Learning

- **Objective 28 Uses tools and other technology to perform tasks**

STANDARD / STRAND

Science (Younger Preschool)

PROFICIENCY STATEMENT / SUBSTRAND

SC5.

Scientific Inquiry and Method - Early learners develop foundational skills in learning and understanding about the world around them through exploration and investigation.

INDICATOR / STANDARD

SC5.1.

Demonstrate scientific curiosity

EXPECTATION / INDICATOR

Observe with focus on details

Objectives for Development and Learning

- **Objective 24 Uses scientific inquiry skills**

EXPECTATION / INDICATOR

Use simple tools to extend investigations

Objectives for Development and Learning

- **Objective 28 Uses tools and other technology to perform tasks**

EXPECTATION / INDICATOR

Identify themselves or their actions as scientific

Objectives for Development and Learning

- **Objective 24 Uses scientific inquiry skills**

STANDARD / STRAND**Science (Younger Preschool)****PROFICIENCY STATEMENT / SUBSTRAND****SC6.****Computational Thinking - Early learners develop foundational skills in learning and understanding how to identify problems and use logic and reasoning to develop step-by-step strategies to solve them.****INDICATOR / STANDARD****SC6.1.****Demonstrate decomposition of larger tasks into smaller steps**

EXPECTATION / INDICATOR

Identify 2-3 steps in common routines with adult support

Objectives for Development and Learning

- **Objective 12 Remembers and connects experiences b. Makes connections**

Objective 12b.6 Draws on everyday experiences and applies this knowledge to a similar situation

STANDARD / STRAND**Science (Younger Preschool)****PROFICIENCY STATEMENT / SUBSTRAND****SC6.****Computational Thinking - Early learners develop foundational skills in learning and understanding how to identify problems and use logic and reasoning to develop step-by-step strategies to solve them.****INDICATOR / STANDARD****SC6.2.****Demonstrate algorithmic thinking and debugging**

EXPECTATION / INDICATOR

Demonstrate knowledge of when a set of steps is ordered or unordered

Objectives for Development and Learning

- **Objective 8 Listens to and understands increasingly complex language b. Follows directions**

Objective 8b.6 Follows directions of two or more steps that relate to familiar objects and experiences

STANDARD / STRAND**Social Studies (Younger Preschool)****PROFICIENCY STATEMENT / SUBSTRAND****SS1.****Self - Early learners develop foundational skills in learning and understanding the concept of self within the context of their family and community.****INDICATOR / STANDARD****SS1.1.****Demonstrate development of self**

EXPECTATION / INDICATOR

Participate in and describe own family, community, and other celebrations when observed

Objectives for Development and Learning

- **Objective 29 Demonstrates knowledge about self**

EXPECTATION / INDICATOR

Begin to assimilate family, community, and cultural events in cooperative play

Objectives for Development and Learning

- **Objective 29 Demonstrates knowledge about self**

EXPECTATION / INDICATOR Use simple phrases to demonstrate an awareness of differences and/or similarities between self and others

Objectives for Development and Learning

- **Objective 29 Demonstrates knowledge about self**

STANDARD / STRAND

Social Studies (Younger Preschool)

PROFICIENCY STATEMENT / SUBSTRAND	SS2.	History and Events - Early learners develop foundational skills in learning and understanding the passage of time and the foundations of government or authority.
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INDICATOR / STANDARD	SS2.1.	Demonstrate awareness of chronological thinking
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EXPECTATION / INDICATOR Recognize the sequence of events as part of a daily routine and as it relates to the passage of time

Objectives for Development and Learning

- **Objective 31 Explores change related to familiar people or places**
- **Objective 12 Remembers and connects experiences b. Makes connections**

Objective 12b.4 Remembers the sequence of personal routines and experiences with teacher support

STANDARD / STRAND

Social Studies (Younger Preschool)

PROFICIENCY STATEMENT / SUBSTRAND	SS2.	History and Events - Early learners develop foundational skills in learning and understanding the passage of time and the foundations of government or authority.
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INDICATOR / STANDARD	SS2.2.	Demonstrate awareness of personal historical knowledge
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EXPECTATION / INDICATOR Begin to communicate concepts of time, such as before and after.

Objectives for Development and Learning

- **Objective 09 Uses language to express thoughts and needs d. Tells about another time or place**

Objective 9d.6 Tells stories about other times and places that have a logical order and that include major details

STANDARD / STRAND

Social Studies (Younger Preschool)

PROFICIENCY STATEMENT / SUBSTRAND	SS2.	History and Events - Early learners develop foundational skills in learning and understanding the passage of time and the foundations of government or authority.
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INDICATOR / STANDARD	SS2.3.	Demonstrate awareness of the foundations of government or authority
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EXPECTATION / INDICATOR Identify leaders and helpers in the home or early learning environment

Objectives for Development and Learning

- Objective 30 Shows basic understanding of people and how they live

EXPECTATION / INDICATOR

Recognize familiar community symbols

Objectives for Development and Learning

- Objective 30 Shows basic understanding of people and how they live

STANDARD / STRAND

Social Studies (Younger Preschool)

**PROFICIENCY STATEMENT /
SUBSTRAND**

SS3.

Geography - Early learners develop foundational skills in learning and understanding their surroundings in spatial terms and the relationship between people and their world.

INDICATOR / STANDARD

SS3.1.

Demonstrate awareness of the world in spatial terms

EXPECTATION / INDICATOR

Identify location, directionality, and spatial relationships

Objectives for Development and Learning

- Objective 32 Demonstrates simple geographic knowledge
- Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships

Objective 21a.4 Follows simple directions related to proximity (beside, between, next to)

EXPECTATION / INDICATOR

Begin to create simple representations of a familiar physical place

Objectives for Development and Learning

- Objective 32 Demonstrates simple geographic knowledge

STANDARD / STRAND

Social Studies (Younger Preschool)

**PROFICIENCY STATEMENT /
SUBSTRAND**

SS3.

Geography - Early learners develop foundational skills in learning and understanding their surroundings in spatial terms and the relationship between people and their world.

INDICATOR / STANDARD

SS3.2.

Demonstrate awareness of places and regions

EXPECTATION / INDICATOR

Identify and describe prominent features of the early learning environment, neighborhood, and community

Objectives for Development and Learning

- Objective 32 Demonstrates simple geographic knowledge

EXPECTATION / INDICATOR

Begin to learn knowledge of personal and geographic information

Objectives for Development and Learning

- Objective 32 Demonstrates simple geographic knowledge

STANDARD / STRAND

Social Studies (Younger Preschool)

PROFICIENCY STATEMENT / SUBSTRAND	SS4.	Economics - Early learners develop foundational skills in learning and understanding the functions of an economy, the way people spend money and the way people make money.
INDICATOR / STANDARD	SS4.1.	Demonstrate awareness of economics, spending, and making money
EXPECTATION / INDICATOR		Begin to understand the purpose of money and concepts of buying and selling through play
		<u>Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
EXPECTATION / INDICATOR		Begin to develop an awareness that people work for money in order to provide for basic needs
		<u>Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
EXPECTATION / INDICATOR		Develop an awareness of the roles of familiar community helpers/workers
		<u>Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
EXPECTATION / INDICATOR		Act out adult social roles and occupations
		<u>Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
STANDARD / STRAND		Social Studies (Younger Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	SS5.	Citizenship - Early learners develop foundational skills in understanding cooperative behavior and the function of rules and responsibilities as a member of a learning community and a larger society.
INDICATOR / STANDARD	SS5.1.	Demonstrate awareness of citizenship
EXPECTATION / INDICATOR		Assist adults with daily routines and responsibilities
		<u>Objectives for Development and Learning</u> • Objective 01 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
EXPECTATION / INDICATOR		Choose simple daily tasks from a list of jobs in the learning environment
		<u>Objectives for Development and Learning</u> • Objective 01 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
EXPECTATION / INDICATOR		Begin to initiate helping tasks

Objectives for Development and Learning

- **Objective 01 Regulates own emotions and behaviors b. Follows limits and expectations**
Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders

EXPECTATION / INDICATOR

Begin to demonstrate an understanding of rules in the home and early learning environment, and the purposes they serve

Objectives for Development and Learning

- **Objective 01 Regulates own emotions and behaviors b. Follows limits and expectations**
Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders

EXPECTATION / INDICATOR

Begin to understand the relationship between people and their community

Objectives for Development and Learning

- **Objective 30 Shows basic understanding of people and how they live**

STANDARD / STRAND

Student Wellbeing (Younger Preschool)

PROFICIENCY STATEMENT / SUBSTRAND	SW1.	Sense of Self - Early learners develop foundational skills that support self-awareness, confidence, and the identification and expression of emotions.
INDICATOR / STANDARD	SW1.1.	Demonstrate self awareness and confidence

EXPECTATION / INDICATOR

Recognize self as a unique individual

Objectives for Development and Learning

- **Objective 29 Demonstrates knowledge about self**

EXPECTATION / INDICATOR

Describe personal characteristics

Objectives for Development and Learning

- **Objective 29 Demonstrates knowledge about self**

EXPECTATION / INDICATOR

Show sense of self satisfaction with own abilities, preferences, and accomplishments

Objectives for Development and Learning

- **Objective 29 Demonstrates knowledge about self**

STANDARD / STRAND

Student Wellbeing (Younger Preschool)

PROFICIENCY STATEMENT / SUBSTRAND	SW1.	Sense of Self - Early learners develop foundational skills that support self-awareness, confidence, and the identification and expression of emotions.
INDICATOR / STANDARD	SW1.2.	Demonstrate identification and expression of emotions

EXPECTATION / INDICATOR		Recognize own emotions and the emotions of others Objectives for Development and Learning Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.6 Identifies basic emotional reactions of others and their causes accurately
EXPECTATION / INDICATOR		Seek adults for emotional support and guidance Objectives for Development and Learning • Objective 01 Regulates own emotions and behaviors a. Manages feelings Objective 1a.6 Is able to look at a situation differently or delay gratification
EXPECTATION / INDICATOR		Use combination of words, phrases, and actions to express feelings Objectives for Development and Learning • Objective 03 Participates cooperatively and constructively in group situations b. Solves social problems Objective 3b.6 Suggests solutions to social problems
STANDARD / STRAND		Student Wellbeing (Younger Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	SW2.	Self-Regulation - Early learners develop foundational skills that support executive functions including impulse control, planning skills, and emotional regulation.
INDICATOR / STANDARD	SW2.1.	Demonstrate self control
EXPECTATION / INDICATOR		Manage transitions and adapt to changes in schedules, routines, and situations with adult support Objectives for Development and Learning • Objective 01 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
EXPECTATION / INDICATOR		Recognize, navigate, and respond to own emotions and interactions with others with adult support when needed Objectives for Development and Learning • Objective 01 Regulates own emotions and behaviors a. Manages feelings Objective 1a.6 Is able to look at a situation differently or delay gratification

EXPECTATION / INDICATOR Manage a range of impulses with adult support

Objectives for Development and Learning

- **Objective 01 Regulates own emotions and behaviors a. Manages feelings**
Objective 1a.6 Is able to look at a situation differently or delay gratification

STANDARD / STRAND

Student Wellbeing (Younger Preschool)

PROFICIENCY STATEMENT / SUBSTRAND	SW3.	Conflict Resolution - Early learners develop foundational skills that support conflict resolution and conflict management.
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INDICATOR / STANDARD	SW3.1.	Demonstrate conflict resolution
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EXPECTATION / INDICATOR Negotiate to resolve social conflicts with peers with modeling and support

Objectives for Development and Learning

- **Objective 03 Participates cooperatively and constructively in group situations b. Solves social problems**
Objective 3b.6 Suggest solutions to social problems

EXPECTATION / INDICATOR Use words during a conflict instead of physical force

Objectives for Development and Learning

- **Objective 03 Participates cooperatively and constructively in group situations b. Solves social problems**
Objective 3b.6 Suggest solutions to social problems

STANDARD / STRAND

Student Wellbeing (Younger Preschool)

PROFICIENCY STATEMENT / SUBSTRAND	SW4.	Building Relationships - Early learners develop foundational skills that support social development and engagement with others.
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INDICATOR / STANDARD	SW4.1.	Demonstrate relationship skills
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EXPECTATION / INDICATOR Accept compromises when suggested by a peer or adult

Objectives for Development and Learning

- **Objective 02 Establishes and sustains positive relationships a. Forms relationships with adults**
Objective 2a.8 Engages with trusted adults as resources and to share mutual interests

EXPECTATION / INDICATOR	Gauge response based on the facial expressions of others Objectives for Development and Learning Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.6 Identifies basic emotional reactions of others and their causes accurately
EXPECTATION / INDICATOR	Request and accept guidance from familiar adults Objectives for Development and Learning • Objective 01 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
EXPECTATION / INDICATOR	Exhibit age-appropriate friendship skills to engage in effective play and learning experiences Objectives for Development and Learning • Objective 02 Establishes and sustains positive relationships d. Makes friends Objective 2d.6 Establishes a special friendship with one other child, but the friendship might only last a short while
EXPECTATION / INDICATOR	Engage in associative play Objectives for Development and Learning • Objective 02 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.4 Uses successful strategies for entering groups
EXPECTATION / INDICATOR	Participate in cooperative play experiences with some adult guidance Objectives for Development and Learning • Objective 02 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.4 Uses successful strategies for entering groups • Objective 02 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children

STANDARD / STRAND

Approaches to Play and Learning (Younger Preschool)

PROFICIENCY STATEMENT / SUBSTRAND	APL1.	Initiative and Exploration - Early learners develop foundational skills that support initiative, self-direction, interest, and curiosity as a learner.
INDICATOR / STANDARD	APL1.1.	Demonstrate initiative and self-direction

EXPECTATION / INDICATOR	Initiate new tasks by self
	<p><u>Objectives for Development and Learning</u></p> <p>• Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately</p> <p>Objective 1c.6 Demonstrates confidence in meeting own needs</p>
EXPECTATION / INDICATOR	With support, use a variety of resources to explore materials and ideas
	<p><u>Objectives for Development and Learning</u></p> <p>• Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation</p> <p>Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas</p>
EXPECTATION / INDICATOR	Explore and manipulate familiar objects in new and imaginative ways
	<p><u>Objectives for Development and Learning</u></p> <p>• Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking</p> <p>Objective 11e.4 Uses creativity and imagination during play and routine tasks</p>
STANDARD / STRAND	Approaches to Play and Learning (Younger Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	APL1. Initiative and Exploration - Early learners develop foundational skills that support initiative, self-direction, interest, and curiosity as a learner.
INDICATOR / STANDARD	APL1.2. Demonstrate interest and curiosity as a learner
EXPECTATION / INDICATOR	Demonstrate eagerness to learn about and discuss new topics, ideas, and tasks
	<p><u>Objectives for Development and Learning</u></p> <p>• Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation</p> <p>Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas</p>
EXPECTATION / INDICATOR	Communicate a desire to learn new concepts or ideas
	<p><u>Objectives for Development and Learning</u></p> <p>• Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation</p> <p>Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas</p>

<p>EXPECTATION / INDICATOR</p>	<p>Exhibit willingness to try new experiences</p> <p>Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas</p>
<p>EXPECTATION / INDICATOR</p>	<p>Use a variety of learning approaches, such as observing, imitating, asking questions, hands-on investigation, and active exploration</p> <p>Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas</p>
<p>STANDARD / STRAND</p>	<p>Approaches to Play and Learning (Younger Preschool)</p>
<p>PROFICIENCY STATEMENT / SUBSTRAND</p>	<p>APL2. Flexible Thinking - Early learners develop foundational skills that support flexible thinking (the ability to find new solutions and see situations in more than one way) and social interactions during play.</p>
<p>INDICATOR / STANDARD</p>	<p>APL2.1. Demonstrate development of flexible thinking skills during play</p>
<p>EXPECTATION / INDICATOR</p>	<p>Find a creative or innovative way of doing a familiar task or solving a problem with adult guidance</p> <p>Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.4 Uses creativity and imagination during play and routine tasks</p>
<p>EXPECTATION / INDICATOR</p>	<p>Begin to demonstrate flexibility in approach to play and learning</p> <p>Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e. 4 Uses creativity and imagination during play and routine tasks</p>
<p>EXPECTATION / INDICATOR</p>	<p>Adjust approach to task to resolve difficulties with adult support</p> <p>Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e. 4 Uses creativity and imagination during play and routine tasks</p>

STANDARD / STRAND**Approaches to Play and Learning (Younger Preschool)****PROFICIENCY STATEMENT /
SUBSTRAND****APL3.****Attentiveness and Persistence - Early learners develop foundational skills that support focus and attention to a specific activity and persistence to complete a task.****INDICATOR / STANDARD****APL3.1.****Demonstrate development of sustained attention and persistence**

EXPECTATION / INDICATOR

Independently attend to a book from beginning to end

Objectives for Development and Learning

- **Objective 11 Demonstrates positive approaches to learning a. Attends and engages**
Objective 11a.6 Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions

EXPECTATION / INDICATOR

Demonstrate ability to delay gratification for short periods of time

Objectives for Development and Learning

- **Objective 01 Regulates own emotions and behaviors a. Manages feelings**
Objective 1a.6 Is able to look at a situation differently or delay gratification

EXPECTATION / INDICATOR

Follow through on an activity to completion

Objectives for Development and Learning

- **Objective 11 Demonstrates positive approaches to learning b. Persists**
Objective 11b.6 Plans and pursues a variety of appropriately challenging tasks

STANDARD / STRAND**Approaches to Play and Learning (Younger Preschool)****PROFICIENCY STATEMENT /
SUBSTRAND****APL4.****Social Interactions - Early learners develop foundational skills that support the engagement in imaginative and cooperative play with others.****INDICATOR / STANDARD****APL4.1.****Demonstrate development of social interactions during play**

EXPECTATION / INDICATOR

Engage in associative play

Objectives for Development and Learning

- **Objective 02 Establishes and sustains positive relationships c. Interacts with peers**
Objective 2c.4 Uses successful strategies for entering groups

EXPECTATION / INDICATOR Participate in cooperative play activities with some adult guidance

Objectives for Development and Learning

- **Objective 02 Establishes and sustains positive relationships c. Interacts with peers**
Objective 2c.4 Uses successful strategies for entering groups

EXPECTATION / INDICATOR Participate in play activities with a small group of children

Objectives for Development and Learning

- **Objective 02 Establishes and sustains positive relationships c. Interacts with peers**
Objective 2c.4 Uses successful strategies for entering groups

STANDARD / STRAND

Creative Arts (Younger Preschool)

PROFICIENCY STATEMENT / SUBSTRAND	CA1.	Music - Early learners develop foundational skills that support creative expression through voice, instruments, sounds, and objects.
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INDICATOR / STANDARD	CA1.1.	Demonstrate creative music expression
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EXPECTATION / INDICATOR Sing songs that use the voice in a variety of ways

Objectives for Development and Learning

- **Objective 34 Explores musical concepts and expression**

EXPECTATION / INDICATOR Produce rhythmic patterns in music

Objectives for Development and Learning

- **Objective 34 Explores musical concepts and expression**

EXPECTATION / INDICATOR Describe feelings and reactions in response to diverse musical genres and styles

Objectives for Development and Learning

- **Objective 34 Explores musical concepts and expression**

EXPECTATION / INDICATOR Listen and respond to music

Objectives for Development and Learning

- **Objective 34 Explores musical concepts and expression**

EXPECTATION / INDICATOR Participate in experiences with musical instruments and singing to express creativity

Objectives for Development and Learning

- **Objective 34 Explores musical concepts and expression**

STANDARD / STRAND

Creative Arts (Younger Preschool)

PROFICIENCY STATEMENT / SUBSTRAND	CA2.	Dance - Early learners develop foundational skills that support creative expression through movement.
INDICATOR / STANDARD	CA2.1.	Demonstrate creative movement expression
EXPECTATION / INDICATOR		Convey ideas and emotions through creative movement expression (with or without music)

Objectives for Development and Learning

- **Objective 35 Explores dance and movement concepts**

STANDARD / STRAND

Creative Arts (Younger Preschool)

PROFICIENCY STATEMENT / SUBSTRAND	CA3.	Visual Arts - Early learners develop foundational skills that support creative expression through the process, production, and appreciation of visual art forms.
INDICATOR / STANDARD	CA3.1.	Demonstrate creative expression through the visual art process or experience
EXPECTATION / INDICATOR		Use colors, lines, and shapes to communicate meaning

Objectives for Development and Learning

- **Objective 33 Explores the visual arts**

EXPECTATION / INDICATOR		Explore various art-making processes and multiple media types with adult support
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Objectives for Development and Learning

- **Objective 33 Explores the visual arts**

STANDARD / STRAND

Creative Arts (Younger Preschool)

PROFICIENCY STATEMENT / SUBSTRAND	CA3.	Visual Arts - Early learners develop foundational skills that support creative expression through the process, production, and appreciation of visual art forms.
INDICATOR / STANDARD	CA3.2.	Demonstrate creative expression through visual art production and presentation
EXPECTATION / INDICATOR		Progress in ability to create drawings, models, and other art using a variety of materials

Objectives for Development and Learning

- **Objective 33 Explores the visual arts**

EXPECTATION / INDICATOR		Develop growing ability to plan, work independently, and demonstrate care in a variety of art
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Objectives for Development and Learning

- **Objective 33 Explores the visual arts**

EXPECTATION / INDICATOR		Show interest in creating and displaying individualized artwork
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Objectives for Development and Learning

- **Objective 33 Explores the visual arts**

STANDARD / STRAND**Creative Arts (Younger Preschool)****PROFICIENCY STATEMENT / SUBSTRAND****CA3.****Visual Arts - Early learners develop foundational skills that support creative expression through the process, production, and appreciation of visual art forms.****INDICATOR / STANDARD****CA3.3.****Demonstrate creative expression through art appreciation**

EXPECTATION / INDICATOR

Observe and discuss art forms

Objectives for Development and Learning

- **Objective 33 Explores the visual arts**

EXPECTATION / INDICATOR

Reflect on differences and preferences as encounters artwork

Objectives for Development and Learning

- **Objective 33 Explores the visual arts**

EXPECTATION / INDICATOR

Share ideas about personal creative work

Objectives for Development and Learning

- **Objective 33 Explores the visual arts**

EXPECTATION / INDICATOR

Identify where art is displayed in the learning environment and begin to identify places it may be displayed outside of it

Objectives for Development and Learning

- **Objective 33 Explores the visual arts**

STANDARD / STRAND**Creative Arts (Younger Preschool)****PROFICIENCY STATEMENT / SUBSTRAND****CA4.****Dramatic Play - Early learners develop foundational skills that support creative expression and interaction through dramatic play.****INDICATOR / STANDARD****CA4.1.****Demonstrate creative expression through dramatic play**

EXPECTATION / INDICATOR

Engage in associative and cooperative play

Objectives for Development and Learning

- **Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play**

Objective 14b. 4 Acts out familiar or imaginary scenarios; may use props to stand for something else

EXPECTATION / INDICATOR Participate freely in dramatic play experiences that become of increased duration and complexity

Objectives for Development and Learning

- **Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play**

Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else

- **Objective 36 Explores drama through actions and language**

EXPECTATION / INDICATOR Use a variety of props to demonstrate themes about life experiences, ideas, and feelings

Objectives for Development and Learning

- **Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play**

Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else

STANDARD / STRAND

Physical Health and Growth (Younger Preschool)

PROFICIENCY STATEMENT / SUBSTRAND

PHG1.

Health and Safety - Early learners develop foundational skills that support healthy, safe, and nutritious practices.

INDICATOR / STANDARD

PHG1.1.

Demonstrate development of healthy practices

EXPECTATION / INDICATOR Demonstrate health and hygiene-related behaviors with reminders

Objectives for Development and Learning

- **Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately**

Objective 1c.6 Demonstrates confidence in meeting own needs

EXPECTATION / INDICATOR Identify the difference between sick and well

No Correlations

EXPECTATION / INDICATOR Engage in sociodramatic play to demonstrate the roles of medical professionals

Objectives for Development and Learning

- **Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play**

Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else

STANDARD / STRAND

Physical Health and Growth (Younger Preschool)

PROFICIENCY STATEMENT / SUBSTRAND	PHG1.	Health and Safety - Early learners develop foundational skills that support healthy, safe, and nutritious practices.
INDICATOR / STANDARD	PHG1.2.	Demonstrate development of safety practices

EXPECTATION / INDICATOR Identify ways to play safely

No Correlations

EXPECTATION / INDICATOR Follow simple safety rules while participating in activities

Objectives for Development and Learning

- **Objective 01 Regulates own emotions and behaviors b. Follows limits and expectations**
Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders

STANDARD / STRAND

Physical Health and Growth (Younger Preschool)

PROFICIENCY STATEMENT / SUBSTRAND	PHG1.	Health and Safety - Early learners develop foundational skills that support healthy, safe, and nutritious practices.
INDICATOR / STANDARD	PHG1.3.	Demonstrate development of nutrition awareness

EXPECTATION / INDICATOR Respond to physical cues when hungry, full, or thirsty

Objectives for Development and Learning

- **Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately**
Objective 1c.6 Demonstrates confidence in meeting own needs

EXPECTATION / INDICATOR Demonstrate basic understanding that eating a variety of foods helps the body grow and be healthy

No Correlations

EXPECTATION / INDICATOR Participate in preparation of a simple, healthy snack

No Correlations

EXPECTATION / INDICATOR Express preferences about food

No Correlations

STANDARD / STRAND

Physical Health and Growth (Younger Preschool)

PROFICIENCY STATEMENT / SUBSTRAND	PHG2.	Senses - Early learners use the five senses to develop foundational skills that support processing information and understanding one's own body in relation to space and objects in space.
INDICATOR / STANDARD	PHG2.1.	Demonstrate how the five senses support processing information

EXPECTATION / INDICATOR		Take things apart and attempt to put them back together
		<p><u>Objectives for Development and Learning</u></p> <p>• Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation</p> <p>Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas</p>
EXPECTATION / INDICATOR		Use tactile, visual, auditory, olfactory, and gustatory information to accomplish tasks
		<p><u>Objectives for Development and Learning</u></p> <p>• Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation</p> <p>Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas</p>
STANDARD / STRAND		Physical Health and Growth (Younger Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	PHG2.	Senses - Early learners use the five senses to develop foundational skills that support processing information and understanding one's own body in relation to space and objects in space.
INDICATOR / STANDARD	PHG2.2.	Demonstrate development of body awareness and physical activity
EXPECTATION / INDICATOR		Identify and describe function of body parts
		No Correlations
EXPECTATION / INDICATOR		Demonstrate awareness of own body in relation to other people and objects through play activities
		<p><u>Objectives for Development and Learning</u></p> <p>• Objective 04 Demonstrates traveling skills</p> <p>Objective 4.6 Moves purposefully from place to place with control</p>
EXPECTATION / INDICATOR		Participate in structured and unstructured active physical play, exhibiting increasing strength and stamina for sustained periods of time
		No Correlations
EXPECTATION / INDICATOR		Demonstrate basic understanding that physical activity helps the body grow and be healthy
		No Correlations
EXPECTATION / INDICATOR		Begin to recognize the relationship between moving your body fast and how your body responds to this movement
		No Correlations

STANDARD / STRAND**Physical Health and Growth (Younger Preschool)**

PROFICIENCY STATEMENT / SUBSTRAND	PHG3.	Motor Skills - Early learners develop foundational skills that support the development of fine and gross motor coordination.
INDICATOR / STANDARD	PHG3.1.	Demonstrate development of fine and gross motor coordination
EXPECTATION / INDICATOR		Refine grasp to manipulate tools and objects
		Objectives for Development and Learning <ul style="list-style-type: none"> • Objective 07 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.6 Uses refined wrist and finger movements
EXPECTATION / INDICATOR		Demonstrate coordination and balance
		Objectives for Development and Learning <ul style="list-style-type: none"> • Objective 05 Demonstrates balancing skills Objective 5.6 Sustains balance during simple movement experiences
EXPECTATION / INDICATOR		Coordinate movements to perform a task
		Objectives for Development and Learning <ul style="list-style-type: none"> • Objective 04 Demonstrates traveling skills Objective 4.6 Moves purposefully from place to place with control

STANDARD / STRAND**Physical Health and Growth (Younger Preschool)**

PROFICIENCY STATEMENT / SUBSTRAND	PHG3.	Motor Skills - Early learners develop foundational skills that support the development of fine and gross motor coordination.
INDICATOR / STANDARD	PHG3.2.	Demonstrate development of oral motor skills
EXPECTATION / INDICATOR		Demonstrate continual progression in oral muscle tone, strength, and range of motion, leading to more complex oral movement and control

No Correlations**STANDARD / STRAND****Physical Health and Growth (Younger Preschool)**

PROFICIENCY STATEMENT / SUBSTRAND	PHG4.	Personal Care - Early learners develop foundational skills that support the independent care of one's self.
INDICATOR / STANDARD	PHG4.1.	Demonstrate increased independence in personal care routines

EXPECTATION / INDICATOR	Attend to personal body care practices with reminders
	<p><u>Objectives for Development and Learning</u></p> <p>· Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately</p> <p>Objective 1c.6 Demonstrates confidence in meeting own needs</p>
EXPECTATION / INDICATOR	Independently feed self
	<p><u>Objectives for Development and Learning</u></p> <p>· Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately</p> <p>Objective 1c.6 Demonstrates confidence in meeting own needs</p>
EXPECTATION / INDICATOR	Independently dress and undress self
	<p><u>Objectives for Development and Learning</u></p> <p>· Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately</p> <p>Objective 1c.6 Demonstrates confidence in meeting own needs</p>
EXPECTATION / INDICATOR	Independently attend to toileting needs
	<p><u>Objectives for Development and Learning</u></p> <p>· Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately</p> <p>Objective 1c.6 Demonstrates confidence in meeting own needs</p>
STANDARD / STRAND	English/Language Arts (Older Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	ELA1. Communication Process - Early learners develop skills to communicate effectively for a variety of purposes, laying the foundation for future learning in all developmental areas.
INDICATOR / STANDARD	ELA1.1. Demonstrate Receptive Communication
EXPECTATION / INDICATOR	Demonstrate continual growth in understanding increasingly complex and varied vocabulary
	<p><u>Objectives for Development and Learning</u></p> <p>· Objective 8 Listens to and understands increasingly complex language a. Comprehends language</p> <p>Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories</p>

EXPECTATION / INDICATOR Respond to complex gestures and/or actions to communicate (such as comforting others who are crying)

Objectives for Development and Learning
 • **Objective 8 Listens to and understands increasingly complex language a. Comprehends language**
 Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories

EXPECTATION / INDICATOR Listen to and follow multi-step directions

Objectives for Development and Learning
 • **Objective 08 Listens to and understands increasingly complex language b. Follows directions**
 Objective 8b.8 Follows detailed, instructional, multistep directions

EXPECTATION / INDICATOR With adult support, discover the meaning of new words and relate them to prior knowledge

Objectives for Development and Learning
 • **Objective 09 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary**
 Objective 9a.6 Describes and tells the use of many familiar items

STANDARD / STRAND

English/Language Arts (Older Preschool)

PROFICIENCY STATEMENT / SUBSTRAND	ELA1.	Communication Process - Early learners develop skills to communicate effectively for a variety of purposes, laying the foundation for future learning in all developmental areas.
INDICATOR / STANDARD	ELA1.2.	Demonstrate Expressive Communication

EXPECTATION / INDICATOR Demonstrate continual growth in increasingly varied and complex vocabulary

Objectives for Development and Learning
 • **Objective 09 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary**
 Objective 9a.6 Describes and tells the use of many familiar items

EXPECTATION / INDICATOR Use complex gestures and actions to communicate

Objectives for Development and Learning
 • **Objective 09 Uses language to express thoughts and needs c. Uses conventional grammar**
 Objective 9a .6 Uses complete, four- to six-word sentences

EXPECTATION / INDICATOR Describe activities, experiences, and stories with expanded details

Objectives for Development and Learning
 • **Objective 09 Uses language to express thoughts and needs d. Tells about another time or place**
 Objective 9d.8 Tells elaborate stories that refer to other times and places

EXPECTATION / INDICATOR Use complex sentences

Objectives for Development and Learning
 • **Objective 09 Uses language to express thoughts and needs c. Uses conventional grammar**
 Objective 9a.6 Uses complete, four- to six-word sentences

EXPECTATION / INDICATOR Change word tense to indicate time

Objectives for Development and Learning
 • **Objective 09 Uses language to express thoughts and needs d. Tells about another time or place**
 Objective 9d.8 Tells elaborate stories that refer to other times and places

EXPECTATION / INDICATOR Use communication for a variety of purposes

Objectives for Development and Learning
 • **Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations**
 Objective 10a.6 Engages in conversations of at least three exchanges

STANDARD / STRAND

PROFICIENCY STATEMENT / SUBSTRAND	ELA1.	Communication Process - Early learners develop skills to communicate effectively for a variety of purposes, laying the foundation for future learning in all developmental areas.
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INDICATOR / STANDARD	ELA1.3.	Demonstrate ability to engage in conversations
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EXPECTATION / INDICATOR Answer open-ended questions posed by adults or peers

Objectives for Development and Learning
 • **Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations**
 Objective 10a.6 Engages in conversations of at least three exchanges
 • **Objective 08 Listens to and understands increasingly complex language a. Comprehends language**
 Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories

EXPECTATION / INDICATOR

Ask questions for understanding and clarity

Objectives for Development and Learning

• **Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations**

Objective 10a.6 Engages in conversations of at least three exchanges

• **Objective 08 Listens to and understands increasingly complex language a. Comprehends language**

Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories

EXPECTATION / INDICATOR

Make on-topic comments

Objectives for Development and Learning

• **Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations**

Objective 10a.6 Engages in conversations of at least three exchanges

• **Objective 08 Listens to and understands increasingly complex language a. Comprehends language**

Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories

EXPECTATION / INDICATOR

Stay on topic in two-way conversation that involves multiple turns

Objectives for Development and Learning

• **Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations**

Objective 10a.6 Engages in conversations of at least three exchanges

EXPECTATION / INDICATOR

Communicate actively in group activities

Objectives for Development and Learning

• **Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations**

Objective 10a.6 Engages in conversations of at least three exchanges

EXPECTATION / INDICATOR

Vary tone and volume of expression to match the situation

Objectives for Development and Learning

• **Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language**

Objective 10b.6 Uses acceptable language and basic social rules while communicating with others; may need reminders

STANDARD / STRAND**English/Language Arts (Older Preschool)****PROFICIENCY STATEMENT /
SUBSTRAND****ELA2.****Early Reading - Early learners develop foundational skills in understanding alphabetic awareness, phonological awareness, concepts of print, and comprehension.****INDICATOR / STANDARD****ELA2.1.****Demonstrate awareness of the alphabet**

EXPECTATION / INDICATOR

Recognize and identify most uppercase and some lowercase letters

Objectives for Development and Learning

- **Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters**
Objective 16a.4 Recognizes and names as many as 10 letters, especially those in own name

EXPECTATION / INDICATOR

Recognize own name in print

Objectives for Development and Learning

- **Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts**
Objective 17b.6 Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation

STANDARD / STRAND**English/Language Arts (Older Preschool)****PROFICIENCY STATEMENT /
SUBSTRAND****ELA2.****Early Reading - Early learners develop foundational skills in understanding alphabetic awareness, phonological awareness, concepts of print, and comprehension.****INDICATOR / STANDARD****ELA2.2.****Demonstrate phonological awareness**

EXPECTATION / INDICATOR

Demonstrate basic knowledge of letter-sound correspondence

Objectives for Development and Learning

- **Objective 16 Demonstrates knowledge of the alphabet b. Identifies letter-sound correspondences**

Objective 16b.4 Produces the correct sounds for 10–20 letters

EXPECTATION / INDICATOR

Engage in rhyming games and songs; can recognize a familiar rhyme

Objectives for Development and Learning

- **Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme**

Objective 15a.6 Decides whether two words rhyme

EXPECTATION / INDICATOR Make rhymes to simple words

Objectives for Development and Learning

- **Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme**

Objective 15a.6 6 Decides whether two words rhyme

EXPECTATION / INDICATOR Blend and segment syllables in spoken words with modeling and support

Objectives for Development and Learning

- **Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound**

Objective 15c.4 Shows awareness of separate syllables in words

EXPECTATION / INDICATOR Isolate the initial sound in some words

Objectives for Development and Learning

- **Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration**

Objective 15b.6 Matches beginning sounds of some words

STANDARD / STRAND

English/Language Arts (Older Preschool)

PROFICIENCY STATEMENT / SUBSTRAND	ELA2.	Early Reading - Early learners develop foundational skills in understanding alphabetic awareness, phonological awareness, concepts of print, and comprehension.
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INDICATOR / STANDARD	ELA2.3.	Demonstrate awareness and understanding of concepts of print
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EXPECTATION / INDICATOR Understand that print carries meaning

Objectives for Development and Learning

- **Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts**

Objective 17b.4 Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation

EXPECTATION / INDICATOR Track words in a book from left to right, top to bottom, and page to page with adult support

Objectives for Development and Learning

- **Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts**

Objective 17b.4 Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation

STANDARD / STRAND

English/Language Arts (Older Preschool)

PROFICIENCY STATEMENT / SUBSTRAND	ELA2.	Early Reading - Early learners develop foundational skills in understanding alphabetic awareness, phonological awareness, concepts of print, and comprehension.
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INDICATOR / STANDARD	ELA2.4.	Demonstrate comprehension
EXPECTATION / INDICATOR		Respond and interact with literature, including both fiction and building background knowledge with nonfiction text
		<ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult
EXPECTATION / INDICATOR		Answer questions about a story
		<u>Objectives for Development and Learning</u> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult
EXPECTATION / INDICATOR		Retell familiar stories
		<u>Objectives for Development and Learning</u> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts Objective 18c.6 Retells a familiar story and recounts an informational text in proper sequence, including major events and characters, as appropriate

STANDARD / STRAND

PROFICIENCY STATEMENT / SUBSTRAND	ELA3.	Early Writing - Early learners develop foundational skills in mechanics of writing, ability to tell a story, recognize that oral communication can be represented by written language, and begin to write for a variety of purposes.
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INDICATOR / STANDARD	ELA3.1.	Demonstrate mechanics of writing
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EXPECTATION / INDICATOR		Create letter-like shapes, symbols, letters, and words with modeling and support
		<u>Objectives for Development and Learning</u> <ul style="list-style-type: none"> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.10 Uses drawing, dictation, and early invented spelling to convey a message

EXPECTATION / INDICATOR

Use writing tools

Objectives for Development and Learning

- **Objective 07 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools**

Objective 7b.6 Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end

EXPECTATION / INDICATOR

Copy more complex lines, shapes, and some letters, particularly the letters in their name

Objectives for Development and Learning

- **Objective 19 Demonstrates writing skills a. Writes name**

Objective 19a.10 Writes partially accurate first name

STANDARD / STRAND

English/Language Arts (Older Preschool)

PROFICIENCY STATEMENT / SUBSTRAND

ELA3.

Early Writing - Early learners develop foundational skills in mechanics of writing, ability to tell a story, recognize that oral communication can be represented by written language, and begin to write for a variety of purposes.

INDICATOR / STANDARD

ELA3.2.

Demonstrate ability to communicate a story

EXPECTATION / INDICATOR

Create writing with the intent of communicating

Objectives for Development and Learning

- **Objective 19 Demonstrates writing skills b. Writes to convey ideas and information**

Objective 19b.10 Uses drawing, dictation, and early invented spelling to convey a message

EXPECTATION / INDICATOR

Dictate a story that demonstrates simple details and narrative structure

Objectives for Development and Learning

- **Objective 19 Demonstrates writing skills b. Writes to convey ideas and information**

Objective 19b.10 Uses drawing, dictation, and early invented spelling to convey a message

EXPECTATION / INDICATOR

Use letters, symbols, and words to share an idea with someone

Objectives for Development and Learning

- **Objective 19 Demonstrates writing skills b. Writes to convey ideas and information**

Objective 19b.10 Uses drawing, dictation, and early invented spelling to convey a message

EXPECTATION / INDICATOR

Use writing to label drawings

Objectives for Development and Learning

• **Objective 19 Demonstrates writing skills b. Writes to convey ideas and information**
Objective 19b.10 Uses drawing, dictation, and early invented spelling to convey a message

STANDARD / STRAND

Mathematics (Older Preschool)

**PROFICIENCY STATEMENT /
SUBSTRAND**

M1.

Numeracy - Early learners develop foundational skills in learning and understanding counting, cardinality, written numerals, quantity, and comparison.

INDICATOR / STANDARD

M1.1.

Demonstrate strong sense of counting

EXPECTATION / INDICATOR

Count the number sequence 1-20

Objectives for Development and Learning

• **Objective 20 Uses number concepts and operations a. Counts**
Objective 20a.6 Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting

EXPECTATION / INDICATOR

Recognize the last number name said tells the number of objects counted

Objectives for Development and Learning

• **Objective 20 Uses number concepts and operations a. Counts**
Objective 20a.6 Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting

EXPECTATION / INDICATOR

Apply one-to-one correspondence with increasing number of objects and/or people (5-10 objects)

Objectives for Development and Learning

• **Objective 20 Uses number concepts and operations a. Counts**
Objective 20a.6 Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting

EXPECTATION / INDICATOR

Draw pictures, symbols, or use manipulatives to represent spoken number 0-10

Objectives for Development and Learning

• **Objective 20 Uses number concepts and operations b. Quantifies**
Objective 20b.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

EXPECTATION / INDICATOR

Identify, without counting, small quantities of items (1-4) presented in an irregular or unfamiliar pattern (subitize)

Objectives for Development and Learning

• **Objective 20 Uses number concepts and operations b. Quantifies**

Objective 20b.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

STANDARD / STRAND

Mathematics (Older Preschool)

PROFICIENCY STATEMENT / SUBSTRAND

M1.

Numeracy - Early learners develop foundational skills in learning and understanding counting, cardinality, written numerals, quantity, and comparison.

INDICATOR / STANDARD

M1.2.

Demonstrate understanding of written numerals

EXPECTATION / INDICATOR

Match number symbols with amounts 1-10

Objectives for Development and Learning

• **Objective 20 Uses number concepts and operations c. Connects numerals with their quantities**

Objective 20c.6 Identifies numerals to 10 by name and connects each to counted objects

EXPECTATION / INDICATOR

Name written numerals from 0-10

Objectives for Development and Learning

• **Objective 20 Uses number concepts and operations c. Connects numerals with their quantities**

Objective 20c.6 Identifies numerals to 10 by name and connects each to counted objects

EXPECTATION / INDICATOR

Begin to write numerals 1-10

Objectives for Development and Learning

• **Objective 20 Uses number concepts and operations c. Connects numerals with their quantities**

Objective 20c.6 Identifies numerals to 10 by name and connects each to counted objects

STANDARD / STRAND

Mathematics (Older Preschool)

PROFICIENCY STATEMENT / SUBSTRAND

M1.

Numeracy - Early learners develop foundational skills in learning and understanding counting, cardinality, written numerals, quantity, and comparison.

INDICATOR / STANDARD

M1.3.

Recognition of number relations

EXPECTATION / INDICATOR Identify when 2 sets are equal using matching and counting strategies

Objectives for Development and Learning
 • **Objective 20 Uses number concepts and operations b. Quantifies**
 Objective 20b.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

EXPECTATION / INDICATOR Correctly use the words for position

Objectives for Development and Learning
 • **Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships**
 Objective 21a.6 Uses and responds appropriately to positional words indicating location, direction, and distance

EXPECTATION / INDICATOR Compare the values of two numbers from 1 to 10 presented as written numerals

Objectives for Development and Learning
 • **Objective 20 Uses number concepts and operations b. Quantifies**
 Objective 20b.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

EXPECTATION / INDICATOR Demonstrate the understanding of the concept of before

STANDARD / STRAND

PROFICIENCY STATEMENT / SUBSTRAND	M2.	Computation and Algebraic Thinking - Early learners develop foundational skills in learning to understand mathematical structure and patterning.
INDICATOR / STANDARD	M2.1.	Exhibit understanding of mathematical structure

EXPECTATION / INDICATOR Use understanding that numbers can be composed and decomposed to create new numbers in solving problems with quantities under five

Objectives for Development and Learning
 • **Objective 20 Uses number concepts and operations b. Quantifies**
 Objective 20b.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

STANDARD / STRAND

PROFICIENCY STATEMENT / SUBSTRAND	M2.	Computation and Algebraic Thinking - Early learners develop foundational skills in learning to understand mathematical structure and patterning.
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INDICATOR / STANDARD	M2.2.	Demonstrate awareness of patterning
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EXPECTATION / INDICATOR

Begin to create and extend a new simple pattern

Objectives for Development and Learning

· **Objective 23 Demonstrates knowledge of patterns**

Objective 23.6 Extends and creates simple repeating patterns

EXPECTATION / INDICATOR

Understand sequence of events when clearly explained

Objectives for Development and Learning

· **Objective 22 Compares and measures b. Measures time and money**

Objective 22b.4 Relates time to daily routines and schedule

STANDARD / STRAND

Mathematics (Older Preschool)

PROFICIENCY STATEMENT / SUBSTRAND	M3.	Data Analysis - Early learners develop foundational skills in learning to understand concepts of classification, data collection, organization, and description.
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INDICATOR / STANDARD	M3.1.	Demonstrate understanding of classifying
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EXPECTATION / INDICATOR

Explain simple sorting or classifying strategies

Objectives for Development and Learning

· **Objective 13 Uses classification skills**

Objective 13.6 Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason

EXPECTATION / INDICATOR

Sort a group of objects in multiple ways

Objectives for Development and Learning

· **Objective 13 Uses classification skills**

Objective 13.6 Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason

STANDARD / STRAND

Mathematics (Older Preschool)

PROFICIENCY STATEMENT / SUBSTRAND	M4.	Geometry - Early learners develop foundational skills in learning to understand spatial relationships and shape analysis.
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INDICATOR / STANDARD	M4.1.	Understanding of spatial relationships
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EXPECTATION / INDICATOR Complete lined tangram or pattern block puzzles using basic shapes to construct other shapes

Objectives for Development and Learning

- **Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes**

Objective 21b.6 Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation

EXPECTATION / INDICATOR Use position terms such as above, below, beside, and between

Objectives for Development and Learning

- **Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships**

Objective 21a.6 Uses and responds appropriately to positional words indicating location, direction, and distance

STANDARD / STRAND

Mathematics (Older Preschool)

PROFICIENCY STATEMENT / SUBSTRAND	M4.	Geometry - Early learners develop foundational skills in learning to understand spatial relationships and shape analysis.
INDICATOR / STANDARD	M4.2.	Exhibit ability to identify, describe, analyze, compare, and create shapes

EXPECTATION / INDICATOR Use the attributes of shapes, such as number or length of sides, to distinguish between shapes

Objectives for Development and Learning

- **Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes**

Objective 21b.6 Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation

EXPECTATION / INDICATOR Differentiate two- and three-dimensional shapes (e.g., squares from cubes)

Objectives for Development and Learning

- **Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes**

Objective 21b.6 Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation

STANDARD / STRAND

Mathematics (Older Preschool)

PROFICIENCY STATEMENT / SUBSTRAND	M5.	Measurement - Early learners develop foundational skills in learning to understand concepts of time and measurement comparisons.
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INDICATOR / STANDARD	M5.1.	Understand the concept of time
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EXPECTATION / INDICATOR

Know daily concepts of earlier and later, morning and afternoon

Objectives for Development and Learning

• **Objective 22 Compares and measures b. Measures time and money**

Objective 22b.4 Relates time to daily routines and schedule

STANDARD / STRAND

Mathematics (Older Preschool)

PROFICIENCY STATEMENT / SUBSTRAND	M5.	Measurement - Early learners develop foundational skills in learning to understand concepts of time and measurement comparisons.
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INDICATOR / STANDARD	M5.2.	Understand measurement through description and comparison
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EXPECTATION / INDICATOR

Directly compare and describe two or more objects with a measurable attribute

Objectives for Development and Learning

• **Objective 22 Compares and measures a. Measures objects**

Objective 22a. 6 Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools

EXPECTATION / INDICATOR

Engage in measuring type play/behaviors using standard tools like rulers or measuring tapes, liquid measuring cups, or cylinders

Objectives for Development and Learning

• **Objective 22 Compares and measures a. Measures objects**

Objective 22a.6 Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools

STANDARD / STRAND

Science (Older Preschool)

PROFICIENCY STATEMENT / SUBSTRAND	SC1.	Physical Science - Early learners develop foundational skills in learning and understanding the properties of objects and changes in the physical world.
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INDICATOR / STANDARD	SC1.1.	Demonstrate ability to explore objects in the physical world
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EXPECTATION / INDICATOR

Use senses to observe and describe concepts of weight, motion, and force

Objectives for Development and Learning

Objective 26 Demonstrates knowledge of the physical properties of objects and materials

EXPECTATION / INDICATOR Ask questions and draw conclusions about physical properties and the physical world

Objectives for Development and Learning
Objective 26 Demonstrates knowledge of the physical properties of objects and materials

EXPECTATION / INDICATOR Use a greater number of scientific vocabulary words related to classroom investigations

Objectives for Development and Learning
 • **Objective 24 Uses scientific inquiry skills**

STANDARD / STRAND

Science (Older Preschool)

PROFICIENCY STATEMENT / SUBSTRAND	SC1.	Physical Science - Early learners develop foundational skills in learning and understanding the properties of objects and changes in the physical world.
INDICATOR / STANDARD	SC1.2.	Demonstrate awareness of the physical properties of objects

EXPECTATION / INDICATOR Identify materials that make up objects

Objectives for Development and Learning
 • **Objective 26 Demonstrates knowledge of the physical properties of objects and materials**

EXPECTATION / INDICATOR Use evidence from investigations to describe observable properties of objects

Objectives for Development and Learning
 • **Objective 26 Demonstrates knowledge of the physical properties of objects and materials**

EXPECTATION / INDICATOR Sort objects into categories based on physical attributes and explain reasoning

Objectives for Development and Learning
 • **Objective 26 Demonstrates knowledge of the physical properties of objects and materials**

STANDARD / STRAND

Science (Older Preschool)

PROFICIENCY STATEMENT / SUBSTRAND	SC2.	Earth and Space Science - Early learners develop foundational skills in learning to understand the natural world through exploration of Earth, sky, weather, and seasons.
INDICATOR / STANDARD	SC2.1.	Recognize seasonal and weather related changes

EXPECTATION / INDICATOR Communicate awareness of seasonal changes

Objectives for Development and Learning
 • **Objective 27 Demonstrates knowledge of Earth's environment**

EXPECTATION / INDICATOR		Describe how weather changes
		<p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 27 Demonstrates knowledge of Earth’s environment
STANDARD / STRAND		Science (Older Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	SC3.	Life Science - Early learners develop foundational skills in learning and understanding the presence and characteristics of living creatures and plants
INDICATOR / STANDARD	SC3.1.	Demonstrate awareness of life
EXPECTATION / INDICATOR		Differentiate animals from plants
		<p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 25 Demonstrates knowledge of the characteristics of living things
EXPECTATION / INDICATOR		Discriminate between living organisms and non-living objects
		<p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 25 Demonstrates knowledge of the characteristics of living things
EXPECTATION / INDICATOR		Identify and describe the function of body parts
		<p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 25 Demonstrates knowledge of the characteristics of living things
EXPECTATION / INDICATOR		Ask questions and conduct investigations to understand life science
		<p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 24 Uses scientific inquiry skills • Objective 25 Demonstrates knowledge of the characteristics of living things
STANDARD / STRAND		Science (Older Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	SC3.	Life Science - Early learners develop foundational skills in learning and understanding the presence and characteristics of living creatures and plants
INDICATOR / STANDARD	SC3.2.	Demonstrate awareness of the preservation, protection, and care of living creatures and plants
EXPECTATION / INDICATOR		Participate in discussions about simple ways to take care of the environment (e. g., throwing away trash in containers, turning off lights and water faucets, and putting out bird feeders)
		<p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 27 Demonstrates knowledge of Earth’s environment

EXPECTATION / INDICATOR Participate in reusing and recycling materials

Objectives for Development and Learning

- **Objective 27 Demonstrates knowledge of Earth's environment**

EXPECTATION / INDICATOR Describe basic things plants and animals need to live and grow (sunlight, water, food)

Objectives for Development and Learning

- **Objective 25 Demonstrates knowledge of the characteristics of living things**

EXPECTATION / INDICATOR Take responsibility for the care of living things (feeding fish, watering plants, helping weed garden)

Objectives for Development and Learning

- **Objective 25 Demonstrates knowledge of the characteristics of living things**

STANDARD / STRAND

Science (Older Preschool)

PROFICIENCY STATEMENT / SUBSTRAND	SC4.	Engineering - Early learners develop foundational skills in learning and understanding how to solve problems using the engineering design process.
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INDICATOR / STANDARD	SC4.1.	Demonstrate engineering design skills
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EXPECTATION / INDICATOR Select materials and implement a designated plan

Objectives for Development and Learning

- **Objective 28 Uses tools and other technology to perform tasks**

EXPECTATION / INDICATOR Evaluate and communicate solution outcomes

Objectives for Development and Learning

- **Objective 28 Uses tools and other technology to perform tasks**

EXPECTATION / INDICATOR Use nearby objects to create simple machines to enhance play

Objectives for Development and Learning

- **Objective 28 Uses tools and other technology to perform tasks**

STANDARD / STRAND

Science (Older Preschool)

PROFICIENCY STATEMENT / SUBSTRAND	SC5.	Scientific Inquiry and Method - Early learners develop foundational skills in learning and understanding about the world around them through exploration and investigation.
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INDICATOR / STANDARD	SC5.1.	Demonstrate scientific curiosity
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EXPECTATION / INDICATOR Discuss ways that people can affect the environment in positive and negative ways

Objectives for Development and Learning

- **Objective 27 Demonstrates knowledge of Earth's environment**

EXPECTATION / INDICATOR Independently use simple tools to conduct an investigation to increase understanding

Objectives for Development and Learning

- **Objective 24 Uses scientific inquiry skills**
- **Objective 28 Uses tools and other technology to perform tasks**

EXPECTATION / INDICATOR Engage in a scientific experiment with peers

Objectives for Development and Learning

- Objective 24 Uses scientific inquiry skills**

EXPECTATION / INDICATOR Communicate results of an investigation

Objectives for Development and Learning

- Objective 24 Uses scientific inquiry skills**

STANDARD / STRAND

Science (Older Preschool)

PROFICIENCY STATEMENT / SUBSTRAND	SC6.	Computational Thinking - Early learners develop foundational skills in learning and understanding how to identify problems and use logic and reasoning to develop step-by-step strategies to solve them.
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INDICATOR / STANDARD	SC6.1.	Demonstrate decomposition of larger tasks into smaller steps
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EXPECTATION / INDICATOR Identify 3-5 steps in common routines

Objectives for Development and Learning

- **Objective 12 Remembers and connects experiences b. Makes connections**

Objective 12b.6 Draws on everyday experiences and applies this knowledge to a similar situation

STANDARD / STRAND

Science (Older Preschool)

PROFICIENCY STATEMENT / SUBSTRAND	SC6.	Computational Thinking - Early learners develop foundational skills in learning and understanding how to identify problems and use logic and reasoning to develop step-by-step strategies to solve them.
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INDICATOR / STANDARD	SC6.2.	Demonstrate algorithmic thinking and debugging
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EXPECTATION / INDICATOR	Demonstrate an understanding of when a task requires a set of ordered steps Objectives for Development and Learning • Objective 8 Listens to and understands increasingly complex language b. Follows directions Objective 8b.8 Follows detailed, instructional, multistep directions
EXPECTATION / INDICATOR	With adult support, create an algorithm (set of ordered steps) to accomplish a two-step task Objectives for Development and Learning • Objective 8 Listens to and understands increasingly complex language b. Follows directions Objective 8b.8 Follows detailed, instructional, multistep directions
EXPECTATION / INDICATOR	With adult support, demonstrate the process of troubleshooting why a solution or step didn't work, and revising their solution Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.8 Thinks through possible long-term solutions and takes on more abstract challenges

STANDARD / STRAND

PROFICIENCY STATEMENT / SUBSTRAND	SS1.	Self - Early learners develop foundational skills in learning and understanding the concept of self within the context of their family and community.
INDICATOR / STANDARD	SS1.1.	Demonstrate development of self

EXPECTATION / INDICATOR	Participate in and describe local, state, and national events and celebrations if observed Objectives for Development and Learning • Objective 30 Shows basic understanding of people and how they live
EXPECTATION / INDICATOR	Identify key people in history Objectives for Development and Learning • Objective 30 Shows basic understanding of people and how they live
EXPECTATION / INDICATOR	Assimilate family, community, and culture in cooperative play Objectives for Development and Learning • Objective 29 Demonstrates knowledge about self

EXPECTATION / INDICATOR Build awareness, respect, and acceptance for differences in people and acknowledge connections

Objectives for Development and Learning

- **Objective 30 Shows basic understanding of people and how they live**

STANDARD / STRAND

Social Studies (Older Preschool)

PROFICIENCY STATEMENT / SUBSTRAND	SS2.	History and Events - Early learners develop foundational skills in learning and understanding the passage of time and the foundations of government or authority.
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INDICATOR / STANDARD	SS2.1.	Demonstrate awareness of chronological thinking
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EXPECTATION / INDICATOR Demonstrate an understanding of time in the context of daily experiences and understand that the passage of time can be measured

Objectives for Development and Learning

- **Objective 31 Explores change related to familiar people or places**
- **Objective 22 Compares and measures b. Measures time and money**
Objective 22b.4 Uses some time measurement words and tools

EXPECTATION / INDICATOR Begin to understand how time is measured

Objectives for Development and Learning

- **Objective 31 Explores change related to familiar people or places**
- **Objective 22 Compares and measures b. Measures time and money**
Objective 22b.6 Uses some time measurement words and tools

STANDARD / STRAND

Social Studies (Older Preschool)

PROFICIENCY STATEMENT / SUBSTRAND	SS2.	History and Events - Early learners develop foundational skills in learning and understanding the passage of time and the foundations of government or authority.
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INDICATOR / STANDARD	SS2.2.	Demonstrate awareness of personal historical knowledge
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EXPECTATION / INDICATOR Demonstrate understanding of concepts of time including before, after, morning, day, night, now, and later

Objectives for Development and Learning

- **Objective 22 Compares and measures b. Measures time and money**
Objective 22b.6 Uses some time measurement words and tools

STANDARD / STRAND

Social Studies (Older Preschool)

PROFICIENCY STATEMENT / SUBSTRAND	SS2.	History and Events - Early learners develop foundational skills in learning and understanding the passage of time and the foundations of government or authority.
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INDICATOR / STANDARD	SS2.3.	Demonstrate awareness of the foundations of government or authority
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EXPECTATION / INDICATOR

Identify leaders and community helpers at home, school, and in environments

Objectives for Development and Learning

- **Objective 30 Shows basic understanding of people and how they live**

EXPECTATION / INDICATOR

Recognize community symbols and begin to recognize national symbols (e.g., the flag)

Objectives for Development and Learning

- **Objective 30 Shows basic understanding of people and how they live**

STANDARD / STRAND

Social Studies (Older Preschool)

PROFICIENCY STATEMENT / SUBSTRAND	SS3.	Geography - Early learners develop foundational skills in learning and understanding their surroundings in spatial terms and the relationship between people and their world.
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INDICATOR / STANDARD	SS3.1.	Demonstrate awareness of the world in spatial terms
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EXPECTATION / INDICATOR

Develop concepts and describe location, directionality, and spatial relationships

Objectives for Development and Learning

- **Objective 32 Demonstrates simple geographic knowledge**
- **Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships**

Objective 21b.6 Uses and responds appropriately to positional words indicating location, direction, and distance

EXPECTATION / INDICATOR

Engage in play where one item represents another

Objectives for Development and Learning

- **Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play**

Objective 14b.6 Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes

STANDARD / STRAND

Social Studies (Older Preschool)

PROFICIENCY STATEMENT / SUBSTRAND	SS3.	Geography - Early learners develop foundational skills in learning and understanding their surroundings in spatial terms and the relationship between people and their world.
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INDICATOR / STANDARD	SS3.2.	Demonstrate awareness of places and regions
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EXPECTATION / INDICATOR

Use words to describe natural and people-made features of locations

Objectives for Development and Learning

- **Objective 32 Demonstrates simple geographic knowledge**

EXPECTATION / INDICATOR Become familiar with information about where they live and understand what an address is

Objectives for Development and Learning

- **Objective 32 Demonstrates simple geographic knowledge**

STANDARD / STRAND

Social Studies (Older Preschool)

**PROFICIENCY STATEMENT /
SUBSTRAND**

SS4.

Economics - Early learners develop foundational skills in learning and understanding the functions of an economy, the way people spend money and the way people make money.

INDICATOR / STANDARD

SS4.1.

Demonstrate awareness of economics, spending, and making money

EXPECTATION / INDICATOR

Begin to understand the purpose of money and concepts of buying and selling through play

Objectives for Development and Learning

- **Objective 30 Shows basic understanding of people and how they live**

EXPECTATION / INDICATOR

Develop an awareness that people work for money in order to provide for basic needs

Objectives for Development and Learning

- **Objective 30 Shows basic understanding of people and how they live**

EXPECTATION / INDICATOR

Describe community helpers or workers in terms of tools or equipment they use and services or products they provide

Objectives for Development and Learning

- **Objective 30 Shows basic understanding of people and how they live**

EXPECTATION / INDICATOR

Act out adult social roles and occupations

Objectives for Development and Learning

- **Objective 30 Shows basic understanding of people and how they live**

STANDARD / STRAND

Social Studies (Older Preschool)

**PROFICIENCY STATEMENT /
SUBSTRAND**

SS5.

Citizenship - Early learners develop foundational skills in understanding cooperative behavior and the function of rules and responsibilities as a member of a learning community and a larger society.

INDICATOR / STANDARD

SS5.1.

Demonstrate awareness of citizenship

EXPECTATION / INDICATOR

Demonstrate willingness to work together to accomplish tasks

Objectives for Development and Learning

- **Objective 02 Establishes and sustains positive relationships c. Interacts with peers**

Objective 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children

EXPECTATION / INDICATOR	Identify simple tasks within the home, learning environment, or community
	<p><u>Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 01 Regulates own emotions and behaviors b. Follows limits and expectations <p>Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders</p>
EXPECTATION / INDICATOR	Provide leadership in completing daily tasks
	<p><u>Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 01 Regulates own emotions and behaviors b. Follows limits and expectations <p>Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders</p> <ul style="list-style-type: none"> • Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.8 Takes responsibility for own well-being</p>
EXPECTATION / INDICATOR	Demonstrate an understanding of rules in the home and early learning environment, and the purposes they serve
	<p><u>Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 01 Regulates own emotions and behaviors b. Follows limits and expectations <p>Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders</p>
EXPECTATION / INDICATOR	Recognize and have language to describe when something is unfair
	<p><u>Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 02 Establishes and sustains positive relationships b. Responds to emotional cues <p>Objective 2b.6 Identifies basic emotional reactions of others and their causes accurately</p>
EXPECTATION / INDICATOR	Begin to describe the reciprocal relationship between people and their community and the responsibility as citizens to care for it
	<p><u>Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 30 Shows basic understanding of people and how they live

STANDARD / STRAND

PROFICIENCY STATEMENT / SUBSTRAND	SW1.	Sense of Self - Early learners develop foundational skills that support self-awareness, confidence, and the identification and expression of emotions.
INDICATOR / STANDARD	SW1.1.	Demonstrate self awareness and confidence

EXPECTATION / INDICATOR	Identify self as a unique member of a group that fits into a larger world picture
	<p><u>Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 29 Demonstrates knowledge about self

EXPECTATION / INDICATOR Show confidence in a range of abilities and recognizing own strengths, as well as the capacity to take on and accomplish new tasks

Objectives for Development and Learning

• **Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately**

Objective 1c.8 Takes responsibility for own well-being

• **Objective 29 Demonstrates knowledge about self**

EXPECTATION / INDICATOR Show independence in own choices

Objectives for Development and Learning

• **Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately**

Objective 1c.8 Takes responsibility for own well-being

STANDARD / STRAND

Student Wellbeing (Older Preschool)

**PROFICIENCY STATEMENT /
SUBSTRAND**

SW1.

Sense of Self - Early learners develop foundational skills that support self-awareness, confidence, and the identification and expression of emotions.

INDICATOR / STANDARD

SW1.2.

Demonstrate identification and expression of emotions

EXPECTATION / INDICATOR

Identify own emotions and the emotions of others

Objectives for Development and Learning

Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues

Objective 2b.6 Identifies basic emotional reactions of others and their causes accurately

EXPECTATION / INDICATOR Express and accurately respond to emotions of self and others

Objectives for Development and Learning

• **Objective 02 Establishes and sustains positive relationships b. Responds to emotional cues**

Objective 2b.6 Identifies basic emotional reactions of others and their causes accurately

EXPECTATION / INDICATOR

Predict reactions from others

Objectives for Development and Learning

• **Objective 02 Establishes and sustains positive relationships b. Responds to emotional cues**

Objective 2b.6 Identifies basic emotional reactions of others and their causes accurately

EXPECTATION / INDICATOR Effectively use sentences and actions to express feelings

Objectives for Development and Learning

- **Objective 01 Regulates own emotions and behaviors a. Manages feelings**
Objective 1a.6 Is able to look at a situation differently or delay gratification

STANDARD / STRAND

Student Wellbeing (Older Preschool)

PROFICIENCY STATEMENT / SUBSTRAND	SW2.	Self-Regulation - Early learners develop foundational skills that support executive functions including impulse control, planning skills, and emotional regulation.
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INDICATOR / STANDARD	SW2.1.	Demonstrate self control
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EXPECTATION / INDICATOR Manage transitions and adapt to changes in schedules, routines, and situations independently

Objectives for Development and Learning

- **Objective 01 Regulates own emotions and behaviors b. Follows limits and expectations**
Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders

EXPECTATION / INDICATOR Recognize, navigate, and respond to own emotions and interactions with others with adult support when needed

Objectives for Development and Learning

- **Objective 01 Regulates own emotions and behaviors a. Manages feelings**
Objective 1a.6 Is able to look at a situation differently or delay gratification

EXPECTATION / INDICATOR Manage a range of impulses

Objectives for Development and Learning

- **Objective 01 Regulates own emotions and behaviors a. Manages feelings**
Objective 1a.6 Is able to look at a situation differently or delay gratification

EXPECTATION / INDICATOR Begin to manage behavior based on location and corresponding expectations (e. g., playground vs. classroom)

Objectives for Development and Learning

- **Objective 01 Regulates own emotions and behaviors b. Follows limits and expectations**
Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders

STANDARD / STRAND

Student Wellbeing (Older Preschool)

PROFICIENCY STATEMENT / SUBSTRAND	SW3.	Conflict Resolution - Early learners develop foundational skills that support conflict resolution and conflict management.
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INDICATOR / STANDARD	SW3.1.	Demonstrate conflict resolution
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EXPECTATION / INDICATOR		Independently initiate conflict resolution strategies with peers and seek adult support when necessary
		<p><u>Objectives for Development and Learning</u></p> <p>• Objective 03 Participates cooperatively and constructively in group situations b. Solves social problems</p> <p>Objective 3b.6 Suggest solutions to social problems</p>
EXPECTATION / INDICATOR		Begin to use “I feel” statements with adult support when managing conflict with others
		<p><u>Objectives for Development and Learning</u></p> <p>• Objective 03 Participates cooperatively and constructively in group situations b. Solves social problems</p> <p>Objective 3b. 6 Suggest solutions to social problems</p>
STANDARD / STRAND		Student Wellbeing (Older Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	SW4.	Building Relationships - Early learners develop foundational skills that support social development and engagement with others.
INDICATOR / STANDARD	SW4.1.	Demonstrate relationship skills
EXPECTATION / INDICATOR		Accept compromises when suggested by a peer or adult
		<p><u>Objectives for Development and Learning</u></p> <p>• Objective 03 Participates cooperatively and constructively in group situations b. Solves social problems</p> <p>Objective 3b. 6 Suggest solutions to social problems</p>
EXPECTATION / INDICATOR		Gauge response based on the facial expressions of others
		<p><u>Objectives for Development and Learning</u></p> <p>Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues</p> <p>Objective 2b.6 Identifies basic emotional reactions of others and their causes accurately</p>
EXPECTATION / INDICATOR		Show care and concern for familiar adults and peers using more complex words and actions
		<p><u>Objectives for Development and Learning</u></p> <p>• Objective 02 Establishes and sustains positive relationships b. Responds to emotional cues</p> <p>Objective 2b.6 Identifies basic emotional reactions of others and their causes accurately</p>

EXPECTATION / INDICATOR Maintain consistent friendships

Objectives for Development and Learning

- **Objective 02 Establishes and sustains positive relationships d. Makes friends**

Objective 2d.6 Establishes a special friendship with one other child, but the friendship might only last a short while

EXPECTATION / INDICATOR Engage in cooperative play experiences for sustained periods of time

Objectives for Development and Learning

- **Objective 02 Establishes and sustains positive relationships c. Interacts with peers**

Objective 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children

EXPECTATION / INDICATOR Form connections across diverse backgrounds

Objectives for Development and Learning

- **Objective 30 Shows basic understanding of people and how they live**

STANDARD / STRAND

Approaches to Play and Learning (Older Preschool)

PROFICIENCY STATEMENT / SUBSTRAND	APL1.	Initiative and Exploration - Early learners develop foundational skills that support initiative, self-direction, interest, and curiosity as a learner.
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INDICATOR / STANDARD	APL1.1.	Demonstrate initiative and self-direction
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EXPECTATION / INDICATOR Take initiative to learn new concepts and try new experiences

Objectives for Development and Learning

- **Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation**

Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas

EXPECTATION / INDICATOR Seek and gather new information to plan for projects and activities

Objectives for Development and Learning

- **Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation**

Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas

STANDARD / STRAND

Approaches to Play and Learning (Older Preschool)

PROFICIENCY STATEMENT / SUBSTRAND	APL1.	Initiative and Exploration - Early learners develop foundational skills that support initiative, self-direction, interest, and curiosity as a learner.
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INDICATOR / STANDARD	APL1.2.	Demonstrate interest and curiosity as a learner
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EXPECTATION / INDICATOR	Demonstrate eagerness to learn about and discuss new topics, ideas, and tasks
	<p><u>Objectives for Development and Learning</u></p> <p>• Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation</p> <p>Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas</p>
EXPECTATION / INDICATOR	Communicate a desire to learn new concepts or ideas
	<p><u>Objectives for Development and Learning</u></p> <p>• Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation</p> <p>Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas</p>
EXPECTATION / INDICATOR	Exhibit willingness to try new experiences
	<p><u>Objectives for Development and Learning</u></p> <p>• Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation</p> <p>Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas</p>
EXPECTATION / INDICATOR	Use a variety of learning approaches, such as observing, imitating, asking questions, hands-on investigation, and active exploration
	<p><u>Objectives for Development and Learning</u></p> <p>• Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation</p> <p>Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas</p>
STANDARD / STRAND	Approaches to Play and Learning (Older Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	APL2. Flexible Thinking - Early learners develop foundational skills that support flexible thinking (the ability to find new solutions and see situations in more than one way) and social interactions during play.
INDICATOR / STANDARD	APL2.1. Demonstrate development of flexible thinking skills during play
EXPECTATION / INDICATOR	Demonstrate analysis, innovation, imagination, and creativity to solve a problem
	<p><u>Objectives for Development and Learning</u></p> <p>• Objective 11 Demonstrates positive approaches to learning c. Solves problems</p> <p>Objective 11c.6 Solves problems without having to try every possibility</p>

<p>EXPECTATION / INDICATOR</p>	<p>Develop recovery skills from setbacks and differences in opinion in a group setting</p> <p>Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.6 Changes plans if a better idea is thought of or proposed</p>
<p>STANDARD / STRAND</p>	<p>Approaches to Play and Learning (Older Preschool)</p>
<p>PROFICIENCY STATEMENT / SUBSTRAND</p>	<p>APL3. Attentiveness and Persistence - Early learners develop foundational skills that support focus and attention to a specific activity and persistence to complete a task.</p>
<p>INDICATOR / STANDARD</p>	<p>APL3.1. Demonstrate development of sustained attention and persistence</p>
<p>EXPECTATION / INDICATOR</p>	<p>Independently attend to a book from beginning to end</p> <p>Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.6 Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions</p>
<p>EXPECTATION / INDICATOR</p>	<p>Focus on activity with deliberate concentration despite distractions and/or temptations</p> <p>Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.6 Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions</p>
<p>EXPECTATION / INDICATOR</p>	<p>Carry out tasks, activities, projects, or transitions, even when frustrated or challenged, with minimal distress</p> <p>Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.6 Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.6 Plans and pursues a variety of appropriately challenging tasks</p>
<p>EXPECTATION / INDICATOR</p>	<p>Persist in trying to complete a task after previous attempts have failed</p> <p>Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.8 Plans and pursues own goal until it is reached</p> <p>Approaches to Play and Learning (Older Preschool)</p>

STANDARD / STRAND

PROFICIENCY STATEMENT / SUBSTRAND	APL4.	Social Interactions - Early learners develop foundational skills that support the engagement in imaginative and cooperative play with others.
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INDICATOR / STANDARD	APL4.1.	Demonstrate development of social interactions during play
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EXPECTATION / INDICATOR Interact with peers in complex pretend play, including planning, coordination of roles, and cooperation

Objectives for Development and Learning

• **Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play**

Objective 14b.8 Plans and negotiates complex role-play; joins in detailed conversation about roles and actions; play may extend over several days

EXPECTATION / INDICATOR Demonstrate cooperative behavior, such as turn-taking, in interactions with others

Objectives for Development and Learning

• **Objective 02 Establishes and sustains positive relationships c. Interacts with peers**

Objective 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children

• **Objective 03 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others**

Objective 3a.6 Initiates the sharing of materials in the classroom and outdoors

EXPECTATION / INDICATOR Begin to accept and share leadership

Objectives for Development and Learning

• **Objective 02 Establishes and sustains positive relationships c. Interacts with peers**

Objective 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children

STANDARD / STRAND

Creative Arts (Older Preschool)

PROFICIENCY STATEMENT / SUBSTRAND	CA1.	Music - Early learners develop foundational skills that support creative expression through voice, instruments, sounds, and objects.
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INDICATOR / STANDARD	CA1.1.	Demonstrate creative music expression
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EXPECTATION / INDICATOR Sing songs that use the voice in a variety of ways

Objectives for Development and Learning

• **Objective 34 Explores musical concepts and expression**

EXPECTATION / INDICATOR Produce rhythmic patterns in music

Objectives for Development and Learning

• **Objective 34 Explores musical concepts and expression**

EXPECTATION / INDICATOR Describe feelings and reactions in response to diverse musical genres and styles

Objectives for Development and Learning

- **Objective 34 Explores musical concepts and expression**

EXPECTATION / INDICATOR Respond to changes heard in music

Objectives for Development and Learning

- **Objective 34 Explores musical concepts and expression**

EXPECTATION / INDICATOR Use familiar rhymes, songs, chants, and musical instruments to express creativity

Objectives for Development and Learning

- **Objective 34 Explores musical concepts and expression**

STANDARD / STRAND

Creative Arts (Older Preschool)

PROFICIENCY STATEMENT / SUBSTRAND	CA2.	Dance - Early learners develop foundational skills that support creative expression through movement.
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INDICATOR / STANDARD	CA2.1.	Demonstrate creative movement expression
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EXPECTATION / INDICATOR Convey ideas and emotions through creative movement expression (with or without music)

Objectives for Development and Learning

- **Objective 35 Explores dance and movement concepts**

EXPECTATION / INDICATOR Purposefully select movements that communicate ideas, thoughts, and feelings

Objectives for Development and Learning

- **Objective 35 Explores dance and movement concepts**

STANDARD / STRAND

Creative Arts (Older Preschool)

PROFICIENCY STATEMENT / SUBSTRAND	CA3.	Visual Arts - Early learners develop foundational skills that support creative expression through the process, production, and appreciation of visual art forms.
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INDICATOR / STANDARD	CA3.1.	Demonstrate creative expression through the visual art process or experience
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EXPECTATION / INDICATOR Identify and use colors, lines, and shapes found in the environment and in works of art

Objectives for Development and Learning

- **Objective 33 Explores the visual arts**

EXPECTATION / INDICATOR Engage in self-directed exploration of various artmaking processes and multiple media types including digital

Objectives for Development and Learning

- **Objective 33 Explores the visual arts**

EXPECTATION / INDICATOR Share details about why they are using specific colors or materials

Objectives for Development and Learning

- **Objective 33 Explores the visual arts**

STANDARD / STRAND

Creative Arts (Older Preschool)

PROFICIENCY STATEMENT / SUBSTRAND	CA3.	Visual Arts - Early learners develop foundational skills that support creative expression through the process, production, and appreciation of visual art forms.
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INDICATOR / STANDARD	CA3.2.	Demonstrate creative expression through visual art production and presentation
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EXPECTATION / INDICATOR Progress in ability to create drawings, models, and other art using a variety of materials

Objectives for Development and Learning

- **Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically**

Objective 14a.6 Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas

- **Objective 33 Explores the visual arts**

EXPECTATION / INDICATOR Develop growing ability to plan, work independently and cooperatively, and demonstrate care and persistence in a variety of art

Objectives for Development and Learning

- **Objective 33 Explores the visual arts**

EXPECTATION / INDICATOR Create, save, and display individualized artwork

Objectives for Development and Learning

- **Objective 33 Explores the visual arts**

STANDARD / STRAND

Creative Arts (Older Preschool)

PROFICIENCY STATEMENT / SUBSTRAND	CA3.	Visual Arts - Early learners develop foundational skills that support creative expression through the process, production, and appreciation of visual art forms.
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INDICATOR / STANDARD	CA3.3.	Demonstrate creative expression through art appreciation
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EXPECTATION / INDICATOR Observe and discuss art forms

Objectives for Development and Learning

- **Objective 33 Explores the visual arts**

EXPECTATION / INDICATOR

Reflect on differences and preferences as encounters artwork

Objectives for Development and Learning

- **Objective 33 Explores the visual arts**

EXPECTATION / INDICATOR

Share ideas about personal creative work

Objectives for Development and Learning

- **Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically**

Objective 14a.6 Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas

- **Objective 33 Explores the visual arts**

EXPECTATION / INDICATOR

Identify where art is displayed in the learning environment and begin to identify places it may be displayed outside of it

Objectives for Development and Learning

- **Objective 33 Explores the visual arts**

STANDARD / STRAND

Creative Arts (Older Preschool)

PROFICIENCY STATEMENT / SUBSTRAND

CA4.

Dramatic Play - Early learners develop foundational skills that support creative expression and interaction through dramatic play.

INDICATOR / STANDARD

CA4.1.

Demonstrate creative expression through dramatic play

EXPECTATION / INDICATOR

Engage in associative and cooperative play

Objectives for Development and Learning

- **Objective 02 Establishes and sustains positive relationships c. Interacts with peers**

Objective 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children

- **Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play**

Objective 14b.8 Plans and negotiates complex role-play; joins in detailed conversation about roles and actions; play may extend over several days

EXPECTATION / INDICATOR

Participate freely in dramatic play experiences that become of increased duration and complexity

Objectives for Development and Learning

• **Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play**

Objective 14b.8 Plans and negotiates complex role-play; joins in detailed conversation about roles and actions; play may extend over several days

• **Objective 36 Explores drama through actions and language**

EXPECTATION / INDICATOR

Role play imaginary events and characters

Objectives for Development and Learning

• **Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play**

Objective 14b.8 Plans and negotiates complex role-play; joins in detailed conversation about roles and actions; play may extend over several days

STANDARD / STRAND

Physical Health and Growth (Older Preschool)

PROFICIENCY STATEMENT / SUBSTRAND

PHG1.

Health and Safety - Early learners develop foundational skills that support healthy, safe, and nutritious practices.

INDICATOR / STANDARD

PHG1.1.

Demonstrate development of healthy practices

EXPECTATION / INDICATOR

Demonstrate health and hygiene-related behaviors with minimal prompting

Objectives for Development and Learning

• **Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately**

Objective 1c.8 Takes responsibility for own well-being

EXPECTATION / INDICATOR

Communicate practices that promote healthy living and prevent illness for self and family members

Objectives for Development and Learning

• **Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately**

Objective 1c.8 Takes responsibility for own well-being

EXPECTATION / INDICATOR	Engage in sociodramatic play to demonstrate the roles of medical professionals
	<p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play <p>Objective 14b.8 Plans and negotiates complex role-play; joins in detailed conversation about roles and actions; play may extend over several days</p>

STANDARD / STRAND

Physical Health and Growth (Older Preschool)

PROFICIENCY STATEMENT / SUBSTRAND	PHG1.	Health and Safety - Early learners develop foundational skills that support healthy, safe, and nutritious practices.
INDICATOR / STANDARD	PHG1.2.	Demonstrate development of safety practices

EXPECTATION / INDICATOR	Demonstrate basic safety knowledge
	No Correlations

EXPECTATION / INDICATOR	Alert others to possible danger
	No Correlations

EXPECTATION / INDICATOR	Participate, with adult support, to develop safety rules for an activity
	<p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 01 Regulates own emotions and behaviors b. Follows limits and expectations <p>Objective 1b.8 Applies basic rules in new but similar situations</p>

STANDARD / STRAND

Physical Health and Growth (Older Preschool)

PROFICIENCY STATEMENT / SUBSTRAND	PHG1.	Health and Safety - Early learners develop foundational skills that support healthy, safe, and nutritious practices.
INDICATOR / STANDARD	PHG1.3.	Demonstrate development of nutrition awareness

EXPECTATION / INDICATOR	Respond to physical cues when hungry, full, or thirsty
	<p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c. 8 Takes responsibility for own well-being</p>

EXPECTATION / INDICATOR	Communicate about variety and amount of food needed to be healthy
	No Correlations

EXPECTATION / INDICATOR	Communicate about variety and amount of food needed to be healthy
	No Correlations

EXPECTATION / INDICATOR Participate in preparation of a simple, healthy snack

No Correlations

EXPECTATION / INDICATOR Name food and beverages that help to build healthy bodies

No Correlations

EXPECTATION / INDICATOR Describe physical features of fruits and vegetables

Objectives for Development and Learning

- **Objective 25 Demonstrates knowledge of the characteristics of living things**

EXPECTATION / INDICATOR Begin to describe where fruits and vegetables come from

Objectives for Development and Learning

- **Objective 25 Demonstrates knowledge of the characteristics of living things**

STANDARD / STRAND

Physical Health and Growth (Older Preschool)

PROFICIENCY STATEMENT / SUBSTRAND	PHG2.	Senses - Early learners use the five senses to develop foundational skills that support processing information and understanding one's own body in relation to space and objects in space.
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INDICATOR / STANDARD	PHG2.1.	Demonstrate how the five senses support processing information
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EXPECTATION / INDICATOR Take things apart and invent new structures using the parts

Objectives for Development and Learning

- **Objective 26 Demonstrates knowledge of the physical properties of objects and materials**

EXPECTATION / INDICATOR Use tactile, visual, auditory, olfactory, and gustatory information to accomplish tasks

Objectives for Development and Learning

- **Objective 26 Demonstrates knowledge of the physical properties of objects and materials**

STANDARD / STRAND

Physical Health and Growth (Older Preschool)

PROFICIENCY STATEMENT / SUBSTRAND	PHG2.	Senses - Early learners use the five senses to develop foundational skills that support processing information and understanding one's own body in relation to space and objects in space.
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INDICATOR / STANDARD	PHG2.2.	Demonstrate development of body awareness and physical activity
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EXPECTATION / INDICATOR	Identify and describe function of body parts
	No Correlations
EXPECTATION / INDICATOR	Demonstrate awareness of own body in relation to other people and objects through play activities
	Objectives for Development and Learning <ul style="list-style-type: none"> • Objective 04 Demonstrates traveling skills Objective 4. 8 Coordinates increasingly complex movements in play and games
EXPECTATION / INDICATOR	Participate in structured and unstructured active physical play, exhibiting increasing strength and stamina for sustained periods of time
	Objectives for Development and Learning <ul style="list-style-type: none"> • Objective 04 Demonstrates traveling skills Objective 4.8 Coordinates increasingly complex movements in play and games • Objective 05 Demonstrates balancing skills Objective 4.8 Sustains balance during complex movement experiences
EXPECTATION / INDICATOR	Demonstrate basic understanding that physical activity helps the body grow and be healthy
	No Correlations
EXPECTATION / INDICATOR	Begin to recognize the relationship between moving your body fast and how your body responds to this movement
	Objectives for Development and Learning <ul style="list-style-type: none"> • Objective 04 Demonstrates traveling skills Objective 4. 8 Coordinates increasingly complex movements in play and games
STANDARD / STRAND	Physical Health and Growth (Older Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	PHG3. Motor Skills - Early learners develop foundational skills that support the development of fine and gross motor coordination.
INDICATOR / STANDARD	PHG3.1. Demonstrate development of fine and gross motor coordination
EXPECTATION / INDICATOR	Perform fine-motor tasks that require small-muscle strength and control
	Objectives for Development and Learning <ul style="list-style-type: none"> • Objective 07 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.8 Uses small, precise finger and hand movements

EXPECTATION / INDICATOR		Demonstrate coordination and balance in a variety of activities
		<p><u>Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 05 Demonstrates balancing skills <p>Objective 5.8 Sustains balance during complex movement experiences</p>
EXPECTATION / INDICATOR		Coordinate movements to perform a complex task
		<p><u>Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 04 Demonstrates traveling skills <p>Objective 4.8 Coordinates increasingly complex movements in play and games</p> <ul style="list-style-type: none"> • Objective 05 Demonstrates balancing skills <p>Objective 4.8 Sustains balance during complex movement experiences</p>
STANDARD / STRAND		Physical Health and Growth (Older Preschool)
PROFICIENCY STATEMENT / SUBSTRAND	PHG4.	Personal Care - Early learners develop foundational skills that support the independent care of one's self.
INDICATOR / STANDARD	PHG4.1.	Demonstrate increased independence in personal care routines
EXPECTATION / INDICATOR		Attend to personal body care practices with minimal adult support
		<p><u>Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.8 Takes responsibility for own well-being</p>
EXPECTATION / INDICATOR		Independently feed self using utensils
		<p><u>Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.8 Takes responsibility for own well-being</p>
EXPECTATION / INDICATOR		Independently dress and undress self
		<p><u>Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.8 Takes responsibility for own well-being</p>

EXPECTATION / INDICATOR

Independently attend to toileting needs

Objectives for Development and Learning · Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately

Objective 1c.8 Takes responsibility for own well-being