



Standards Alignment

Michigan Early Childhood Standards Alignment with FunShine Express® Curriculum Ages 0 - 36 Months

Michigan Early Childhood Standards	FunShine Early Learning and Development Continuum
A. Well-Being	1: Language/Literacy, 5: Social-Emotional Development, 6: Approaches to Learning, 7: Physical Development and Health
Goal 1. Infants and toddlers experience environments where their physical health is promoted.	PD1 Physical Health, Growth, PD2 Gross Motor Development, PD3 Fine Motor Development, PD4 Safety Awareness and Self-Care
a. Increasing awareness, understanding, and appreciation of their bodies and how they function.	<p>PD1.1(0) Engages with caregivers in play that helps develop arm, leg, and core strength (tummy time, reaching, grasping, pushing)</p> <p>PD1.2(2) Tries and consumes a variety of nutritious foods with prompting; chooses from healthy foods; knows some foods are better than others for our bodies</p>
b. Increased coordination (e.g., eye-hand movements).	<p>PD2.2(1) Coordinates body movements (pulls self to stand, claps, pushes/pulls toys)</p> <p>PD2.2(2) Coordinates body movements to interact with surroundings (climbs slide, moves up/down stairs, throws overhand, twists at waist, bends over to pick up items, kicks a ball, begins to use pedals on ride-on toys)</p> <p>PD3.2(1) Coordinates hand and eye movements and controls small muscles when doing simple tasks (uses tools for feeding, hammers pegs, uses large crayons for scribbling)</p> <p>PD3.2(2) Uses hands and eyes together to complete tasks requiring a moderate amount of control (completes three or four piece puzzles, thread beads with large holes, uses shape sorter)</p>
c. Emerging self-help and self-care skills for eating, drinking, toileting, resting, sleeping, washing, and dressing.	<p>PD4.2(1) Accepts and is more involved with physical care routines (toothbrushing, nose wiping, diapering, handwashing, dressing, etc.)</p> <p>PD4.2(2) Shows self-care development in physical care routines (assisting with toothbrushing, handwashing, dressing, diapering/toileting, nose wiping, etc.)</p>
d. Positive attitudes towards eating, sleeping, toileting, and active movement.	<p>PD4.2(1) Accepts and is more involved with physical care routines (toothbrushing, nose wiping, diapering, handwashing, dressing, etc.)</p> <p>PD4.2(2) Shows self-care development in physical care</p>

routines (assisting with toothbrushing, handwashing, dressing, diapering/toileting, nose wiping, etc.)

PD1.1(1) Participates in a variety of indoor and outdoor play activities that develop strength in arms and legs; attempts new games with prompting

PD1.1(2) Participates in a variety of moderate to vigorous play activities for short periods of time; tries new games

PD1.2(1) Uses fingers and hands to grasp and eat finger foods and drink from cups

PD1.2(2) Tries and consumes a variety of nutritious foods with prompting; chooses from healthy foods; knows some foods are better than others for our bodies

Goal 2. Infants and toddlers experience environments where their social-emotional well-being is nurtured.

AL3 Attention, Engagement, and Persistence, L2 Expressive Language (Speaking), SE1 Self-Awareness and Self-Concept, SE2 Trust and Relationships, SE3 Feelings and Emotions, SE4 Self-Regulation

a. Emerging skill in self-regulation.

SE4.1(0) Accepts comforting from a familiar adult, eventually discovering ways to self-soothe (stuffed animal, thumb-sucking)

SE4.1(1) Shows increasing regulation in accepting and following daily routines and activities with familiar adults

SE4.1(2) Begins to manage own behavior and show self-regulation; demonstrates increasing ability to cope with stress; calms self with soothing techniques with adult support; understands and finds comfort in routines, rules, or limitations

b. An increasing capacity to pay attention, focus, concentrate, and be involved.

AL3.1(0) Pays attention to people, objects, and sounds; tries to reproduce a desired outcome; cries to receive attention

AL3.1(1) Stays attentive and engaged for increasing periods of time; repeats difficult tasks to achieve mastery

AL3.1(2) Remains attentive and engaged, finishes self-selected tasks (completes a simple puzzle, listens to a storybook)

c. A growing capacity to tolerate and enjoy a moderate degree of change, surprises, uncertainty, and potentially puzzling events.

SE4.1(1) Shows increasing regulation in accepting and following daily routines and activities with familiar adults

SE4.1(2) Begins to manage own behavior and show self-regulation; demonstrates increasing ability to cope with stress; calms self with soothing techniques with adult support; understands and finds comfort in routines,

rules, or limitations

d. A sense of personal worth and the worth of others, and reassurance that personal worth does not depend on today's behavior or ability.

SE1.1(2) Shows awareness of some of own characteristics and takes pride in showing things they can do; uses name to refer to self

SE1.3(1) Shows others things they have done; attempts to do some things independently but asks for help often

SE1.3(2) Shows confidence in increasing abilities through actions and language; attempts to accomplish activities independently

e. An increasing ability to identify their own emotional responses and those of others.

SE3.1(2) Recognizes other children's feelings and emotions; communicates concern and tries to comfort others verbally and physically

SE3.1(1) Begins to show concern for others (comforts/hugs others)

f. Confidence and ability to express emotional needs without fear.

SE3.2(1) Expresses a range of emotions related to a problem or conflict, using body language, facial expressions, and possibly words to communicate feelings

SE3.2(2) Learns social skills, and eventually words, for expressing feelings, needs, and wants; manages outbursts with adult help; begins to label feelings and emotions

g. Trust that their social-emotional needs will be responded to.

SE2.1(0) Responds differently to familiar and unfamiliar adults; engages in behaviors that build relationships with familiar adults; shows emotional connection and attachment to familiar adults

SE2.1(1) Seeks familiar adults for cues about how to respond to environment for comfort and support; shows attachment to trusted adults

SE2.1(2) Seeks ways to find comfort in new situations; shows emotional connection and attachment to others; goes to familiar adult; seeks comfort item (blanket, soft toy)

h. A trusting relationship with nurturing and responsive caregivers.

SE2.1(0) Responds differently to familiar and unfamiliar adults; engages in behaviors that build relationships with familiar adults; shows emotional connection and attachment to familiar adults

SE2.1(1) Seeks familiar adults for cues about how to respond to environment for comfort and support; shows attachment to trusted adults

i. The ability to respond and engage in reciprocal interactions.

L2.1(1) Uses consistent sounds, gestures, signs, or words for a variety of purposes to express needs and wants which are understood by familiar adults.

L2.1(2) Participates in simple two-way verbal or nonverbal (signs) conversations to express and talk about needs, wants, experiences, and ideas.

j. Emerging capacities for caring and cooperation.

SE3.1(2) Recognizes other children's feelings and emotions; communicates concern and tries to comfort others verbally and physically

SE3.1(1) Begins to show concern for others (comforts/hugs others)

Goal 3. Infants and toddlers experience environments where they are kept safe from harm.

L1 Receptive Language (Listening), PD4 Safety Awareness and Self-Care, SE2 Trust and Relationships, SE4 Self-Regulation

a. Increasing awareness of what can harm them.

PD4.1(2) Recognizes some harmful situations with guidance; begins to understand safe and unsafe behaviors

b. Increasing confidence that they can participate and take risks without fear of harm.

PD4.1(2) Recognizes some harmful situations with guidance; begins to understand safe and unsafe behaviors

SE4.1(2) Begins to manage own behavior and show self-regulation; demonstrates increasing ability to cope with stress; calms self with soothing techniques with adult support; understands and finds comfort in routines, rules, or limitations

c. Comfort in expressing their fears openly with trust that their fears will be taken seriously.

PD4.1(1) Looks for cues from adults to guide behavior in possible harmful situation

SE2.1(1) Seeks familiar adults for cues about how to respond to environment for comfort and support; shows attachment to trusted adults

d. Ability to respond to caregiver instructions related to safety.

PD4.1(2) Recognizes some harmful situations with guidance; begins to understand safe and unsafe behaviors

L1.1(1) Begins to understand gestures, words, questions, or routines; responds appropriately to familiar signs, words, songs; follows one-step direction with adult support.

B. Belonging

1: Language/Literacy, 4: Social Studies, 5: Social-Emotional Development, 6: Approaches to Learning, 7: Physical Development and Health

Goal 1. Infants and toddlers experience environments where they know they belong and have a place.

L2 Expressive Language (Speaking), SE1 Self-Awareness and Self-Concept, SE2 Trust and Relationships, SE3 Feelings and Emotions, SE4 Self-Regulation

a. An attachment to their primary caregivers and primary care group.

SE2.1(0) Responds differently to familiar and unfamiliar adults; engages in behaviors that build relationships with familiar adults; shows emotional connection and attachment to familiar adults

SE2.1(1) Seeks familiar adults for cues about how to respond to environment for comfort and support; shows attachment to trusted adults

b. A feeling of being valued as an important individual who belongs within the group setting.

SE1.3(1) Shows others things they have done; attempts to do some things independently but asks for help often
SE1.3(2) Shows confidence in increasing abilities through actions and language; attempts to accomplish activities independently

c. An increasing ability to play an active part in the day to day activities of the program.

SE1.3(2) Shows confidence in increasing abilities through actions and language; attempts to accomplish activities independently

d. Skills in caring for the environment (e.g., cleaning up, wiping the table, flushing the toilet, helping others).

SS4.1(2) With adult support, carries out some classroom responsibilities and follows simple rules; helps with simple classroom jobs

SE1.3(1) Shows others things they have done; attempts to do some things independently but asks for help often
SE1.3(2) Shows confidence in increasing abilities through actions and language; attempts to accomplish activities independently

e. Confidence in and an ability to express their ideas.

L2.1(2) Participates in simple two-way verbal or nonverbal (signs) conversations to express and talk about needs, wants, experiences, and ideas.

SE1.3(2) Shows confidence in increasing abilities through actions and language; attempts to accomplish activities independently

f. A comfort level in taking on different roles in their environment (e.g., helping others, turning off the water, holding the door).

SS4.1(2) With adult support, carries out some classroom responsibilities and follows simple rules; helps with simple classroom jobs

SE1.3(1) Shows others things they have done; attempts to do some things independently but asks for help often
SE1.3(2) Shows confidence in increasing abilities through actions and language; attempts to accomplish

activities independently

Goal 2. Experience environments where they are comfortable with routines, schedules, and activities.

PD4 Safety Awareness and Self-Care, SE2 Trust and Relationships, SE4 Self-Regulation, SS1 History and Events

a. An understanding of the routines, family customs, and regular events of the program.

SE4.1(1) Shows increasing regulation in accepting and following daily routines and activities with familiar adults

SE4.1(2) Begins to manage own behavior and show self-regulation; demonstrates increasing ability to cope with stress; calms self with soothing techniques with adult support; understands and finds comfort in routines, rules, or limitations

SS1.1(2) Understands and follows daily routines; can tell what comes next

b. An understanding that these routines, customs, and regular events can differ from their homes and from other settings.

SS3.1(2) Participates in rhymes/music/stories/ activities from various cultures

SE4.1(2) Begins to manage own behavior and show self-regulation; demonstrates increasing ability to cope with stress; calms self with soothing techniques with adult support; understands and finds comfort in routines, rules, or limitations

SS1.1(2) Understands and follows daily routines; can tell what comes next

c. An understanding that they and others can be a part of the group.

SE2.2(2) Begins to interact with other children; side-by-side play progressing to interactive play using same materials; begins to show preference for some children over others; uses imitation or pretend play to learn new roles and relationships

d. Capacities to predict routines and regular events that make up the day or the session.

SE4.1(2) Begins to manage own behavior and show self-regulation; demonstrates increasing ability to cope with stress; calms self with soothing techniques with adult support; understands and finds comfort in routines, rules, or limitations

SS1.1(2) Understands and follows daily routines; can tell what comes next

e. A growing ability to cope with change.

SE4.1(1) Shows increasing regulation in accepting and following daily routines and activities with familiar adults

SE4.1(2) Begins to manage own behavior and show self-regulation; demonstrates increasing ability to cope

with stress; calms self with soothing techniques with adult support; understands and finds comfort in routines, rules, or limitations

SS1.1(1) Responds and reacts to changes in routine or schedule

f. Enjoyment of and interest in a moderate degree of change.

SE4.1(2) Begins to manage own behavior and show self-regulation; demonstrates increasing ability to cope with stress; calms self with soothing techniques with adult support; understands and finds comfort in routines, rules, or limitations

SS1.1(1) Responds and reacts to changes in routine or schedule

g. Increasing mastery of self-help skills to assist with daily personal routines.

PD4.2(2) Shows self-care development in physical care routines (assisting with toothbrushing, handwashing, dressing, diapering/toileting, nose wiping, etc.)

SE4.1(2) Begins to manage own behavior and show self-regulation; demonstrates increasing ability to cope with stress; calms self with soothing techniques with adult support; understands and finds comfort in routines, rules, or limitations

h. An increasing sense of independence and competence during daily routines and activities.

SE4.1(2) Begins to manage own behavior and show self-regulation; demonstrates increasing ability to cope with stress; calms self with soothing techniques with adult support; understands and finds comfort in routines, rules, or limitations

SS1.1(2) Understands and follows daily routines; can tell what comes next

Goal 3. Experience environments where they understand the nature and boundaries of acceptable behaviors.

L2 Expressive Language (Speaking), SE2 Trust and Relationships, SE3 Feelings and Emotions, SE4 Self-Regulation

a. An increasing capacity to successfully communicate their feelings, needs, and wants.

L2.1(2) Participates in simple two-way verbal or nonverbal (signs) conversations to express and talk about needs, wants, experiences, and ideas.

SE3.2(1) Expresses a range of emotions related to a problem or conflict, using body language, facial expressions, and possibly words to communicate feelings

SE3.2(2) Learns social skills, and eventually words, for expressing feelings, needs, and wants; manages outbursts with adult help; begins to label feelings and emotions

b. A recognition that the setting has reasonable boundaries and expectations for behavior.

SE4.1(2) Begins to manage own behavior and show self-regulation; demonstrates increasing ability to cope with stress; calms self with soothing techniques with adult support; understands and finds comfort in routines, rules, or limitations

c. The beginning of an understanding of the reasons for boundaries and expectations.

SE4.1(2) Begins to manage own behavior and show self-regulation; demonstrates increasing ability to cope with stress; calms self with soothing techniques with adult support; understands and finds comfort in routines, rules, or limitations

d. Expectations that the setting is predictable, fair, and consistently caring.

SE2.1(2) Seeks ways to find comfort in new situations; shows emotional connection and attachment to others; goes to familiar adult; seeks comfort item (blanket, soft toy)

SE4.1(1) Shows increasing regulation in accepting and following daily routines and activities with familiar adults

SE4.1(2) Begins to manage own behavior and show self-regulation; demonstrates increasing ability to cope with stress; calms self with soothing techniques with adult support; understands and finds comfort in routines, rules, or limitations

e. An increasing awareness of the impact and consequences of their actions.

SE3.2(2) Learns social skills, and eventually words, for expressing feelings, needs, and wants; manages outbursts with adult help; begins to label feelings and emotions

SE4.1(2) Begins to manage own behavior and show self-regulation; demonstrates increasing ability to cope with stress; calms self with soothing techniques with adult support; understands and finds comfort in routines, rules, or limitations

f. An increasing ability to self-regulate their behavior.

SE4.1(1) Shows increasing regulation in accepting and following daily routines and activities with familiar adults

SE4.1(2) Begins to manage own behavior and show self-regulation; demonstrates increasing ability to cope with stress; calms self with soothing techniques with adult support; understands and finds comfort in routines, rules, or limitations

g. The ability to express disagreement with peers and caregivers in developmentally appropriate ways.

SE3.2(1) Expresses a range of emotions related to a problem or conflict, using body language, facial

expressions, and possibly words to communicate feelings
SE3.2(2) Learns social skills, and eventually words, for expressing feelings, needs, and wants; manages outbursts with adult help; begins to label feelings and emotions

Goal 4. Experience environments where positive connections are affirmed.

a. An understanding of the links between the early childhood education and care setting and their homes through people, images, objects, languages, sounds, smells, and tastes.

AL1 Curiosity, Initiative, and Risk-Taking, AL3 Attention, Engagement, and Persistence, SE2 Trust and Relationships, SE3 Feelings and Emotions, SS3 Culture, Family, and Community

SS3.1(2) Participates in rhymes/music/stories/ activities from various cultures

AL1.1(1) Exhibits interest, curiosity, and eagerness in exploring the world in sight of an adult; becomes increasingly aware of colors, shapes, patterns, or pictures

b. Interest and pleasure in discovering new environments where the people, images, objects, languages, sounds, smells, and tastes are sometimes different from those at home.

AL1.1(0) Uses senses to explore immediate environment

AL1.1(1) Exhibits interest, curiosity, and eagerness in exploring the world in sight of an adult; becomes increasingly aware of colors, shapes, patterns, or pictures

AL3.1(0) Pays attention to people, objects, and sounds; tries to reproduce a desired outcome; cries to receive attention

c. The ability to interact with an increasing number of significant people in their lives, beyond their families and primary caregivers.

SE2.1(2) Seeks ways to find comfort in new situations; shows emotional connection and attachment to others; goes to familiar adult; seeks comfort item (blanket, soft toy)

SE2.2(1) Shows interest in other children; responds to other children

SE2.2(2) Begins to interact with other children; side-by-side play progressing to interactive play using same materials; begins to show preference for some children over others; uses imitation or pretend play to learn new roles and relationships

C. Exploration

1: Language/Literacy, 2: Math, 3: Science, 5: Social-Emotional Development, 6: Approaches to Learning, 7: Physical Development and Health, 8: Creative Arts

Goal 1. Importance of spontaneous play is recognized and play is valued as meaningful learning.

AL1 Curiosity, Initiative, and Risk-Taking, AL2 Creative Thinking, Problem-Solving, Reasoning, CA4 Dramatic Play and Imagination, SE1 Self-Awareness and Self-Concept, SE2 Trust and Relationships

a. Strategies for exploring and satisfying their curiosity.

AL1.1(0) Uses senses to explore immediate environment
AL1.1(1) Exhibits interest, curiosity, and eagerness in

exploring the world in sight of an adult; becomes increasingly aware of colors, shapes, patterns, or pictures

b. Symbolic, pretend, and dramatic play.

CA4.1(1) Observes and imitates, sounds, gestures, and behaviors of others

CA4.1(2) Uses imitation or pretend play to express creativity and imagination

CA4.2(2) Uses objects in new ways or in pretend play; uses multiple toy props; engages in pretend play to act out daily routines

c. Creativity and spontaneity in their play.

CA4.2(1) Uses dolls and toys as if they were real; engages in pretend play with realistic objects

CA4.1(2) Uses imitation or pretend play to express creativity and imagination

AL2.1(2) Uses materials in new ways to accomplish a task or reach a goal; uses imitation or pretend play to express creativity and imagination; enjoys hearing silly stories and jokes

d. The ability to make decisions and choose their own materials.

SE1.2(2) Chooses favorite foods, objects, and activities

SE1.3(2) Shows confidence in increasing abilities through actions and language; attempts to accomplish activities independently

e. An emerging understanding that not knowing and being uncertain are part of learning.

AL1.1(2) Asks questions, seeks adult approval, and tries new activities with adult prompting

AL2.2(2) Asks questions to seek information; explores cause/effect relationships by repeating actions and observing reactions

f. Emerging expressions of intentionality in their play and relationships.

SE1.3(2) Shows confidence in increasing abilities through actions and language; attempts to accomplish activities independently

SE2.2(1) Shows interest in other children; responds to other children

SE2.2(2) Begins to interact with other children; side-by-side play progressing to interactive play using same materials; begins to show preference for some children over others; uses imitation or pretend play to learn new roles and relationships

Goal 2. Experience environments where they gain confidence in and greater control of their bodies.

AL1 Curiosity, Initiative, and Risk-Taking, CA2 Music, M2 Geometry and Spatial Sense, PD1 Physical Health, Growth, PD2 Gross Motor Development, PD3

Fine Motor Development, PD4 Safety Awareness and Self-Care, SC1 Observation and Inquiry, SE2 Trust and Relationships

a. Increasing control over their bodies, including increasing abilities in the use of large and small muscles, balance and coordination of eye-hand movements, and increasing agility, coordination, and balance.

- PD2.1(0)** Begins to gain mobility, balance, and control of body (scoots, crawls, sits upright, pulls up to stand)
PD2.1(1) Gains mobility and ability to move from place to place, demonstrating flexibility and balance (takes first steps, walks unassisted, stands unassisted, participates in simple balancing and stretching activities)
PD2.2(1) Coordinates body movements (pulls self to stand, claps, pushes/pulls toys)
PD2.1(2) Moves body to travel, demonstrating increased flexibility and balance (walks well, begins to run, dances, performs simple stretching activities with adult help)
PD2.2(2) Coordinates body movements to interact with surroundings (climbs slide, moves up/down stairs, throws overhand, twists at waist, bends over to pick up items, kicks a ball, begins to use pedals on ride-on toys)
PD3.1(1) Uses both hands to hold and manipulate objects (holds block and adds another block to top)
PD3.2(1) Coordinates hand and eye movements and controls small muscles when doing simple tasks (uses tools for feeding, hammers pegs, uses large crayons for scribbling)
PD3.1(2) Uses more refined hand and wrist movements (scribbles, stacks blocks, turns pages)
PD3.2(2) Uses hands and eyes together to complete tasks requiring a moderate amount of control (completes three or four piece puzzles, thread beads with large holes, uses shape sorter)

b. Strategies for actively exploring and making sense of the world by using their bodies, including active exploration with all the senses, and the use of tools, materials, and equipment to extend skills.

- AL1.1(0)** Uses senses to explore immediate environment
SC1.1(0) Explores objects and world through all five senses (touches and brings objects to mouth, focuses attention on people or objects).
SC1.1(1) Uses senses to explore and manipulate objects to observe how things work; varies behaviors to observe results.
SC1.1(2) Uses senses to explore; shares what is seen, heard, and touched; makes simple predictions based on previous experiences; observes the effects of their actions on others.
SC1.2(1) Uses own body and adults as tools to help make observations and gather information.
SC1.2(2) Uses simple tools to observe things in the environment (sifter, water jug, magnifying glass).

c. Confidence with moving in space, moving to rhythm, and playing near and with others.

CA2.2(1) Moves body in rhythm with music
CA2.2(2) Explores musical rhythms through movement, with and without instruments and props
SE2.2(2) Begins to interact with other children; side-by-side play progressing to interactive play using same materials; begins to show preference for some children over others; uses imitation or pretend play to learn new roles and relationships
M2.2(0) Explores moving body in space and observes other people and objects as they move.
M2.2(1) Explores ways objects and people move and fit in space; adjusts reach and grasp based on distance, size, and weight of object to be moved; explores space with body.

d. Awareness of good hygiene practices (e.g., tooth brushing, hand washing, covering mouth/nose when coughing).

PD4.2(1) Accepts and is more involved with physical care routines (toothbrushing, nose wiping, diapering, handwashing, dressing, etc.)
PD4.2(2) Shows self-care development in physical care routines (assisting with toothbrushing, handwashing, dressing, diapering/toileting, nose wiping, etc.)

Goal 3. Experience environments where they learn strategies for active exploration, thinking, and reasoning.

AL1 Curiosity, Initiative, and Risk-Taking, AL2 Creative Thinking, Problem-Solving, Reasoning, AL3 Attention, Engagement, and Persistence, AL4 Memory and Reflection, L1 Receptive Language (Listening), L3 Foundational Reading, SC1 Observation and Inquiry

a. The confidence to explore and make sense of their world through simple problem solving, recognizing patterns, learning from trial and error, asking questions, listening to others, simple planning, observing, and listening to stories.

L1.1(1) Begins to understand gestures, words, questions, or routines; responds appropriately to familiar signs, words, songs; follows one-step direction with adult support.
L1.1(2) Follows simple one and two-step directions with adult support; listens and responds to simple rhymes; listens to stories and conversations and confirms understanding through simple reciprocal language; progresses in understanding and responding to verbal and nonverbal cues
AL1.1(1) Exhibits interest, curiosity, and eagerness in exploring the world in sight of an adult; becomes increasingly aware of colors, shapes, patterns, or pictures
AL1.1(2) Asks questions, seeks adult approval, and tries new activities with adult prompting
AL2.2(1) Demonstrates a recognition of cause/effect relationships (pushes toy car and watches it roll away)
AL2.2(2) Asks questions to seek information; explores cause/effect relationships by repeating actions and

observing reactions

AL2.3(2) Tries several strategies to solve a problem (tries forcing a puzzle piece in place, then turns it until it fits)

b. An attitude of themselves as "explorers" â competent, confident learners who ask questions and make discoveries.

AL1.1(1) Exhibits interest, curiosity, and eagerness in exploring the world in sight of an adult; becomes increasingly aware of colors, shapes, patterns, or pictures
AL1.1(2) Asks questions, seeks adult approval, and tries new activities with adult prompting
AL2.2(2) Asks questions to seek information; explores cause/effect relationships by repeating actions and observing reactions

c. The confidence to choose and experiment with materials, to explore actively with all the senses, and to use what they learn to generalize their learning to other experiences.

AL1.1(0) Uses senses to explore immediate environment
AL2.1(1) Uses play objects in different ways than intended; finds humor in unexpected interactions
AL2.1(2) Uses materials in new ways to accomplish a task or reach a goal; uses imitation or pretend play to express creativity and imagination; enjoys hearing silly stories and jokes
AL4.1(2) Recalls information in new situations; remembers where a toy was put away; knows where things are kept in their environment
SC1.1(2) Uses senses to explore; shares what is seen, heard, and touched; makes simple predictions based on previous experiences; observes the effects of their actions on others.

d. The ability to learn new things from the materials and people around them.

AL2.1(1) Uses play objects in different ways than intended; finds humor in unexpected interactions
AL2.1(2) Uses materials in new ways to accomplish a task or reach a goal; uses imitation or pretend play to express creativity and imagination; enjoys hearing silly stories and jokes
AL2.2(2) Asks questions to seek information; explores cause/effect relationships by repeating actions and observing reactions

Goal 4. Develop a growing sense of social relationships, the natural environment, and the physical world.

AL1 Curiosity, Initiative, and Risk-Taking, AL3 Attention, Engagement, and Persistence, M2 Geometry and Spatial Sense, SC1 Observation and Inquiry, SC2 Physical Science, SC3 Life Science, SC4 Earth Science and Environment, SE2 Trust and Relationships, SE3 Feelings and Emotions

a. The ability to question, explore, generate, and modify their own ideas about the world around them.

AL1.1(2) Asks questions, seeks adult approval, and tries new activities with adult prompting

SC1.1(0) Explores objects and world through all five senses (touches and brings objects to mouth, focuses attention on people or objects).

SC1.1(1) Uses senses to explore and manipulate objects to observe how things work; varies behaviors to observe results.

SC1.1(2) Uses senses to explore; shares what is seen, heard, and touched; makes simple predictions based on previous experiences; observes the effects of their actions on others.

b. Familiarity with a variety of materials (e.g., sand, water, ice, bubbles, blocks, paper).

SC1.1(2) Uses senses to explore; shares what is seen, heard, and touched; makes simple predictions based on previous experiences; observes the effects of their actions on others.

SC2.1(0) Observes how objects move when acted upon; pays attention to lights and sounds; imitates sounds; observes properties of materials (wet vs. dry; hot vs. cold, etc.).

SC2.1(1) Observes the ways objects move when acted upon; explores different sounds; observes and explores properties of materials (hard vs. soft; wet vs. dry; hot vs. cold, etc).

SC2.1(2) Explores different ways to move objects by applying force; explores light and sound; observes how properties of matter can change (water and dirt; melting ice).

c. Spatial understandings, including an awareness of how two- and three- dimensional objects can be fitted together and moved in space.

M2.1(1) Explores shapes and objects and how they fit together.

M2.1(2) Recognizes and matches some familiar shapes, expanding to shapes of different sizes and orientations; names attributes of shapes with adult support.

M2.2(1) Explores ways objects and people move and fit in space; adjusts reach and grasp based on distance, size, and weight of object to be moved; explores space with body.

d. A knowledge of the natural environment in the outdoor area of the program and the local neighborhood (e.g., the neighborhood park, grassy field, a wooded area).

SC3.1(2) Observes, cares for, and tells some characteristics/traits of living things in the natural world with adult guidance; observes/identifies natural materials; notices similarities and differences between babies and adults; begins to notice differences between living and non-living things.

e. Social relationships and social concepts (e.g., friendship, authority, social rules and understandings).

SE2.2(2) Begins to interact with other children; side-by-side play progressing to interactive play using same materials; begins to show preference for some children over others; uses imitation or pretend play to learn new roles and relationships

SE3.2(2) Learns social skills, and eventually words, for expressing feelings, needs, and wants; manages outbursts with adult help; begins to label feelings and emotions

Goal 5. Interests and initiative provide direction for learning and practice and mastery of skills.

AL1 Curiosity, Initiative, and Risk-Taking, AL2 Creative Thinking, Problem-Solving, Reasoning, AL3 Attention, Engagement, and Persistence, SE1 Self-Awareness and Self-Concept, SE2 Trust and Relationships, SE3 Feelings and Emotions

a. Progressively more complex skills.

SE1.1(2) Shows awareness of some of own characteristics and takes pride in showing things they can do; uses name to refer to self

SE1.3(2) Shows confidence in increasing abilities through actions and language; attempts to accomplish activities independently

AL1.1(0) Uses senses to explore immediate environment

b. The ability to pursue interests independently.

SE1.2(2) Chooses favorite foods, objects, and activities

AL1.1(1) Exhibits interest, curiosity, and eagerness in exploring the world in sight of an adult; becomes increasingly aware of colors, shapes, patterns, or pictures

c. The understanding that they have a significant role in initiating exploration, play, and learning.

SE2.2(2) Begins to interact with other children; side-by-side play progressing to interactive play using same materials; begins to show preference for some children over others; uses imitation or pretend play to learn new roles and relationships

AL1.1(0) Uses senses to explore immediate environment

AL1.1(1) Exhibits interest, curiosity, and eagerness in exploring the world in sight of an adult; becomes increasingly aware of colors, shapes, patterns, or pictures

AL2.1(2) Uses materials in new ways to accomplish a task or reach a goal; uses imitation or pretend play to express creativity and imagination; enjoys hearing silly stories and jokes

D. Communication

1: Language/Literacy, 2: Math, 4: Social Studies, 5: Social-Emotional Development, 8: Creative Arts

Goal 1. Experience environments where they develop attitudes and skills to communicate with others.

CA2 Music, L1 Receptive Language (Listening), L2 Expressive Language (Speaking), L3 Foundational Reading, SE3 Feelings and Emotions

a. The ability to express their feelings and emotions in a range of appropriate ways.

SE3.2(1) Expresses a range of emotions related to a problem or conflict, using body language, facial expressions, and possibly words to communicate feelings
SE3.2(2) Learns social skills, and eventually words, for expressing feelings, needs, and wants; manages outbursts with adult help; begins to label feelings and emotions

b. Confidence that their first languages [e.g., whether spoken English, a spoken language other than English, or American Sign Language (ASL)] are valued, supported, and understood.

L2.1(1) Uses consistent sounds, gestures, signs, or words for a variety of purposes to express needs and wants which are understood by familiar adults.
L2.1(2) Participates in simple two-way verbal or nonverbal (signs) conversations to express and talk about needs, wants, experiences, and ideas.

c. Responsive and reciprocal communication skills (e.g., turn-taking).

L2.1(2) Participates in simple two-way verbal or nonverbal (signs) conversations to express and talk about needs, wants, experiences, and ideas.

d. A playful interest in repetitive sounds and words, and aspects of language (e.g., rhythm, rhyme, alliteration).

L3.3(1) Enjoys songs and rhymes and plays with sounds (imitates nonsense syllables, makes animal sounds, etc.).
L3.3(2) Continues to explore and play sounds (extends and repeats phonemes [individual sounds in a word], mimics rhymes, etc.).

e. Increasing skill with and understanding of non-verbal messages, including the ability to attend to and make non-verbal requests.

L1.1(0) Listens and responds with interest to sounds and verbal communication of others; watches and responds to body language, gestures, and other forms of nonverbal communication.
L1.1(1) Begins to understand gestures, words, questions, or routines; responds appropriately to familiar signs, words, songs; follows one-step direction with adult support.
L2.1(0) Uses and imitates sounds, gestures, or signs to express needs and wants.
L2.1(1) Uses consistent sounds, gestures, signs, or words for a variety of purposes to express needs and wants which are understood by familiar adults.

f. The inclination and ability to communicate, pay attention, and respond appropriately to others.

L1.1(2) Follows simple one and two-step directions with adult support; listens and responds to simple rhymes; listens to stories and conversations and confirms understanding through simple reciprocal language;

progresses in understanding and responding to verbal and nonverbal cues

L2.1(1) Uses consistent sounds, gestures, signs, or words for a variety of purposes to express needs and wants which are understood by familiar adults.

L2.1(2) Participates in simple two-way verbal or nonverbal (signs) conversations to express and talk about needs, wants, experiences, and ideas.

g. Increasing knowledge and skill in syntax, meaning, and vocabulary in at least one language.

L1.1(2) Follows simple one and two-step directions with adult support; listens and responds to simple rhymes; listens to stories and conversations and confirms understanding through simple reciprocal language; progresses in understanding and responding to verbal and nonverbal cues

L2.2(1) Learns and uses new words each day to label people and objects, sing songs, make requests.

L2.2(2) Uses new words each day for objects, actions, and to describe feelings, etc.; begins to understand some opposite concepts.

h. Language skills in real, play, and problem-solving contexts as well as in more structured language contexts (e.g., through books, finger plays, singing, storytelling/re-enacting).

CA2.1(2) Shows interest and participates in a wide variety of music and songs; sings some simple songs; explores volume

L3.1(0) Shows interest in songs, rhymes, and stories; explores books with mouth and hands; attends to colorful pictures and photos.

L3.1(2) Demonstrates interest and involvement with books and other print materials; selects books to be read and chooses favorites; names items in pictures; recognizes books by their covers.

i. Communication skills for increasingly complex purposes (e.g., expressing and asking others about intentions, expressing feelings and attitudes, negotiating, predicting, planning, reasoning, guessing, storytelling).

L2.1(1) Uses consistent sounds, gestures, signs, or words for a variety of purposes to express needs and wants which are understood by familiar adults.

L2.1(2) Participates in simple two-way verbal or nonverbal (signs) conversations to express and talk about needs, wants, experiences, and ideas.

L2.2(1) Learns and uses new words each day to label people and objects, sing songs, make requests.

L2.2(2) Uses new words each day for objects, actions, and to describe feelings, etc.; begins to understand some opposite concepts.

Goal 2. Opportunities to communicate through the use of symbols/pictures, signs, and stories.

L2 Expressive Language (Speaking), L3 Foundational Reading, L4 Writing, M1 Number Sense, Quantity,

<p>a. An understanding that symbols/pictures can be "read" by others, and that thoughts, experiences, and ideas can be represented through gestures, signs, words, pictures, print, numbers, sounds, shapes, models, facial expression, and photographs.</p>	<p>and Operations, SS3 Culture, Family, and Community</p> <p>L2.1(1) Uses consistent sounds, gestures, signs, or words for a variety of purposes to express needs and wants which are understood by familiar adults.</p> <p>L2.1(2) Participates in simple two-way verbal or nonverbal (signs) conversations to express and talk about needs, wants, experiences, and ideas.</p> <p>L3.1(2) Demonstrates interest and involvement with books and other print materials; selects books to be read and chooses favorites; names items in pictures; recognizes books by their covers.</p> <p>L3.4(2) Begins to recognize and understand that pictures or symbols can be "read" by others and have meaning.</p> <p>L4.1(2) Imitates adult writing, experimenting with different kinds of writing tools to make scribbles; understands people use writing to communicate.</p>
<p>b. Familiarity with symbols/pictures and their uses (including print) by exploring and observing them in activities that have meaning and purpose and are developmentally appropriate for infants and toddlers.</p>	<p>L3.1(1) Demonstrates interest and involvement in handling books without help; looks at pictures, photos, and drawings; participates in shared reading by pointing to pictures and turning pages.</p> <p>L3.1(2) Demonstrates interest and involvement with books and other print materials; selects books to be read and chooses favorites; names items in pictures; recognizes books by their covers.</p> <p>L3.4(2) Begins to recognize and understand that pictures or symbols can be "read" by others and have meaning.</p>
<p>c. Familiarity with an appropriate selection of the stories and literature valued by the cultures in their community.</p>	<p>SS3.1(2) Participates in rhymes/music/stories/ activities from various cultures</p> <p>L3.1(2) Demonstrates interest and involvement with books and other print materials; selects books to be read and chooses favorites; names items in pictures; recognizes books by their covers.</p>
<p>d. Familiarity with numbers and their uses by exploring and observing the use of numbers in activities that have meaning and purpose for infants and toddlers.</p>	<p>M1.1(0) Listens and responds to an adult counting; responds to question of wanting more.</p> <p>M1.1(1) Shows interest in and awareness of numbers and counting during daily routines and activities; understands differences in quantity: more, all gone, less.</p> <p>M1.1(2) Grows in role counting; begins to understand concept of "one" and "two"; identifies more/less in sets.</p>
<p>e. An interest in exploring and using mathematical, reading, and writing materials.</p>	<p>L3.1(1) Demonstrates interest and involvement in handling books without help; looks at pictures, photos,</p>

and drawings; participates in shared reading by pointing to pictures and turning pages.

L3.1(2) Demonstrates interest and involvement with books and other print materials; selects books to be read and chooses favorites; names items in pictures; recognizes books by their covers.

L4.1(1) Makes purposeful marks with various writing tools.

L4.1(2) Imitates adult writing, experimenting with different kinds of writing tools to make scribbles; understands people use writing to communicate.

M1.1(1) Shows interest in and awareness of numbers and counting during daily routines and activities; understands differences in quantity: more, all gone, less.

f. An interest in creating and using symbols/pictures.

L4.1(1) Makes purposeful marks with various writing tools.

L4.1(2) Imitates adult writing, experimenting with different kinds of writing tools to make scribbles; understands people use writing to communicate.

g. An expectation that words, books, numbers, and other symbols/pictures can amuse, delight, comfort, illuminate, inform, and excite.

L3.1(1) Demonstrates interest and involvement in handling books without help; looks at pictures, photos, and drawings; participates in shared reading by pointing to pictures and turning pages.

L3.1(2) Demonstrates interest and involvement with books and other print materials; selects books to be read and chooses favorites; names items in pictures; recognizes books by their covers.

L3.4(2) Begins to recognize and understand that pictures or symbols can be "read" by others and have meaning.

Goal 3. Discover and develop different ways to be creative and expressive about their feelings and thoughts.

CA1 Visual Arts, CA2 Music, CA3 Movement and Dance, CA4 Dramatic Play and Imagination, SE3 Feelings and Emotions, SS3 Culture, Family, and Community

a. Familiarity with the properties and characteristics of the materials used in the creative and expressive arts.

CA1.1(0) Shows curiosity, exploring a wide variety of art media through sensory experiences

CA1.1(1) Uses a variety of materials in exploring and creating age-appropriate artwork

CA1.1(2) Chooses and participates in art activities, using different materials to create artwork

CA4.1(2) Uses imitation or pretend play to express creativity and imagination

b. Skill and confidence with the processes of art (e.g., drawing, collage, painting, print-making, constructing).

CA1.1(1) Uses a variety of materials in exploring and creating age-appropriate artwork

CA1.1(2) Chooses and participates in art activities, using different materials to create artwork

c. Skill with media that can be used for expressing a mood or a feeling or for representing information (e.g., crayons, pencils, paint, blocks, wood, musical instruments, movement).

CA1.1(1) Uses a variety of materials in exploring and creating age-appropriate artwork

CA1.1(2) Chooses and participates in art activities, using different materials to create artwork

d. An ability to be creative and expressive through a variety of activities (e.g., pretend play, art, storytelling, music).

CA1.1(1) Uses a variety of materials in exploring and creating age-appropriate artwork

CA1.1(2) Chooses and participates in art activities, using different materials to create artwork

CA2.2(2) Explores musical rhythms through movement, with and without instruments and props

CA4.1(2) Uses imitation or pretend play to express creativity and imagination

e. An awareness that music, art, drama, and dance can be expressions of feeling, mood, situation, and culture.

SS3.1(2) Participates in rhymes/music/stories/ activities from various cultures

CA1.1(2) Chooses and participates in art activities, using different materials to create artwork

CA2.2(2) Explores musical rhythms through movement, with and without instruments and props

CA3.1(2) Moves and dances alone or with others; performs movements in songs and fingerplays

CA4.1(2) Uses imitation or pretend play to express creativity and imagination

SE3.2(2) Learns social skills, and eventually words, for expressing feelings, needs, and wants; manages outbursts with adult help; begins to label feelings and emotions

f. Confidence to sing songs, including songs of their own, and to experiment with chants and pitch patterns.

CA2.1(2) Shows interest and participates in a wide variety of music and songs; sings some simple songs; explores volume

g. An increasing ability to keep a steady beat (e.g., through speech, chants, dances, movement to simple rhythmic patterns).

CA2.1(2) Shows interest and participates in a wide variety of music and songs; sings some simple songs; explores volume

CA2.2(2) Explores musical rhythms through movement, with and without instruments and props

CA3.1(2) Moves and dances alone or with others; performs movements in songs and fingerplays

h. An expectation that music, art, drama, and dance can amuse, delight, comfort, illuminate, inform, and excite.

CA1.1(2) Chooses and participates in art activities, using different materials to create artwork

CA2.1(2) Shows interest and participates in a wide variety of music and songs; sings some simple songs; explores volume

CA4.1(2) Uses imitation or pretend play to express creativity and imagination

i. Familiarity with a variety of types of music, art, drama, and dance as expressions of feeling, mood, situation, occasion, and culture.

SS3.1(2) Participates in rhymes/music/stories/ activities from various cultures

CA4.1(2) Uses imitation or pretend play to express creativity and imagination

SE3.2(2) Learns social skills, and eventually words, for expressing feelings, needs, and wants; manages outbursts with adult help; begins to label feelings and emotions

E. Contribution

1: Language/Literacy, 4: Social Studies, 5: Social-Emotional Development, 6: Approaches to Learning

Goal 1. Learning is equitable, irrespective of gender, ability, age, home language, ethnicity, or background

AL3 Attention, Engagement, and Persistence, L1 Receptive Language (Listening), L2 Expressive Language (Speaking), SE1 Self-Awareness and Self-Concept, SE2 Trust and Relationships, SE3 Feelings and Emotions, SS3 Culture, Family, and Community

c. Understanding of the pro-social value of honesty and truthfulness to the extent their construction of and perception of reality permits it.

SE3.1(2) Recognizes other children's feelings and emotions; communicates concern and tries to comfort others verbally and physically

SE2.2(2) Begins to interact with other children; side-by-side play progressing to interactive play using same materials; begins to show preference for some children over others; uses imitation or pretend play to learn new roles and relationships

d. The ability to carry out or follow through on simple tasks that help or benefit themselves or others.

SE1.3(1) Shows others things they have done; attempts to do some things independently but asks for help often

SE1.3(2) Shows confidence in increasing abilities through actions and language; attempts to accomplish activities independently

AL3.1(2) Remains attentive and engaged, finishes self-selected tasks (completes a simple puzzle, listens to a storybook)

e. Positive and accepting attitudes toward people of a variety of backgrounds/characteristics (e.g., race,

SS3.1(2) Participates in rhymes/music/stories/ activities from various cultures

physical characteristics, culture, language spoken or signed, ethnic background).

SE2.2(2) Begins to interact with other children; side-by-side play progressing to interactive play using same materials; begins to show preference for some children over others; uses imitation or pretend play to learn new roles and relationships

f. The ability to respond and engage in developmentally appropriate reciprocal interactions.

L1.1(2) Follows simple one and two-step directions with adult support; listens and responds to simple rhymes; listens to stories and conversations and confirms understanding through simple reciprocal language; progresses in understanding and responding to verbal and nonverbal cues

L2.1(2) Participates in simple two-way verbal or nonverbal (signs) conversations to express and talk about needs, wants, experiences, and ideas.

SE2.2(2) Begins to interact with other children; side-by-side play progressing to interactive play using same materials; begins to show preference for some children over others; uses imitation or pretend play to learn new roles and relationships

g. Emerging skills in caring and cooperation.

SE3.1(2) Recognizes other children's feelings and emotions; communicates concern and tries to comfort others verbally and physically

SE2.2(2) Begins to interact with other children; side-by-side play progressing to interactive play using same materials; begins to show preference for some children over others; uses imitation or pretend play to learn new roles and relationships

SE3.1(1) Begins to show concern for others (comforts/hugs others)

a. Empathy, understanding, and awareness of others' feelings, and make comforting and accepting gestures to peers and others in distress.

SE3.1(2) Recognizes other children's feelings and emotions; communicates concern and tries to comfort others verbally and physically

SE3.1(1) Begins to show concern for others (comforts/hugs others)

b. Emerging concern for other children who may be excluded from activities because they are different.

SE3.1(2) Recognizes other children's feelings and emotions; communicates concern and tries to comfort others verbally and physically

SE3.1(1) Begins to show concern for others (comforts/hugs others)

Goal 2. Infants and toddlers experience environments where they are affirmed as individuals.

AL1 Curiosity, Initiative, and Risk-Taking, SE1 Self-Awareness and Self-Concept, SS1 History and Events

a. A sense of "who they are," their place in the wider world of relationships, and the ways in which these are appreciated.

SE1.1(0) Develops awareness of self as separate from others; reacts when hearing own name; begins to realize their own hands and feet belong to them; shows interest in mirror image

SE1.1(1) Becomes more aware of own body and others; consistently responds to name; recognizes self in mirror; uses pronouns "me" and "mine"

SE1.1(2) Shows awareness of some of own characteristics and takes pride in showing things they can do; uses name to refer to self

b. A range of abilities and interests (e.g., spatial, visual, linguistic, physical, musical, logical or mathematical, personal, social) which build on the children's strengths.

SE1.2(2) Chooses favorite foods, objects, and activities

SE1.3(1) Shows others things they have done; attempts to do some things independently but asks for help often

SE1.3(2) Shows confidence in increasing abilities through actions and language; attempts to accomplish activities independently

AL1.1(1) Exhibits interest, curiosity, and eagerness in exploring the world in sight of an adult; becomes increasingly aware of colors, shapes, patterns, or pictures

c. A sense of being able to make something happen that matters to them and to others.

SE1.1(2) Shows awareness of some of own characteristics and takes pride in showing things they can do; uses name to refer to self

SE1.3(1) Shows others things they have done; attempts to do some things independently but asks for help often

SE1.3(2) Shows confidence in increasing abilities through actions and language; attempts to accomplish activities independently

d. A growing sense that they are valued and that their presence and activities gain positive responses from others.

SE1.1(2) Shows awareness of some of own characteristics and takes pride in showing things they can do; uses name to refer to self

SE1.3(1) Shows others things they have done; attempts to do some things independently but asks for help often

SE1.3(2) Shows confidence in increasing abilities through actions and language; attempts to accomplish activities independently

e. A sense of optimism, that life is exciting and enjoyable, and they have a positive place within it.

SE1.3(2) Shows confidence in increasing abilities through actions and language; attempts to accomplish activities independently

AL1.1(1) Exhibits interest, curiosity, and eagerness in

exploring the world in sight of an adult; becomes increasingly aware of colors, shapes, patterns, or pictures
AL1.1(2) Asks questions, seeks adult approval, and tries new activities with adult prompting

f. The ability to look forward to events that affirm their growth (e.g., getting taller, getting new shoes, a first haircut, looking forward to upcoming visitors and events).

SE1.1(1) Becomes more aware of own body and others; consistently responds to name; recognizes self in mirror; uses pronouns "me" and "mine"

SE1.1(2) Shows awareness of some of own characteristics and takes pride in showing things they can do; uses name to refer to self

SS1.1(2) Understands and follows daily routines; can tell what comes next

g. An awareness of themselves as unique individuals.

SE1.1(1) Becomes more aware of own body and others; consistently responds to name; recognizes self in mirror; uses pronouns "me" and "mine"

SE1.1(2) Shows awareness of some of own characteristics and takes pride in showing things they can do; uses name to refer to self

Goal 3. Experience environments where they are encouraged to interact and learn with and alongside others.

SE1 Self-Awareness and Self-Concept, SE2 Trust and Relationships, SE3 Feelings and Emotions, SE4 Self-Regulation

a. An increasing ability to take another's point of view and to empathize with others.

SE3.1(2) Recognizes other children's feelings and emotions; communicates concern and tries to comfort others verbally and physically

SE3.1(1) Begins to show concern for others (comforts/hugs others)

b. Ways to enjoy solitary play when they choose to be alone.

SE1.3(2) Shows confidence in increasing abilities through actions and language; attempts to accomplish activities independently

SE4.1(2) Begins to manage own behavior and show self-regulation; demonstrates increasing ability to cope with stress; calms self with soothing techniques with adult support; understands and finds comfort in routines, rules, or limitations

c. An increasing sense of competence and confidence in growing abilities.

SE1.3(1) Shows others things they have done; attempts to do some things independently but asks for help often

SE1.3(2) Shows confidence in increasing abilities through actions and language; attempts to accomplish activities independently

d. Acceptable ways to assert their independence.

SE1.1(2) Shows awareness of some of own characteristics and takes pride in showing things they can do; uses name to refer to self

SE1.3(2) Shows confidence in increasing abilities through actions and language; attempts to accomplish activities independently

e. Friendship skills, where they can play harmoniously with their peers through cooperation and participate in the give and take of ideas.

SE2.2(2) Begins to interact with other children; side-by-side play progressing to interactive play using same materials; begins to show preference for some children over others; uses imitation or pretend play to learn new roles and relationships

f. An increasing ability to share by showing interest in and awareness of the feelings of others.

SE3.1(2) Recognizes other children's feelings and emotions; communicates concern and tries to comfort others verbally and physically

SE2.2(2) Begins to interact with other children; side-by-side play progressing to interactive play using same materials; begins to show preference for some children over others; uses imitation or pretend play to learn new roles and relationships

Goal 4. Empowered to make contributions within the program and as members of their communities.

SE1 Self-Awareness and Self-Concept, SE2 Trust and Relationships, SS2 Geography and Symbolic Representation, SS3 Culture, Family, and Community, SS4 Government, Economics, and Technology

a. A growing sense of themselves as part of a family.

SS3.2(1) Consistently hears and responds to own name and names of close family members (Mama, Daddy, etc.); begins to notice family, age, and physical traits

SS3.2(2) Shows understanding of own characteristics (name, age, gender, physical traits) and family roles

b. A sense of pride in themselves and their families.

SS3.2(2) Shows understanding of own characteristics (name, age, gender, physical traits) and family roles

SE1.1(2) Shows awareness of some of own characteristics and takes pride in showing things they can do; uses name to refer to self

c. A growing sense of connection and consistency across their homes, the program and their community.

SS4.1(2) With adult support, carries out some classroom responsibilities and follows simple rules; helps with simple classroom jobs

SE2.1(0) Responds differently to familiar and unfamiliar adults; engages in behaviors that build relationships with familiar adults; shows emotional connection and

attachment to familiar adults

SE2.1(1) Seeks familiar adults for cues about how to respond to environment for comfort and support; shows attachment to trusted adults

SE2.1(2) Seeks ways to find comfort in new situations; shows emotional connection and attachment to others; goes to familiar adult; seeks comfort item (blanket, soft toy)

d. A positive sense about their participation in the program, their families, and their community.

SS3.2(2) Shows understanding of own characteristics (name, age, gender, physical traits) and family roles

SE2.1(1) Seeks familiar adults for cues about how to respond to environment for comfort and support; shows attachment to trusted adults

SE2.2(2) Begins to interact with other children; side-by-side play progressing to interactive play using same materials; begins to show preference for some children over others; uses imitation or pretend play to learn new roles and relationships

Source:

Michigan Early Childhood Standards of Quality for Infant and Toddler Programs (2013). Michigan State Board of Education.