



ALIGNMENT

Assessment, Evaluation, and Programming System for Infants and Children, Third Edition (AEPS®-3)

WITH

Georgia Early Learning and Development Standards

Alignment of Assessment, Evaluation, and Programming System for Infants and Children, Third Edition (AEPS®-3) with Georgia Early Learning and Development Standards (GELDS)

This document aligns the *Georgia Early Learning and Development Standards (GELDS)* [2013] with the areas, strands, goals, and objectives of *Assessment, Evaluation, and Programming System for Infants and Children, Third Edition (AEPS®-3)*.

References

Bricker, D., Dionne, C., Grisham, J., Johnson, J.J., Macy, M., Slentz, K., & Waddell, M. (2022). *Assessment, Evaluation, and Programming System for Infants and Children, Third Edition (AEPS®-3)*. Brookes Publishing Co.

Georgia Early Learning and Development Standards (GELDS). (2013). Retrieved from:
<https://www.decal.ga.gov/Prek/GELDS.aspx>

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Created November 2022

Physical Development and Motor Skills

Strand: Health and Well-Being

PDM1 – The child will practice healthy and safe habits.

0–12 months	PDM1.0a Sleeps well and shows alertness during waking periods.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	PDM1.0b Initiates active play and engages in some physical activity.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	PDM1.0c Responds to verbal or physical signal of danger.	Social-Communication	B. Communicative Understanding	2.2 Responds to single-word directive
	PDM1.0d Reacts to simple directions to support safety.	Social-Communication	B. Communicative Understanding	3.3 Follows one-step direction with contextual cues
	PDM1.0e Shows beginning awareness of personal health and self-care needs.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
12–24 months	PDM1.1a Sleeps well and wakes rested.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	PDM1.1b Actively participates in physical activity for three to five minutes at a time.	Gross Motor	C. Active Play	2.2 Climbs play equipment
	PDM1.1c Identifies and tries to avoid dangers with assistance.	Adaptive	D. Personal Safety	3.1 Responds appropriately to warnings of dangerous conditions or substances
	PDM1.1d Communicates beginning understanding of dangerous situations.	Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety
	PDM1.1e Makes adult aware of health and self-care needs and seeks assistance.	Adaptive	D. Personal Safety	1.1 Communicates internal distress, discomfort, or pain to adult
24–36 months	PDM1.2a Sleeps well, waking rested and ready for daily activities.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	PDM1.2b Actively participates in games, outdoor play and other forms of physical activity for sustained periods of time.	Gross Motor	C. Active Play	All
	PDM1.2c Pays attention to simple safety instructions and avoids dangers with assistance.	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
	PDM1.2d Verbalizes simple safety rules.	Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety
	PDM1.2e Attends to personal health routines and self-care needs with some assistance from an adult.	Adaptive	B. Personal Care Routines	3.1 Completes some steps to brush teeth, comb hair, and wipe nose

	GA Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
36-48 months	PDM1.3a Stays awake except during nap time.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	PDM1.3b Actively participates in a variety of both structured and unstructured indoor and outdoor activities for sustained periods of time.	Gross Motor	C. Active Play	All
	PDM1.3c Independently shows awareness of dangerous situations and responds with some knowledge of safety instructions.	Adaptive	D. Personal Safety	3. Takes independent action when faced with dangerous conditions or substances
	PDM1.3d Communicates to peers and adults when dangerous situations are observed.	Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety
	PDM1.3e Attends to personal health routines and self-care needs independently.	Adaptive	B. Personal Care Routines	3. Completes all steps for personal hygiene, including brushing teeth, combing hair, and wiping nose
48-60 months	PDM1.4a Stays awake and alert except during voluntary nap time.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	PDM1.4b Actively participates in a variety of both structured and unstructured indoor and outdoor activities for sustained periods of time that increase strength, endurance and flexibility.	Gross Motor	C. Active Play	All
	PDM1.4c Consistently follows basic safety rules and anticipates consequences of not following safety rules.	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
	PDM1.4d Communicates the importance of safety rules.	Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety
	PDM1.4e Identifies the importance of and participates in activities related to health and self-care needs.	Adaptive	D. Personal Safety	1. Takes independent action to alleviate distress, discomfort, and pain
	PDM1.4f Can name people who keep them safe and healthy.	Adaptive	D. Personal Safety	1.1 Communicates internal distress, discomfort, or pain to adult

PDM2 – The child will participate in activities related to nutrition.

0-12 months	PDM2.0a Explores food with fingers.	Adaptive	A. Eating and Drinking	3.2 Eats with fingers
	PDM2.0b Shows preference for food choices.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
12-24 months	PDM2.1a Distinguishes between food and non-food items.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	PDM2.1b Shows interest in and tries new foods.	Adaptive	A. Eating and Drinking	3.3 Accepts food presented on eating utensils
24-36 months	PDM2.2a Prepares nutritious snacks with adult assistance.	Adaptive	A. Eating and Drinking	6. Prepares food for eating
	PDM2.2b Eats a variety of nutritious foods and recognizes healthy foods.	Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures
36-48 months	PDM2.3a Helps prepare nutritious snacks.	Adaptive	A. Eating and Drinking	6. Prepares food for eating
	PDM2.3b Distinguishes healthy food choices from less-healthy food choices.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
48-60 months	PDM2.4a Helps prepare nutritious snacks and meals.	Adaptive	A. Eating and Drinking	6. Prepares food for eating
	PDM2.4b Sorts foods into food groups and communicates the benefits of healthy foods.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function

Strand: Use of Senses

PDM3 – The child will demonstrate an awareness of the body in space and child's relationship to objects in space.

0-12 months	PDM3.0a Moves body through space.	Gross Motor	B. Movement and Coordination	1 (All)
		Gross Motor	B. Movement and Coordination	2 (All)
		Gross Motor	B. Movement and Coordination	3 (All)
	PDM3.0b Exhibits body awareness and starts to move intentionally.	Gross Motor	B. Movement and Coordination	1 (All)
		Gross Motor	B. Movement and Coordination	2 (All)
		Gross Motor	B. Movement and Coordination	3 (All)
12-24 months	PDM3.1a Acts and moves with intention and purpose with some adult assistance.	Gross Motor	B. Movement and Coordination	4 (All)
		Gross Motor	B. Movement and Coordination	5 (All)
	PDM3.1b Uses trial and error to discover how the body fits and moves through space.	Gross Motor	B. Movement and Coordination	All
24-36 months	PDM3.2a Acts and moves with intention and purpose.	Gross Motor	B. Movement and Coordination	4.1 Walks up and down stairs using support
		Gross Motor	B. Movement and Coordination	5.1 Runs
		Gross Motor	B. Movement and Coordination	5.2 Walks fast
		Gross Motor	B. Movement and Coordination	6.3 Jumps down with support
	PDM3.2b Demonstrates awareness of his/her own body in space.	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects

GA Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
36-48 months	PDM3.3a Acts and moves with purpose and recognizes differences in direction, distance and location with some adult assistance.	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
	PDM3.3b Demonstrates awareness of his/her own body in relation to others.	Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects
48-60 months	PDM3.4a Acts and moves with purpose and independently recognizes differences in direction, distance and location.	Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects
	PDM3.4b Demonstrates spatial awareness through play activities.	Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects
PDM4 – The child will use senses (sight, touch, hearing, smell and taste) to explore the environment and process information.				
0-12 months	PDM4.0a Responds to what he/she sees, hears, touches, tastes and smells.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	PDM4.0b Manipulates objects to see what will happen.	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
12-24 months	PDM4.1a Engages in some sensory experiences.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	PDM4.1b Tries a new action with a familiar object.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
24-36 months	PDM4.2a Participates in a variety of sensory experiences and differentiates between the senses.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	PDM4.2b Tests objects to determine their purpose.	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
36-48 months	PDM4.3a Uses senses purposefully to learn about objects.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	PDM4.3b Takes things apart and attempts to put them back together.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
48-60 months	PDM4.4a Discriminates between and identifies a variety of sights, smells, sounds, textures and tastes.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	PDM4.4b Takes things apart and invents new structures using the parts.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies

Strand: Motor Skills

PDM5 – The child will demonstrate gross motor skills.

0-12 months	PDM5.0a Develops control of head and back, progressing to arms and legs.	Gross Motor	A. Body Control and Weight Transfer	1. Turns head, moves arms, and kicks legs independently of each other
	PDM5.0b Develops emerging coordination and balance, often with support.	Gross Motor	A. Body Control and Weight Transfer	All
12-24 months	PDM5.1a Gains control and coordination of body movements.	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
	PDM5.1b Develops emerging coordination and balance.	Gross Motor	B. Movement and Coordination	5.2 Walks fast
24-36 months	PDM5.2a Develops gross motor control for a range of physical activities.	Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects
	PDM5.2b Develops coordination and balance.	Gross Motor	B. Movement and Coordination	6.2 Jumps down from low structure
36-48 months	PDM5.3a Coordinates movements to perform a task.	Gross Motor	C. Active Play	All
	PDM5.3b Demonstrates coordination and balance.	Gross Motor	B. Movement and Coordination	5 (All)
		Gross Motor	B. Movement and Coordination	6 (All)
		Gross Motor	B. Movement and Coordination	7 (All)
48-60 months	PDM5.4a Coordinates movements to perform more complex tasks.	Gross Motor	C. Active Play	All
	PDM5.4b Demonstrates coordination and balance in a variety of activities.	Gross Motor	B. Movement and Coordination	5 (All)
		Gross Motor	B. Movement and Coordination	6 (All)
		Gross Motor	B. Movement and Coordination	7 (All)

PDM6 – The child will demonstrate fine motor skills.

0-12 months	PDM6.0a Develops grasp reflex.	Fine Motor	A. Reach, Grasp, and Release	2 (all)
	PDM6.0b Coordinates motions using hands and eyes.	Fine Motor	A. Reach, Grasp, and Release	1. Makes directed batting or swiping movements with each hand
12-24 months	PDM6.1a Gains control of hands and fingers.	Fine Motor	A. Reach, Grasp, and Release	2. Grasps pea-size object
	PDM6.1b Demonstrates hand-eye coordination and participates in a variety of activities to enhance coordination.	Fine Motor	A. Reach, Grasp, and Release	3.1 Releases object into targeted space
24-36 months	PDM6.2a Coordinates the use of hands and fingers.	Fine Motor	B. Functional Skill Use	3.1 Assembles toy
	PDM6.2b Performs simple fine motor skills.	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
36-48 months	PDM6.3a Refines grasp to manipulate tools and objects	Fine Motor	C. Mechanics of Writing	1. Holds writing tool using three-finger grasp to write or draw
	PDM6.3b Uses hand-eye coordination to manipulate smaller objects with increasing control.	Fine Motor	B. Functional Skill Use	1. Activates object with finger
48-60 months	PDM6.4a Performs fine motor tasks that require small-muscle strength and control.	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
	PDM6.4b Uses hand-eye coordination to manipulate small objects with ease.	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
	PDM6.4c Able to perform more complex fine motor tasks with accuracy 50% of the time.	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action

Social and Emotional Development

Strand: Developing a Sense of Self

SED1 – The child will develop self-awareness.

0-12 months	SED1.0a Responds to image of self.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	SED1.0b Responds to his/her name.	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names
	SED1.0c Shows awareness of his/her own abilities/preferences.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
12-24 months	SED1.1a Identifies image of self.	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
	SED1.1b Says his/her name.	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	SED1.1c Shows knowledge of his/her own abilities/preferences.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
24-36 months	SED1.2a Uses gestures and actions to reference self when interacting with others.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	SED1.2b Uses pronouns such as I, me and mine.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	SED1.2c Shows sense of satisfaction in his/her own abilities/preferences.	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
	SED1.2d Shows emerging independence by occasionally resisting adult control.	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
36-48 months	SED1.3a Recognizes self as a unique individual.	Social-Emotional	E. Meeting Social Expectations	4.3 Provides given name or nickname of self and others
	SED1.3b Demonstrates knowledge of personal information.	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
	SED1.3c Shows sense of satisfaction in his/her own abilities, preferences and accomplishments.	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
	SED1.3d Shows emerging sense of independence in his/her own choices.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities

GA Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
48-60 months	SED1.4a Identifies self as a unique member of a specific group or demographic that fits into a larger world picture.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	SED1.4b Identifies personal characteristics, preferences, thoughts and feelings.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	SED1.4c Shows confidence in a range of abilities and the capacity to take on and accomplish new tasks.	Social-Emotional	B. Social-Emotional Expression and Regulation	3.1 Explains or shows others how to do tasks mastered
	SED1.4d Shows independence in his/her own choices.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
SED2 – The child will engage in self-expression.				
0-12 months	SED2.0a Makes sounds, facial expressions or body movements to express needs and feelings of comfort or discomfort.	Social-Communication	A. Early Social Communication	3.1 Vocalizes to another person expressing positive affective state
		Social-Communication	A. Early Social Communication	3.2 Vocalizes to another person expressing negative affective state
	SED2.0b Uses sounds, facial expressions or body movements to express simple emotions of contentment or discontent.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
12-24 months	SED2.1a Uses sounds, facial expressions or gestures to express needs and preferences.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	SED2.1b Displays a range of basic emotions such as happiness, sadness and fear.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
24-36 months	SED2.2a Uses verbal expressions and gestures to communicate needs, opinions, ideas and preferences.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	SED2.2b Uses verbal and nonverbal expressions to demonstrate basic emotions such as anger, happiness and sadness.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
36-48 months	SED2.3a Uses a combination of words, phrases and actions to communicate needs, ideas, opinions and preferences.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	SED2.3b With adult guidance, uses verbal and nonverbal expressions to demonstrate a larger range of emotions, such as frustration, jealousy and enthusiasm.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions

	GA Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
48-60 months	SED2.4a Effectively uses words, sentences and actions to communicate needs, ideas, opinions and preferences.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	SED2.4b With adult guidance, uses verbal and nonverbal expressions to describe and explain a full range of emotions.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	SED2.4c Uses pretend-play to show emotions of self and others.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	SED2.4d With adult guidance, distinguishes between positive and negative emotions and the conditions that evoke each.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions

Strand: Self-Regulation

SED3 – The child will begin to demonstrate self-control.

0-12 months	SED3.0a Depends on simple routines provided by adults.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	SED3.0b Self-soothes when held, rocked or talked to by an adult.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.3 Responds appropriately to soothing by adult
	SED3.0c Responds to negative and positive reactions.	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone
	SED3.0d Develops an awareness of transitions and schedules/ routines with adult prompts.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
12-24 months	SED3.1a Follows simple routines in a group setting with adult support, such as eating, napping or playing.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	SED3.1b Self-soothes with minimal adult support.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	SED3.1c Demonstrates the beginnings of impulse control with adult guidance.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	SED3.1d Accepts transitions and changes to schedules/routines with adult support.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
24-36 months	SED3.2a Displays understanding of engaging in routines, rules and appropriate social behavior.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	SED3.2b Self-soothes independently.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	SED3.2c Regulates some impulses with adult guidance.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
36-48 months	SED3.3a Remembers and follows simple group rules and displays appropriate social behavior.	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Follows established social rules in familiar environments
	SED3.3b Regulates own emotions and behaviors with adult support when needed.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	SED3.3c Regulates impulses with adult guidance.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	SED3.3d Manages transitions and adapts to changes in schedules and routines with adult support.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers

	GA Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
48-60 months	SED3.4a Independently follows rules and routines.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
	SED3.4b Regulates own emotions and behaviors, and seeks out adult support when needed.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	SED3.4c Regulates a wide range of impulses.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	SED3.4d Manages transitions and adapts to changes in schedules and routines independently.	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine

Strand: Developing a Sense of Self with Others

SED4 – The child will develop relationships and social skills with adults.

0-12 months	SED4.0a Responds differently to familiar and unfamiliar adults.	Social-Communication	A. Early Social Communication	1.1 Quiets to familiar voice
	SED4.0b Develops trust and attachment toward significant adults.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	SED4.0c Imitates examples of affection with familiar adults.	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
12-24 months	SED4.1a Engages in interactions with familiar adults and responds to unfamiliar adults cautiously.	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
	SED4.1b Shows feelings of security with familiar adults.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	SED4.1c Shows beginning signs of affection with familiar adults.	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
24-36 months	SED4.2a Stays connected with familiar adults using gestures, glances and verbal interaction.	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	SED4.2b Looks to familiar adults for reassurance when trying new tasks.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	SED4.2c Shows nonverbal affection to familiar adults.	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	SED4.2d Occasionally seeks out adult for help.	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
36-48 months	SED4.3a Shows signs of security and trust when separated from familiar adults.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	SED4.3b Uses a familiar adult's facial expression to decide how to respond.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	SED4.3c Shows affection to familiar adults by using words and actions.	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	SED4.3d Seeks out adult for help.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information

	GA Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
48-60 months	SED4.4a Transitions well into new, unfamiliar settings.	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings
	SED4.4b Uses a familiar adult's suggestions to decide how to respond to a specific situation.	Social-Communication	D. Social Use of Language	3.3 Responds to topic initiations from others
	SED4.4c Shows affection to familiar adults by using more complex words and actions.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	SED4.4d Seeks out adults as a resource for help and assistance.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
SED5 – The child will develop relationships and social skills with peers.				
0-12 months	SED5.0a Demonstrates interest/ excitement when other children enter the room.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	SED5.0b Engages in solitary play around other children.	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
	SED5.0c Shows awareness of possible conflicts by crying, turning away or showing distress.	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone
	SED5.0d Observes peers who are experiencing a need or discomfort.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
12-24 months	SED5.1a Begins to relate to and show enjoyment in interactions with other children.	Social-Emotional	C. Interactions with Peers	1.2 Responds appropriately to peer social behavior
	SED5.1b Engages in mostly solitary play with some parallel play.	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
	SED5.1c Engages in conflicts with peers regarding possession of items.	Social-Emotional	D. Independent and Group Participation	4.2 Claims and defends possessions
	SED5.1d Shows awareness of feelings displayed by peers.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
24-36 months	SED5.2a At times, shows a preference to play with a familiar child.	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	SED5.2b Plays alongside other children for short periods. Observes and imitates other children.	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
	SED5.2c Occasionally, resolves peer conflicts with adult support.	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
	SED5.2d Recognizes and names the feelings of peers with adult support.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
	SED5.2e Shows awareness of peers' personal space and belongings.	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer

	GA Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
36-48 months	SED5.3a Initiates play with one or two other children.	Social-Emotional	C. Interactions with Peers	3.1 Initiates cooperative activity
	SED5.3b Engages in mutual/cooperative play.	Social-Emotional	C. Interactions with Peers	3.2 Joins others in cooperative activity
	SED5.3c Seeks adult support to resolve some peer conflicts.	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
	SED5.3d Recognizes and names the feelings of peers.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
	SED5.3e Shows emerging respect for peers' personal space and belongings.	Social-Emotional	D. Independent and Group Participation	1. Interacts appropriately with others during small-group activities
48-60 months	SED5.4a Develops and maintains friendships with other children.	Social-Emotional	C. Interactions with Peers	3.1 Initiates cooperative activity
	SED5.4b Plays cooperatively with a few peers for a sustained period of time.	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
	SED5.4c Attempts to resolve peer conflicts using appropriate strategies.	Social-Emotional	D. Independent and Group Participation	4. Resolves conflicts using negotiation
	SED5.4d Shows emerging empathy and understanding of peers by attempting to comfort and help.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	SED5.4e Shows respect for peers' personal space and belongings.	Social-Emotional	D. Independent and Group Participation	1. Interacts appropriately with others during small-group activities

Approaches to Play and Learning

Strand: Initiative and Exploration

APL1 – The child will demonstrate initiative and self-direction.

0-12 months	APL1.0a Exhibits interest in people and things in his/her surroundings.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	APL1.0b Occasionally demonstrates desire to complete simple tasks by self.	Cognitive	D. Reasoning	1.1 Uses part of object or support to obtain another object
	APL1.0c Selects an item of interest by pointing and/or reaching for object.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
12-24 months	APL1.1a Uses available senses to learn and explore his/her environment.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	APL1.1b Demonstrates desire to complete more complex tasks by self.	Cognitive	D. Reasoning	1. Uses object to obtain another object
	APL1.1c Selects book or toy from several options.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
24-36 months	APL1.2a Tries inventive or new ways of using materials or completing tasks.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	APL1.2b Verbally expresses desire to complete tasks by self.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	APL1.2c Independently selects materials and utilizes those materials.	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
36-48 months	APL1.3a Initiates new tasks by himself/herself.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	APL1.3b Makes choices and completes some independent activities.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	APL1.3c Makes plans and follows through on intentions.	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
48-60 months	APL1.4a Takes initiative to learn new concepts and try new experiences. Initiates and completes new tasks by himself/herself.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	APL1.4b Selects and carries out activities without adult prompting.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	APL1.4c Sets goals and develops and follows through on plans.	Cognitive	E. Scientific Discovery	4. Transfers knowledge

APL2 – The child will demonstrate interest and curiosity.

0-12 months	APL2.0a Shows eagerness and delight in self, others and surroundings.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	APL2.0b Shows curiosity/interest in his/her surroundings.	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
12-24 months	APL2.1a Shows interest in what others are doing.	Social-Emotional	D. Independent and Group Participation	1.3 Remains with group during small-group activities
	APL2.1b Begins to show curiosity/interest in new objects, experiences and people.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
24-36 months	APL2.2a Seeks information from others.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	APL2.2b Asks questions about familiar objects, people and experiences.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	APL2.2c Explores and manipulates familiar objects in the environment.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
36-48 months	APL2.3a Demonstrates an increased willingness to participate in both familiar and new experiences.	Social-Emotional	D. Independent and Group Participation	3.2 Responds to request to begin activity
	APL2.3b Asks questions about unfamiliar objects, people and experiences.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	APL2.3c Explores and manipulates both familiar and unfamiliar objects in the environment.	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
48-60 months	APL2.4a Demonstrates eagerness to learn about and discuss new topics, ideas and tasks.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	APL2.4b Asks questions and seeks new information. With assistance, looks for new information and wants to know more.	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation
	APL2.4c Increasingly seeks out and explores unfamiliar objects in the environment.	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change

Strand: Attentiveness and Persistence

APL3 – The child will sustain attention to a specific activity and demonstrate persistence.

0-12 months	APL3.0a Examines a toy, rattle or face for a brief period of time.	Social-Communication	B. Communicative Understanding	1.2 Looks toward object
	APL3.0b Explores a person or object for a minimum of one to three minutes.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	APL3.0c Continues to express distress when needs are not met.	Social-Communication	A. Early Social Communication	3.2 Vocalizes to another person expressing negative affective state
	APL3.0d Repeats actions to make something happen again.	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
12-24 months	APL3.1a Engages and persists with an activity, toy or object.	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
	APL3.1b Demonstrates focus on a specific task or activity.	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
	APL3.1c Tries a variety of approaches to getting what he/she wants.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	APL3.1d Repeats interesting actions over and over to gain skills and confidence.	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
24-36 months	APL3.2a Engages in teacher-directed activity for short periods of time.	Social-Emotional	D. Independent and Group Participation	1.3 Remains with group during small-group activities
	APL3.2b Demonstrates focus on a teacher-directed activity for a short period of time.	Social-Emotional	D. Independent and Group Participation	1.2 Responds appropriately to directions during small-group activities
	APL3.2c Shows persistence in activities of interest despite interruptions.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	APL3.2d Repeats successful actions and experiences.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
36-48 months	APL3.3a Engages in an activity for sustained periods of time to achieve a goal.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	APL3.3b Wants to complete activities and do them well.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	APL3.3c Begins to work cooperatively with others to achieve a goal or accomplish a task.	Social-Emotional	C. Interactions with Peers	3.2 Joins others in cooperative activity
	APL3.3d Keeps working on activity even after setbacks.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies

	GA Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
48-60 months	APL3.4a Engages in independent activities and continues tasks over a period of time.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	APL3.4b Practices to improve skills that have been accomplished.	Social-Emotional	B. Social Emotional Expression and Regulation	3.1 Explains or shows others how to do tasks mastered
	APL3.4c Works cooperatively with others to successfully achieve a goal or accomplish a task.	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
	APL3.4d Persists in trying to complete a task after previous attempts have failed.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies

Strand: Play

APL4 – The child will engage in a progression of imaginative play.

0-12 months	APL4.0a Manipulates objects and imitates actions observed.	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
12-24 months	APL4.1a Uses objects for a real or imagined purpose.	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
24-36 months	APL4.2a Substitutes one object for another in pretend play or pretends with objects that may or may not be present.	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
36-48 months	APL4.3a Uses imagination to create a variety of ideas, role-plays and fantasy situations.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
48-60 months	APL4.4a Engages in elaborate and sustained imagined play, and can distinguish between real life and fantasy	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play

APL5 – The child will demonstrate a cooperative and flexible approach to play and learning.

0-12 months	APL5.0a Engages in solitary play around other children.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
12-24 months	APL5.1a Plays independently with some interaction with other children.	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
24-36 months	APL5.2a Participates in play and learning activities with a small group of children for short periods of time.	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
	APL5.2b Helps and shares in a social setting with adult guidance.	Social-Emotional	C. Interactions with Peers	3.3 Shares or exchanges objects
	APL5.2c Shows creativity, inventiveness and flexibility in his/her approach to play with adult guidance.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
36-48 months	APL5.3a Occasionally joins in cooperative play and learning in a group setting.	Social-Emotional	C. Interactions with Peers	3.2 Joins others in cooperative activity
	APL5.3b Plans, initiates and completes cooperative activities with adult guidance.	Social-Emotional	C. Interactions with Peers	3.1 Initiates cooperative activity
	APL5.3c Finds a creative, inventive way of doing a familiar task or solving a problem with adult guidance.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	APL5.3d Demonstrates emerging flexibility in his/her approach to play and learning.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
48-60 months	APL5.4a Willingly joins in sustained cooperative play and learning with others to complete a task.	Social-Emotional	C. Interactions with Peers	3.2 Joins others in cooperative activity
	APL5.4b Demonstrates flexibility in taking on various roles in a group setting.	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
	APL5.4c Demonstrates inventiveness, imagination and creativity to solve a problem.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	APL5.4d Considers a variety of possible solutions and exhibits flexibility if an alternate approach is suggested by a peer or adult.	Cognitive	D. Reasoning	3.1 Evaluates common solutions to solve problems or reach goals
	APL5.4e Recovers quickly from setbacks and differences in opinion in a group setting.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states

Communication, Language, and Literacy

Strand: Receptive Language

CLL1 – The child will listen to conversations and demonstrate comprehension.

0-12 months	CLL1.0a Reacts to environmental sounds and verbal communication.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	CLL1.0b Responds to simple directions.	Social-Communication	B. Communicative Understanding	2.2 Responds to single-word directive
	CLL1.0c Responds to repeated words and phrases.	Social-Communication	A. Early Social Communication	3. Engages in vocal exchanges
12-24 months	CLL1.1a Responds to language during conversations, songs, stories or other experiences.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	CLL1.1b Listens to and follows simple directions.	Social-Communication	B. Communicative Understanding	3.3 Follows one-step direction with contextual cues
	CLL1.1c Responds to adult questions with answers.	Social-Communication	B. Communicative Understanding	4.1 Answers who, what, and where questions
24-36 months	CLL1.2a Listens and responds to brief conversations and group discussions.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	CLL1.2b Listens to and follows one-step directions.	Social-Communication	B. Communicative Understanding	3.2 Follows one-step direction without contextual cues
	CLL1.2c Responds to questions with appropriate answers.	Social-Communication	B. Communicative Understanding	4.1 Answers who, what, and where questions
36-48 months	CLL1.3a Listens and responds to conversations and group discussions.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	CLL1.3b Listens to and follows multi-step directions with support.	Social-Communication	B. Communicative Understanding	3.1 Follows multistep directions with contextual cues
	CLL1.3c Responds to more complex questions with appropriate answers.	Social-Communication	B. Communicative Understanding	4. Responds to comprehension questions related to why, how, and when
48-60 months	CLL1.4a Listens and responds on topic to conversations and group discussions for an extended period.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	CLL1.4b Listens to and follows multi-step directions.	Social-Communication	B. Communicative Understanding	3. Follows multistep directions without contextual cues
	CLL1.4c Extends/expands thoughts or ideas expressed.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange

CLL2 – The child will acquire vocabulary introduced in conversations, activities, stories and/or books.

0-12 months	CLL2.0a Responds to the names of familiar people and objects.	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names
	CLL2.0b Responds to talking, singing or reading.	Social-Communication	A. Early Social Communication	3. Engages in vocal exchanges
12-24 months	CLL2.1a Demonstrates understanding of simple words through his/her actions.	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
	CLL2.1b Listens to simple stories.	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
24-36 months	CLL2.2a Demonstrates understanding of words through actions and/or conversations.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	CLL2.2b Listens and understands familiar vocabulary from activities, stories and books.	Literacy	D. Vocabulary and Story Comprehension	3.1 Demonstrates understanding of key vocabulary in picture books
36-48 months	CLL2.3a Demonstrates understanding of vocabulary through everyday conversations.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	CLL2.3b Listens and understands new vocabulary from activities, stories and books.	Literacy	D. Vocabulary and Story Comprehension	3. Demonstrates understanding of abstract story vocabulary
48-60 months	CLL2.4a Demonstrates understanding of more complex vocabulary through everyday conversations.	Social-Communication	D. Social Use of Language	3.5 Responds to contingent questions from others
	CLL2.4b Connects new vocabulary from activities, stories and books with prior experiences and conversations.	Social-Communication	D. Social Use of Language	3.3 Responds to topic initiations from others

Strand: Expressive Language

CLL3 – The child will use nonverbal communication for a variety of purposes.

0-12 months	CLL3.0a Communicates needs and wants through nonverbal gestures and facial expressions.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	CLL3.0b Communicates feelings through facial expressions.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
12-24 months	CLL3.1a Communicates needs and wants through nonverbal gestures and actions.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	CLL3.1b Uses some nonverbal gestures and actions used by others to express feelings.	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
24-36 months	CLL3.2a Communicates needs and wants through nonverbal gestures and actions, in addition to verbal communication.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	CLL3.2b Gains awareness of how to communicate feelings using nonverbal gestures and actions.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
36-48 months	CLL3.3a Uses gestures and actions to enhance verbal communication of needs and wants.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	CLL3.3b Communicates feelings using nonverbal gestures and actions.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
48-60 months	CLL3.4a Uses more complex gestures and actions to enhance verbal communication of needs and wants.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	CLL3.4b Communicates feelings using appropriate nonverbal gestures, body language and actions.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate

CLL4 – The child will use increasingly complex spoken language.

0-12 months	CLL4.0a Engages in back-and-forth vocal play with adult.	Social-Communication	A. Early Social Communication	3. Engages in vocal exchanges
	CLL4.0b Uses crying and other vocal signals to communicate.	Social-Communication	A. Early Social Communication	3.1 Vocalizes to another person expressing positive affective state
		Social-Communication	A. Early Social Communication	3.2 Vocalizes to another person expressing negative affective state
12-24 months	CLL4.1a Experiments with spontaneous vocal play.	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	CLL4.1b Uses one- to two-word phrases to communicate.	Social-Communication	C. Communicative Expression	1.1 Uses two-word utterances
24-36 months	CLL4.2a Strings sounds and/or words together with voice inflections.	Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions
	CLL4.2b Uses three- to four-word phrases and includes describing words.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	CLL4.2c Describes experiences.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	CLL4.2d Demonstrates an expanding vocabulary.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
36-48 months	CLL4.3a Speaks clearly enough to be understood.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	CLL4.3b Demonstrates use of expanded sentences and sentence structures.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	CLL4.3c Describes activities and experiences using details.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	CLL4.3d Uses expanded vocabulary in a variety of situations.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
48-60 months	CLL4.4a Uses spoken language that can be understood with ease.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	CLL4.4b Demonstrates use of expanded sentences and sentence structures to ask questions and/or respond verbally.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	CLL4.4c Describes activities, experiences and stories with more detail.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	CLL4.4d Uses new and expanded vocabulary in a variety of situations.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences

Strand: Early Reading

CLL5 – The child will acquire meaning from a variety of materials read to him/her.

0-12 months	CLL5.0a Shows interest in shared reading experiences and looking at books.	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
12-24 months	CLL5.1a With prompting and support, makes sounds that relate to pictures in books.	Literacy	D. Vocabulary and Story Comprehension	1.1 Labels familiar people, actions, objects, and events in picture books
	CLL5.1b Shows preference for familiar stories.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	CLL5.1c With prompting and support, responds to simple questions about a story.	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
24-36 months	CLL5.2a Uses words to describe or name pictures when reading.	Literacy	D. Vocabulary and Story Comprehension	1.1 Labels familiar people, actions, objects, and events in picture books
	CLL5.2b Shows preference for familiar stories and can repeat phrases.	Literacy	D. Vocabulary and Story Comprehension	3.1 Demonstrates understanding of key vocabulary in picture books
	CLL5.2c Answers simple questions about a story.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
36-48 months	CLL5.3a Prior to reading, uses pictures to predict story content.	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text
	CLL5.3b With prompting and support, retells a simple story using pictures.	Literacy	D. Vocabulary and Story Comprehension	2.3 Tells story associated with series of pictures
	CLL5.3c Answers questions about a story.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
48-60 months	CLL5.4a Prior to reading, uses prior knowledge, story title and pictures to make predictions about story content.	Literacy	D. Vocabulary and Story Comprehension	2.1 Makes predictions about what will happen next in story
	CLL5.4b Retells familiar stories.	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
	CLL5.4c Discusses books or stories read aloud and can identify characters and setting in a story.	Literacy	D. Vocabulary and Story Comprehension	3. Demonstrates understanding of abstract story vocabulary
	CLL5.4d Makes real-world connections between stories and real-life experiences.	Cognitive	D. Reasoning	4. Draws plausible conclusions about events beyond personal experience
	CLL5.4e Develops an alternate ending for a story.	Literacy	D. Vocabulary and Story Comprehension	3. Demonstrates understanding of abstract story vocabulary

CLL6 – The child will develop early phonological awareness (awareness of the units of sound).

0-12 months	CLL6.0a Listens to simple nursery rhymes, songs and chants.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
12-24 months	CLL6.1a Listens to and participates in familiar nursery rhymes, songs and chants.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	CLL6.1b Participates in rhyming activities.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
24-36 months	CLL6.2a Listens to and imitates sounds in familiar nursery rhymes, songs and chants.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	CLL6.2b Experiments with rhyming words.	Literacy	B. Phonological Awareness	1. Produces rhyming words given oral prompt
36-48 months	CLL6.3a Listens and matches rhythm, volume and pitch of rhymes, songs and chants.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	CLL6.3b Identifies and produces rhyming words with adult guidance.	Literacy	B. Phonological Awareness	1.1 Identifies rhyming words
	CLL6.3d Segments sentences into individual words with adult guidance.	Literacy	B. Phonological Awareness	2.2 Claps for words in sentences
	CLL6.3e Segments words into syllables with adult guidance.	Literacy	B. Phonological Awareness	3. Segments syllables of two- and three-syllable words
48-60 months	CLL6.4a Listens and differentiates between sounds that are the same and different.	Literacy	B. Phonological Awareness	4.5 Produces words that begin with specified sound
	CLL6.4b Identifies and produces rhyming words.	Literacy	B. Phonological Awareness	1. Produces rhyming words given oral prompt
	CLL6.4c Isolates the initial (beginning) sounds in words with adult guidance.	Literacy	B. Phonological Awareness	4.4 Identifies beginning sounds in CVC words
	CLL6.4d Segments sentences into individual words.	Literacy	B. Phonological Awareness	2.2 Claps for words in sentences
	CLL6.4e Segments words into syllables.	Literacy	B. Phonological Awareness	3. Segments syllables of two- and three-syllable words
	CLL6.4f Manipulates and blends sounds (phonemes) with adult guidance.	Literacy	B. Phonological Awareness	4.1 Blends separate CVC sounds into simple words

CLL7 – The child will demonstrate increasing knowledge of the alphabet.

24-36 months	CLL7.2a Recognizes that the letters of the alphabet are a special category of visual graphics that can be individually named.	Literacy	C. Alphabet Knowledge	1.4 Names letters in own first name
36-48 months	CLL7.3a With prompting and support, can identify some alphabet letter names.	Literacy	C. Alphabet Knowledge	1.2 Names 12 frequently occurring letters
48-60 months	CLL7.4a With prompting and support, recognizes and names some upper/lowercase letters of the alphabet.	Literacy	C. Alphabet Knowledge	1. Names all uppercase and lowercase letters of alphabet

CLL8 – The child will demonstrate awareness of print concepts.

0-12 months	CLL8.0a Shows interest in books by reaching for books and explores books through touch.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	CLL8.0b Imitates adults by pointing to pictures.	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
12-24 months	CLL8.1a Asks to have books read to him/her.	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	CLL8.1b Touches or identifies pictures when prompted.	Literacy	D. Vocabulary and Story Comprehension	1.2 Locates familiar objects, people, events, and actions in picture books
	CLL8.1c With assistance, holds book upright and helps turn pages one at a time.	Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end
	CLL8.1d With adult guidance, recognizes some familiar logos in the environment.	Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos
24-36 months	CLL8.2a Recognizes and self-selects familiar books to mimic independent reading.	Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end
	CLL8.2b With prompting and support, discriminates words from pictures.	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text
	CLL8.2c Holds book with two hands and turns the pages.	Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end
	CLL8.2d With adult guidance, recognizes some environmental print.	Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos
36-48 months	CLL8.3a Shares self-selected familiar books and engages in pretend reading with others.	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	CLL8.3b Discriminates words from pictures independently.	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text
	CLL8.3c Independently holds a book right side up and turns pages from right to left.	Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end
	CLL8.3d Recognizes environmental print.	Literacy	A. Awareness of Print Concepts	3. Recognizes print words for common or familiar people, objects, or pictures
	CLL8.3e With adult guidance, points to the title of familiar books or stories and where to begin reading a story.	Literacy	D. Vocabulary and Story Comprehension	3.2 Demonstrates understanding of title, author, and illustrator

	GA Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
48-60 months	CLL8.4a Demonstrates interest in different kinds of literature, such as fiction and nonfiction books and poetry, on a range of topics.	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
	CLL8.4b Understands that letters form words. Understands that words are separated by spaces in print.	Literacy	C. Alphabet Knowledge	2. Reads simple CVC and sight word text
	CLL8.4c With prompting and support, tracks words from left to right, top to bottom and page to page.	Literacy	A. Awareness of Print Concepts	2. Demonstrates understanding that text is read in one direction and from top to bottom of page
	CLL8.4d Recognizes and reads environmental print.	Literacy	A. Awareness of Print Concepts	3. Recognizes print words for common or familiar people, objects, or pictures
	CLL8.4e Identifies the front, back, top and bottom of a book. Points to the title of familiar books or stories and where to begin reading a story.	Literacy	D. Vocabulary and Story Comprehension	3.2 Demonstrates understanding of title, author, and illustrator

Strand: Early Writing

CLL9 – The child will use writing for a variety of purposes.

0-12 months	CLL9.0a Makes some random marks.	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
	CLL9.0b Holds simple writing tools with adult help and supervision.	Fine Motor	A. Reach, Grasp, and Release	2.2 Grasps small cylindrical object
12-24 months	CLL9.1a Makes random marks and scribbles.	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
	CLL9.1b Uses simple tools to mark on paper	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
24-36 months	CLL9.2a Makes more controlled scribbling.	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
	CLL9.2b Experiments with a variety of writing tools, materials and surfaces.	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
	CLL9.2c Occasionally draws and scribbles with a purpose.	Literacy	E. Writing	3.4 Writes using “scribble writing”
36-48 months	CLL9.3a Creates letter-like symbols. May use invented spelling to label drawings.	Literacy	E. Writing	3.1 Writes using developmental spelling
	CLL9.3b Uses writing tools with adult guidance.	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
	CLL9.3c Shows emerging awareness that writing can be used for a variety of purposes.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
48-60 months	CLL9.4a Draws pictures and copies letters and/or numbers to communicate.	Literacy	E. Writing	2.1 Makes representational drawings
	CLL9.4b Uses writing tools.	Fine Motor	C. Mechanics of Writing	1. Holds writing tool using three-finger grasp to write or draw
	CLL9.4c Uses writing for a variety of purposes.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	CLL9.4d Writes some letters of the alphabet.	Literacy	E. Writing	3.2 Prints first name

Cognitive Development and General Knowledge

Math

Strand: Number and Quality

CD-MA1 – The child will organize, represent and build knowledge of number and quantity.

0-12 months	CD-MA1.0a Observes simple songs or finger-plays that involve numbers and quantity.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	CD-MA1.0b Observes printed numerals on pictures, books or objects.	Social-Communication	B. Communicative Understanding	1.2 Looks toward object
	CD-MA1.0c Uses words and/or gestures to request “more” in reference to food or play.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
12-24 months	CD-MA1.1a Imitates rote counting using numbers.	Math	A. Counting	1.2 Recites numbers 1–3
	CD-MA1.1b Participates in simple songs that involve number and quantity.	Math	A. Counting	1.2 Recites numbers 1–3
				2.2 Recites numbers 1–10
	CD-MA1.1c Attaches meaning to names for numbers with adult support.	Math	A. Counting	1.1 Counts 3 items to determine “How many?”
	CD-MA1.1d Shows awareness of early concepts related to amount.	Math	B. Quantitative Relations	1.3 Uses quantity comparison words
24-36 months	CD-MA1.2a Recites numbers up to five in sequence.	Math	A. Counting	2.2 Recites numbers 1–10
	CD-MA1.2b Recognizes some numerals in the everyday environment.	Math	C. Reading and Writing Numbers	1. Reads and writes numerals for quantities to 5
				2. Reads and writes numerals for quantities 6–10
	CD-MA1.2c Begins to understand that numbers of objects can be symbolized by printed numerals.	Math	C. Reading and Writing Numbers	1.2 Labels numerals 1–5
	CD-MA1.2d Uses simple vocabulary to describe concepts related to amount.	Math	B. Quantitative Relations	1.3 Uses quantity comparison words

	GA Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
36-48 months	CD-MA1.3a Recites numbers up to 10 in sequence.	Math	A. Counting	2.2 Recites numbers 1–10
	CD-MA1.3b Recognizes numerals and quantities in the everyday environment.	Math	C. Reading and Writing Numbers	1.1 Demonstrates understanding of mathematical meaning of written numerals 1–5
	CD-MA1.3c Matches numerals to sets of objects with the same number, 0–5.	Math	C. Reading and Writing Numbers	1.1 Demonstrates understanding of mathematical meaning of written numerals 1–5
	CD-MA1.3d Identifies quantity and comparisons of quantity.	Math	B. Quantitative Relations	1.3 Uses quantity comparison words
	CD-MA1.3e Quickly recognizes and names how many items are in a set of up to three items.	Math	A. Counting	1.1 Counts 3 items to determine “How many?”
48-60 months	CD-MA1.4a Recites numbers up to 20 in sequence.	Math	A. Counting	3.2 Recites numbers 1–20
	CD-MA1.4b Recognizes numerals and uses counting as part of play and as a means for determining quantity.	Math	C. Reading and Writing Numbers	1.1 Demonstrates understanding of mathematical meaning of written numerals 1–5
		Math	C. Reading and Writing Numbers	2.1 Demonstrates understanding of mathematical meaning of written numerals 6–10
	CD-MA1.4c Matches numerals to sets of objects with the same number, 0–10.	Math	C. Reading and Writing Numbers	1.1 Demonstrates understanding of mathematical meaning of written numerals 1–5
		Math	C. Reading and Writing Numbers	2.1 Demonstrates understanding of mathematical meaning of written numerals 6–10
	CD-MA1.4d Describes sets as having more, less, same as/equal.	Math	B. Quantitative Relations	1.3 Uses quantity comparison words
	CD-MA1.4e Quickly recognizes and names how many items are in a set of up to four items.	Math	A. Counting	2.1 Counts 10 items to determine “How many?”
	CD-MA1.4f Tells numbers that come before and after a given number up to 10.	Math	D. Addition and Subtraction	1.4 Says number after 1–10
		Math	D. Addition and Subtraction	2.2 Says number before 2–10

CD-MA2 – The child will manipulate, compare, describe relationships and solve problems using number and quantity.

0-12 months	CD-MA2.0a Participates in simple counting of objects when led by an adult.	Math	A. Counting	2. Counts out 10 items
12-24 months	CD-MA2.1a Counts groups of one and two objects with adult guidance.	Math	A. Counting	1.1 Counts 3 items to determine “How many?”
	CD-MA2.1b Applies number and counting to daily routine with adult guidance.	Math	A. Counting	1.2 Recites numbers 1–3
24-36 months	CD-MA2.2a Matches two equal sets using one-to-one correspondence with adult guidance.	Math	B. Quantitative Relations	1.1 Compares items in sets to 5 by matching
	CD-MA2.2b Counts one, two and sometimes three objects using one-to-one correspondence with adult guidance.	Math	A. Counting	1.1 Counts 3 items to determine “How many?”
	CD-MA2.2c Applies number and counting to daily routine.	Math	A. Counting	2.2 Recites numbers 1–10
	CD-MA2.2d Participates in creating simple, real and pictorial graphs.	Math	E. Scientific Discovery	4.1 Communicates results of investigations
36-48 months	CD-MA2.3a Matches two equal sets using one-to-one correspondence independently.	Math	B. Quantitative Relations	1.2 Creates equivalent sets of 5 items
	CD-MA2.3b Counts up to five objects using one-to-one correspondence with adult guidance.	Math	A. Counting	2.1 Counts 10 items to determine “How many?”
	CD-MA2.3c Recognizes that objects or sets can be combined or separated.	Math	A. Counting	2. Counts out 10 items
	CD-MA2.3d Participates in creating and using real and pictorial graphs or other simple representations of data.	Math	E. Scientific Discovery	4.1 Communicates results of investigations
48-60 months	CD-MA2.4a Matches two equal sets using one-to-one correspondence and understands they are the same.	Math	B. Quantitative Relations	2.2 Creates equivalent sets of 10 items
	CD-MA2.4b Counts at least 10 objects using one-to-one correspondence.	Math	A. Counting	2.1 Counts 10 items to determine “How many?”
	CD-MA2.4c Practices combining, separating and naming quantities.	Math	D. Addition and Subtraction	1.5 Demonstrates understanding of concept of addition
		Math	D. Addition and Subtraction	2.3 Demonstrates understanding of concept of subtraction
	CD-MA2.4d Describes data from classroom graphs using numerical math language.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	CD-MA2.4e With adult guidance and when counting, understands and can respond with the last number counted to represent quantity (cardinality).	Math	A. Counting	3.1 Counts 20 items to determine “How many?”

Strand: Measurement and Comparison
CD-MA3 – The child will explore and communicate about distance, weight, length, height and time.

0-12 months	CD-MA3.0a Plays with toys and objects with different sizes and shapes.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	CD-MA3.0b Shows awareness of consistent daily routines.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
12-24 months	CD-MA3.1a Uses size words appropriately.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	CD-MA3.1b Explores and identifies objects that are big or small, heavy or light, and tall or short, with assistance.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	CD-MA3.1c Explores measuring tools.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	CD-MA3.1d Begins to predict daily routines.	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
24-36 months	CD-MA3.2a Develops vocabulary for length, weight and height.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	CD-MA3.2b Makes simple comparisons between two objects.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	CD-MA3.2c Uses measurement tools in play activities.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	CD-MA3.2d Identifies daily routines and changes in routine.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
36-48 months	CD-MA3.3a Labels objects using size words.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	CD-MA3.3b Compares two or more objects using a single attribute, such as length, weight and size. Matches items of similar sizes.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	CD-MA3.3c Uses a variety of standard and non-standard tools to measure object attributes with assistance.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	CD-MA3.3d Predicts upcoming events from prior knowledge.	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
48-60 months	CD-MA3.4a Uses mathematical terms to describe experiences involving measurement.	Math	B. Quantitative Relations	1.3 Uses quantity comparison words
	CD-MA3.4b Compares objects using two or more attributes, such as length, weight and size.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	CD-MA3.4c Uses a variety of techniques and standard and non-standard tools to measure and compare length, volume (capacity) and weight.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	CD-MA3.4d Associates and describes the passage of time with actual events.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts

CD-MA4 – The child will sort, seriate, classify and create patterns.				
0-12 months	CD-MA4.0a Explores objects with different characteristics.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	CD-MA4.0b Begins to imitate simple sounds and movements.	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
		Cognitive	B. Imitation and Memory	2.2 Imitates familiar vocalizations
12-24 months	CD-MA4.1a Orders several objects on the basis of one characteristic through trial-and-error.	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	CD-MA4.1b Differentiates between two objects with different characteristics with adult guidance.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	CD-MA4.1c Copies patterns using sounds or physical movements with adult prompting and guidance.	Cognitive	B. Imitation and Memory	1.1 Imitates novel simple motor action not already in repertoire
		Cognitive	B. Imitation and Memory	2.1 Imitates novel vocalizations
24-36 months	CD-MA4.2a Orders a few objects by characteristic with adult guidance.	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	CD-MA4.2b Matches objects with similar attributes or characteristics.	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	CD-MA4.2c Recognizes simple patterns in the environment.	Cognitive	E. Scientific Discovery	2.3 Makes observations
36-48 months	CD-MA4.3a Independently orders objects using one characteristic.	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	CD-MA4.3b Sorts objects by one attribute, such as color, shape or size.	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	CD-MA4.3c Identifies and duplicates simple, repeating patterns.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
48-60 months	CD-MA4.4a Independently orders objects using one characteristic and describes the criteria used.	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	CD-MA4.4b Sorts and classifies objects using one or more attributes or relationships.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	CD-MA4.4c Creates and extends simple, repeating patterns.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons

Strand: Geometry and Spatial Thinking

CD-MA5 – The child will explore, recognize and describe spatial relationships between objects.

0-12 months	CD-MA5.0a Explores relationships between objects through play	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
	CD-MA5.0b Explores simple objects to make them fit.	Fine Motor	B. Functional Skill Use	3.3 Fits variety of shapes into corresponding spaces
12-24 months	CD-MA5.1a When modeled by an adult, attempts to move objects in different directions, such as up, down, around or under.	Cognitive	B. Imitation and Memory	1.1 Imitates novel simple motor action not already in repertoire
	CD-MA5.1b With prompting and guidance, begins to slide, rotate and flip objects to make them fit.	Fine Motor	B. Functional Skill Use	3.3 Fits variety of shapes into corresponding spaces
24-36 months	CD-MA5.2a Practices using directionality and appropriate vocabulary.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	CD-MA5.2b With some adult guidance, demonstrates increasing ability to slide, rotate and flip objects to make them fit.	Fine Motor	B. Functional Skill Use	3.3 Fits variety of shapes into corresponding spaces
36-48 months	CD-MA5.3a Follows simple directions which demonstrates an understanding of directionality, order and position of objects.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	CD-MA5.3b Begins using more deliberate manipulation to fit objects together.	Fine Motor	B. Functional Skill Use	3.1 Assembles toy
48-60 months	CD-MA5.4a Uses appropriate directional language to indicate where things are in their environment: positions, distances, order.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	CD-MA5.4b Uses deliberate manipulation and describes process for fitting objects together.	Fine Motor	B. Functional Skill Use	3.1 Assembles toy

CD-MA6 – The child will explore, recognize and describe shapes and shape concepts.

0-12 months	CD-MA6.0a Explores objects with different shapes.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
12-24 months	CD-MA6.1a Recognizes basic shapes and matches two identical shapes.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
24-36 months	CD-MA6.2a Recognizes and names two-dimensional shapes with adult guidance	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
36-48 months	CD-MA6.3a Recognizes basic, two-dimensional shapes in the environment independently.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
48-60 months	CD-MA6.4a Recognizes and names common two-dimensional and three-dimensional shapes, their parts and attributes.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	CD-MA6.4b Combines simple shapes to form new shapes.	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change

Strand: Mathematical Reasoning

CD-MA7 – The child will use mathematical problem solving, reasoning, estimation and communication.

24-36 months	CD-MA7.2a When given two objects, makes a guess about a characteristic.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
36-48 months	CD-MA7.3a Practices estimating using mathematical terms and numbers with adult guidance.	Math	B. Quantitative Relations	1.3 Uses quantity comparison words
	CD-MA7.3b Shows interest in solving mathematical problems.	Math	D. Addition and Subtraction	1.5 Demonstrates understanding of concept of addition
		Math	D. Addition and Subtraction	2.3 Demonstrates understanding of concept of subtraction
	CD-MA7.3c Uses emerging reasoning skills to determine a solution to a mathematical problem.	Math	D. Addition and Subtraction	1.5 Demonstrates understanding of concept of addition
		Math	D. Addition and Subtraction	2.3 Demonstrates understanding of concept of subtraction
48-60 months	CD-MA7.4a Estimates using mathematical terms and understands how to check the estimate.	Math	B. Quantitative Relations	1.3 Uses quantity comparison words
	CD-MA7.4b Uses simple strategies to solve mathematical problems and communicates how he/she solved it.	Math	D. Addition and Subtraction	1.5 Demonstrates understanding of concept of addition
		Math	D. Addition and Subtraction	2.3 Demonstrates understanding of concept of subtraction
	CD-MA7.4c Uses reasoning skills to determine the solution to a mathematical problem and communicates why.	Cognitive	E. Scientific Discovery	4. Transfers knowledge

Science

Strand: Scientific Skills and Methods

CD-SC1 – The child will demonstrate scientific inquiry skills.

0-12 months	CD-SC1.0a Observes and explores objects using all senses.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	CD-SC1.0b Attempts to use objects as tools.	Cognitive	D. Reasoning	1. Uses object to obtain another object
	CD-SC1.0c Responds to what he/she sees, hears, tastes and smells.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
12-24 months	CD-SC1.1a Observes and explores the nature of sensory materials.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	CD-SC1.1b Uses simple tools to explore.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	CD-SC1.1c Uses sounds and simple words to describe things in the environment.	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
24-36 months	CD-SC1.2a Uses senses to observe and experience objects and environment with adult guidance.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	CD-SC1.2b Uses simple tools as props through play.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	CD-SC1.2c Observes and discusses objects and events in the environment.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
36-48 months	CD-SC1.3a Uses senses to observe and experience objects and environment.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	CD-SC1.3b Uses simple tools to experiment and observe.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	CD-SC1.3c Records observations through drawings or dictations with adult guidance.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	CD-SC1.3d Participates in simple experiments and discusses scientific properties.	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
48-60 months	CD-SC1.4a Uses senses to observe, classify and learn about objects and environment.	Cognitive	E. Scientific Discovery	2.3 Makes observations
	CD-SC1.4b Uses simple tools correctly to experiment, observe and increase understanding.	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
	CD-SC1.4c Records observations through dictating to an adult and drawing pictures or using other forms of writing.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	CD-SC1.4d Experiments, compares and formulates hypotheses related to scientific properties.	Cognitive	E. Scientific Discovery	4. Transfers knowledge

Strand: Earth and Space

CD-SC2 – The child will demonstrate knowledge related to the dynamic properties of earth and sky.

0-12 months	CD-SC2.0a Touches water with adult support and supervision.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	CD-SC2.0b Touches sand and mud with adult support and supervision.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	CD-SC2.0c Observes the sun, clouds and transition from day to night with adult support.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	CD-SC2.0d Observes different types of weather.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
12-24 months	CD-SC2.1a Engages in structured play using water.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	CD-SC2.1b Engages in structured play using sand, soil and mud.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	CD-SC2.1c Identifies the objects in the sky and uses basic vocabulary to describe day and night.	Cognitive	E. Scientific Discovery	2.3 Makes observations
	CD-SC2.1d Uses emerging vocabulary to describe basic weather.	Cognitive	E. Scientific Discovery	2.3 Makes observations
24-36 months	CD-SC2.2a Explores and investigates the properties of water.	Cognitive	E. Scientific Discovery	2.3 Makes observations
	CD-SC2.2b Asks questions about the properties of sand, soil and mud.	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation
	CD-SC2.2c Describes the objects in the sky during daytime and nighttime by drawing and/or naming.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	CD-SC2.2d Observes and discusses weather.	Cognitive	E. Scientific Discovery	2.3 Makes observations
36-48 months	CD-SC2.3a Investigates and asks questions about the properties of water using adult- and child-directed activities.	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
	CD-SC2.3b Investigates properties of rocks, sand, soil and mud using adult- and child-directed activities.	Cognitive	E. Scientific Discovery	2.3 Makes observations
	CD-SC2.3c Asks questions/shows curiosity about objects in the sky and describes appropriate daytime and nighttime activities.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	CD-SC2.3d Observes and discusses changes in weather from day to day.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings

	GA Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
48-60 months	CD-SC2.4a Describes properties of water, including changes to the states of water.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	CD-SC2.4b Explores and begins to describe properties of rocks, sand, soil and mud.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	CD-SC2.4c Makes simple observations of the characteristics, movement and seasonal changes of sun, moon, stars and clouds. Compares the daytime/nighttime cycle.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	CD-SC2.4d Uses appropriate vocabulary to discuss climate and changes in weather.	Cognitive	E. Scientific Discovery	4. Transfers knowledge

Strand: Living Things

CD-SC3 – The child will demonstrate knowledge of living things and their environments.

0-12 months	CD-SC3.0a Shows curiosity about people, plants and animals.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	CD-SC3.0b Discovers body parts.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
12-24 months	CD-SC3.1a Interacts with plants and animals.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	CD-SC3.1b Explores characteristics of living things.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	CD-SC3.1c Names basic body parts.	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
24-36 months	CD-SC3.2a Investigates plants and animals, and how they grow and change.	Cognitive	E. Scientific Discovery	2.3 Makes observations
	CD-SC3.2b Explores a variety of living and non-living objects.	Cognitive	E. Scientific Discovery	2.3 Makes observations
	CD-SC3.2c Identifies more complex body parts.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
36-48 months	CD-SC3.3a Observes and explores a variety of plants and animals, and their environments and life cycles.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	CD-SC3.3b Identifies the physical properties of some living and non-living things.	Cognitive	E. Scientific Discovery	2.3 Makes observations
	CD-SC3.3c Identifies and describes the functions of a few body parts.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
48-60 months	CD-SC3.4a Observes, explores and describes a variety of plants and animals. Describes their basic needs and life cycles.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	CD-SC3.4b Discriminates between living and non-living things.	Cognitive	E. Scientific Discovery	2.3 Makes observations
	CD-SC3.4c Identifies and describes the functions of many body parts.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function

Strand: Physical Science

CD-SC4 – The child will demonstrate knowledge related to physical science.

0-12 months	CD-SC4.0a Demonstrates ability to move objects.	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
	CD-SC4.0b Touches objects to gain knowledge about them.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
12-24 months	CD-SC4.1a Demonstrates ability to push and pull objects.	Cognitive	D. Reasoning	1.1 Uses part of object or support to obtain another object
	CD-SC4.1b Observes objects that move at different speeds.	Cognitive	E. Scientific Discovery	2.3 Makes observations
	CD-SC4.1c Shows interest and curiosity about objects in his/her immediate environment. Explores solids and liquids.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	CD-SC4.1d Plays with and explores different toys and objects.	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
24-36 months	CD-SC4.2a Explores motions to play with toys with adult support.	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
	CD-SC4.2b Uses basic words for speed of motion.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	CD-SC4.2c Begins to use words to describe physical properties and states of matter of objects.	Cognitive	E. Scientific Discovery	2.3 Makes observations
	CD-SC4.2d Uses complex motions to play with toys that are simple machines.	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
36-48 months	CD-SC4.3a Independently investigates objects and toys that require positioning and movement.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	CD-SC4.3b Investigates different types or speeds of motion.	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
	CD-SC4.3c Explores and identifies physical properties and states of matter of common classroom objects.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	CD-SC4.3d Uses classroom objects that function as simple machines.	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change

Strand: Interaction with Environment

CD-SC5 – The child will demonstrate an awareness of and the need to protect his/her environment.

0-12 months	CD-SC5.0a Identifies familiar people and objects in his/her environment.	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names
12-24 months	CD-SC5.1a Identifies familiar people and living things in his/her environment.	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
24-36 months	CD-SC5.2a With assistance he/she participates in activities to protect the environment.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
36-48 months	CD-SC5.3a Participates in efforts to protect the environment.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
48-60 months	CD-SC5.4a Understands that people have an impact on the environment and participates in efforts to protect the environment.	Cognitive	E. Scientific Discovery	4. Transfers knowledge

Social Studies

Strand: Family

CD-SS1 – The child will demonstrate an understanding of his/her family and an emerging awareness of his/her own culture and ethnicity.

0-12 months	CD-SS1.0a Uses sounds, facial expressions or body movements when recognizing family members.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
12-24 months	CD-SS1.1a Uses simple words to show recognition of immediate family members.	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names
	CD-SS1.1b Begins to gesture and ask simple questions regarding differences and/or similarities between self and others.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
24-36 months	CD-SS1.2a Uses words to identify his/her family members. Knows own first and last name.	Social-Emotional	E. Meeting Social Expectations	4.3 Provides given name or nickname of self and others
	CD-SS1.2b Uses simple phrases to demonstrate an emerging awareness of differences and/or similarities between self and others.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
36-48 months	CD-SS1.3a Identifies self in relationship to his/her family unit.	Social-Emotional	E. Meeting Social Expectations	4.3 Provides given name or nickname of self and others
	CD-SS1.3b Identifies similarities and differences between self and others.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
48-60 months	CD-SS1.4a Describes his/her family structure and family roles	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	CD-SS1.4b Describes similarities and differences between self and others.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange

Strand: People and Community

CD-SS2 – The child will demonstrate an understanding of his/her community and an emerging awareness of others' cultures and ethnicity

0-12 months	CD-SS2.0a Begins to understand acceptable and unacceptable behavior.	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings
12-24 months	CD-SS2.1a Demonstrates understanding of simple rules.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	CD-SS2.1b Observes cultural celebrations.	Social-Emotional	D. Independent and Group Participation	2. Interacts appropriately with others during large-group activities
24-36 months	CD-SS2.2a Recognizes and follows simple rules of the classroom community.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	CD-SS2.2b Identifies traditions and cultural celebrations of his/her own family.	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
36-48 months	CD-SS2.3a Remembers rules of the classroom community and displays appropriate social behavior.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
	CD-SS2.3b Explains traditions and cultural celebrations of his/her own family.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	CD-SS2.3c Asks simple questions about others' cultures.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
48-60 months	CD-SS2.4a Identifies and follows rules of the classroom community and displays competence in engaging in appropriate social behavior.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
	CD-SS2.4b Explains diverse customs and cultural celebrations within the home, classroom and community.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	CD-SS2.4c Recognizes similarities and differences between own culture and that of others.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes

CD-SS3 – The child will demonstrate an awareness of the geography in his/her community

0-12 months	CD-SS3.0a Recognizes personal objects.	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
	CD-SS3.0b Shows familiarity with aspects of classroom and home environment.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
12-24 months	CD-SS3.1a Recognizes people and objects have an appropriate location.	Cognitive	C. Conceptual Knowledge	1. Maintains search for object not in its usual location
	CD-SS3.1b Recognizes aspects of his/her classroom and home environment.	Cognitive	E. Scientific Discovery	2.3 Makes observations
24-36 months	CD-SS3.2a Places people and objects in the appropriate place with assistance.	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	CD-SS3.2b Recognizes aspects of his/her community.	Cognitive	E. Scientific Discovery	2.3 Makes observations
36-48 months	CD-SS3.3a Identifies locations of people and objects.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
	CD-SS3.3b Identifies and describes some aspects of his/her community.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
48-60 months	CD-SS3.4a Creates simple representations of home, school and community.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	CD-SS3.4b Identifies and describes aspects of his/her community.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange

CD-SS4 – The child will demonstrate an awareness of economics in his/her community.

0-12 months	CD-SS4.0a Assists with simple tasks.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	CD-SS4.0b Observes key community occupations.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	CD-SS4.0c Understands concept of “more.”	Math	D. Addition and Subtraction	1.5 Demonstrates understanding of concept of addition
12-24 months	CD-SS4.1a Completes a task with assistance.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	CD-SS4.1b Recognizes that familiar people perform different occupations.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	CD-SS4.1c Understands concept of trading with peers to exchange goods/toys.	Social-Emotional	C. Interactions with Peers	3.3 Shares or exchanges objects
24-36 months	CD-SS4.2a Completes jobs to contribute to his/her community with adult guidance.	Social-Emotional	D. Independent and Group Participation	1.2 Responds appropriately to directions during small-group activities
	CD-SS4.2b Recognizes occupations.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
	CD-SS4.2c Recognizes relationship between supply and demand.	Social-Emotional	C. Interactions with Peers	3.3 Shares or exchanges objects
36-48 months	CD-SS4.3a Completes jobs to contribute to his/her community.	Social-Emotional	D. Independent and Group Participation	1.2 Responds appropriately to directions during small-group activities
	CD-SS4.3b Recognizes a variety of occupations and work associated with him/her.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
	CD-SS4.3c Recognizes that people work to earn a living.	Cognitive	D. Reasoning	4. Draws plausible conclusions about events beyond personal experience
	CD-SS4.3d Explores the uses of technology.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
48-60 months	CD-SS4.4a Completes jobs to contribute to his/her community and communicates why it is important.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	CD-SS4.4b Describes the roles and responsibilities of a variety of occupations.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	CD-SS4.4c Describes how people interact economically and the exchange of goods and services.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	CD-SS4.4d Explores the uses of technology and understands its role in the environment.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies

Strand: History and Events

CD-SS5 – The child will understand the passage of time and how events are related.

0-12 months	CD-SS5.0a Responds to changes in routine or schedule.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
12-24 months	CD-SS5.1a Adapts to changes in routine and/or schedule and anticipates events.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
24-36 months	CD-SS5.2a Recognizes sequence of events.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
36-48 months	CD-SS5.3a Recognizes and describes sequence of events.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
48-60 months	CD-SS5.4a Recognizes and describes sequence of events with accuracy.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	CD-SS5.4b Differentiates between past, present and future.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts

Creative Development

Strand: Creative Movement and Dance

CD-CR1 – The child will participate in dance to express creativity.

0-12 months	CD-CR1.0a Responds to music.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
12-24 months	CD-CR1.1a Moves body to music.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
24-36 months	CD-CR1.2a Dances to and becomes engaged in music and movement.	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
36-48 months	CD-CR1.3a Repeats choreographed movements and begins to express creativity in movements.	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
48-60 months	CD-CR1.4a Uses dance to express thoughts, feelings and energy. Uses dance as an outlet for creativity.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies

Strand: Visual Arts

CD-CR2 – The child will create and explore visual art forms to develop artistic expression.

0-12 months	CD-CR2.0a Explores simple art materials.	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
	CD-CR2.0b Attends to bright or contrasting colors.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	CD-CR2.0c Shows preference for particular visual stimuli.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
12-24 months	CD-CR2.1a Expresses self creatively with simple art materials.	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
	CD-CR2.1b Looks at pictures, photographs and mirror images.	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
	CD-CR2.1c Communicates what he/she likes about a picture.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
24-36 months	CD-CR2.2a Experiments with a variety of materials to express individual creativity.	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
	CD-CR2.2b Describes what he/she sees when looking at pictures, photos and art work.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	CD-CR2.2c Communicates preference for one piece of art over another and tells why.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
36-48 months	CD-CR2.3a Uses a variety of tools and art media to express individual creativity.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	CD-CR2. Observes and discusses visual art forms.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	CD-CR2.3c Shares ideas about personal creative work.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
48-60 months	CD-CR2.4a Uses materials to create original work for self-expression and to express individual creativity.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	CD-CR2.4b Observes and discusses visual art forms and compares their similarities and differences.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	CD-CR2.4c Shows appreciation for different types of art and the creative work of others.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange

Strand: Music				
CD-CR3 – The child will use his/her voice, instruments and objects to express creativity.				
0-12 months	CD-CR3.0a Experiments with vocalization and sounds.	Social-Communication	A. Early Social Communication	2. Produces speech sounds
12-24 months	CD-CR3.1a Imitates sounds using his/her voice or objects.	Cognitive	B. Imitation and Memory	2.1 Imitates novel vocalizations
24-36 months	CD-CR3.2a Experiments with vocalization, sounds and musical instruments.	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
36-48 months	CD-CR3.3a Participates in classroom activities with musical instruments and singing to express creativity.	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
48-60 months	CD-CR3.4a Uses familiar rhymes, songs or chants and musical instruments to express creativity.	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities

Strand: Drama

CD-CR4 – The child will use dramatic play to express creativity.

0-12 months	CD-CR4.0a Shows interest in rhymes, finger plays and stories with props.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	CD-CR4.0b Participates in finger-plays.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	CD-CR4.0c Responds to volume in tones and inflection.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
12-24 months	CD-CR4.1a Listens to rhymes, finger-plays and stories with props.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	CD-CR4.1b When prompted, pretends to take on the characteristics of a character or animal as part of a group.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	CD-CR4.1c Experiments with voice inflection.	Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions
	CD-CR4.1d Role plays real behaviors during play.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
24-36 months	CD-CR4.2a Listens and shows interest when an adult tells a story with props.	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
	CD-CR4.2b Spontaneously pretends to take on the characteristics of a person, character or animal.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	CD-CR4.2c Imitates and repeats voice inflections to entertain others.	Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions
	CD-CR4.2d Explores new situations through dramatic play.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
36-48 months	CD-CR4.3a Participates in dramatic play presentations with adult guidance.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	CD-CR4.3b Re-creates a familiar story using action and objects (props) individually or cooperatively.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	CD-CR4.3c Creates various voice inflections and facial expressions in play.	Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions
	CD-CR4.3d Identifies real and make-believe situations through dramatic play.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function

	GA Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
48-60 months	CD-CR4.4a Participates in dramatic play presentations.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	CD-CR4.4b Uses dialogue, actions, objects and imagination to tell a creative story.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	CD-CR4.4c Represents a character by using voice inflections and facial expressions.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	CD-CR4.4d Participates in dramatic play to express thoughts, feelings and creativity.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies

Cognitive Process

Strand: Thinking Skills

CD-CP1 – The child will demonstrate awareness of cause and effect.

0-12 months	CD-CP1.0a Acts on an object to make a pleasing sight, sound or motion.	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
12-24 months	CD-CP1.1a Repeats actions many times to cause desired effect.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	CD-CP1.1b Asks simple questions.	Social-Communication	C. Communicative Expression	4.1 Asks wh- questions
24-36 months	CD-CP1.2a Explores the effects that simple actions may have on objects.	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	CD-CP1.2b Asks simple questions to try to understand.	Social-Communication	C. Communicative Expression	4.1 Asks wh- questions
36-48 months	CD-CP1.3a Intentionally carries out an action with an understanding of the effect it will cause.	Cognitive	E. Scientific Discovery	4.3 Shows awareness that manipulation of materials or processes prompted change in those materials or processes
	CD-CP1.3b Expresses beginning understanding of reasoning skills.	Cognitive	E. Scientific Discovery	3.1 Draws on prior knowledge to guide investigations
48-60 months	CD-CP1.4a Recognizes cause-and-effect relationships.	Cognitive	E. Scientific Discovery	4.1 Communicates results of investigations
	CD-CP1.4b Explains why simple events occur using reasoning skills.	Cognitive	E. Scientific Discovery	4.2 Demonstrates knowledge of properties of change resulting from investigations
	CD-CP1.4c Draws conclusions based on facts and evidence.	Cognitive	E. Scientific Discovery	4. Transfers knowledge

CD-CP2 – The child will use prior knowledge to build new knowledge.

0-12 months	CD-CP2.0a Experiments with objects.	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
	CD-CP2.0b Imitates sounds and movements.	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
		Cognitive	B. Imitation and Memory	2.2 Imitates familiar vocalizations
12-24 months	CD-CP2.1a Uses objects as intended.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	CD-CP2.1b Imitates simple actions, gestures, sounds and words.	Cognitive	B. Imitation and Memory	1.1 Imitates novel simple motor action not already in repertoire
		Cognitive	B. Imitation and Memory	2.1 Imitates novel vocalizations
	CD-CP2.1c Realizes that people or objects still exist even when out of view.	Cognitive	C. Conceptual Knowledge	1. Maintains search for object not in its usual location
24-36 months	CD-CP2.2a Makes connections between objects and ideas.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	CD-CP2.2b Demonstrates imitation skills, including imitation of peers.	Cognitive	B. Imitation and Memory	1. Imitates novel coordinated motor actions
	CD-CP2.2c Understands that familiar objects and people do not change when child is separated from them.	Cognitive	C. Conceptual Knowledge	1. Maintains search for object not in its usual location
	CD-CP2.2d With adult prompting, uses clues to make predictions.	Cognitive	E. Scientific Discovery	2. Anticipates outcome of investigation
	CD-CP2.2e Discusses why things occur.	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
36-48 months	CD-CP2.3a Uses objects as intended in new activities.	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
	CD-CP2.3b Uses observation and imitation to acquire knowledge.	Social-Emotional	D. Independent and Group Participation	1. Interacts appropriately with others during small-group activities
	CD-CP2.3c Identifies familiar objects and people in new situations.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	CD-CP2.3d Uses clues and sequence of events to infer and predict what will happen next.	Cognitive	D. Reasoning	4. Draws plausible conclusions about events beyond personal experience
	CD-CP2.3d Uses clues and sequence of events to infer and predict what will happen next.	Cognitive	D. Reasoning	4. Draws plausible conclusions about events beyond personal experience

	GA Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
48-60 months	CD-CP2.4a Explains how to use objects in new situations.	Social-Emotional	B. Social-Emotional Expression and Regulation	3.1 Explains or shows others how to do tasks mastered
	CD-CP2.4b Uses observation and imitation to transfer knowledge to new experiences.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	CD-CP2.4c Uses information gained about familiar objects and people and can apply to a new situation.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	CD-CP2.4d Makes, checks and verifies predictions.	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
	CD-CP2.4e Explains how an activity is built on or uses past knowledge.	Cognitive	E. Scientific Discovery	3.1 Draws on prior knowledge to guide investigations

Strand: Problem Solving

CD-CP3 – The child will demonstrate problem-solving skills.

0-12 months	CD-CP3.0a Interacts with a toy or object to understand it.	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
12-24 months	CD-CP3.1a Interacts with a toy or object to solve a problem.	Cognitive	D. Reasoning	1. Uses object to obtain another object
	CD-CP3.1a Interacts with a toy or object to solve a problem.	Cognitive	D. Reasoning	1. Uses object to obtain another object
24-36 months	CD-CP3.2a Experiments with familiar objects to solve problems.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	CD-CP3.2a Experiments with familiar objects to solve problems.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
36-48 months	CD-CP3.3a Demonstrates multiple uses for objects to solve problems.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	CD-CP3.3b Tests different possibilities to determine the best solution to a problem.	Cognitive	D. Reasoning	3.1 Evaluates common solutions to solve problems or reach goals
48-60 months	CD-CP3.4a Makes statements and appropriately answers questions about how objects/materials can be used to solve problems.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	CD-CP3.4b Uses both familiar and new strategies to solve a problem.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	CD-CP3.4c With adult guidance and questioning, determines and evaluates solutions prior to attempting to solve a problem.	Cognitive	D. Reasoning	3.1 Evaluates common solutions to solve problems or reach goals