PDM1 – The child will practice healthy and safe habits.

PDM1.0a Sleeps well and shows alertness during waking periods.

PDM1.0b Initiates active play and engages in some physical activity.

PDM1.0c Responds to verbal or physical signal of danger.

PDM1.0d Reacts to simple directions to support safety.

PDM1.0e Shows beginning awareness of personal health and self-care needs.

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

PDM2.0a Explores food with fingers.

PDM2.0b Shows preference for food choices.

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

PDM3.0a Moves body through space.

PDM3.0b Exhibits body awareness and starts to move intentionally.

PDM4 – The child will use senses (sight, touch, hearing, smell and taste) to explore the environment and process information.

PDM4.0a Responds to what he/she sees, hears, touches, tastes and smells.

PDM4.0b Manipulates objects to see what will happen.

PDM5 – The child will demonstrate gross motor skills.

PDM5.0a Develops control of head and back, progressing to arms and legs.

PDM5.0b Develops emerging coordination and balance, often with support.

PDM6 – The child will demonstrate fine motor skills.

PDM6.0a Develops grasp reflex.

PDM6.0b Coordinates motions using eyes and hands.

SED1 – The child will develop self-awareness.

SED1.0a Responds to image of self.

SED1.0b Responds to his/her name.

SED1.0c Aware of his/her own abilities/preferences.

SED2 – The child will engage in self-expression.

SED2.0a Makes sounds, facial expressions or body movements to express needs and feelings of comfort or discomfort.

SED2.0b Uses sounds, facial expressions or body movements to express simple emotions of contentment or discontent.

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

SED3.0a Depends on simple routines provided by adults.

SED3.0b Self-soothes when held, rocked or talked to by teacher.

SED3.0c Responds to negative and positive reactions.

SED3.0d Develops an awareness of transitions and schedule/routines with adult prompts.

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

SED4.0a Responds differently to familiar and unfamiliar adults.

SED4.0b Develops trust and attachment toward significant adults.

SED4.0c Imitates examples of affection with familiar adults.

SED5 – The child will demonstrate fine motor skills.

SED5.0a Demonstrates interest/excitement when other students enter the room.

SED5.0b Engages in solitary play around other children.

SED5.0c Shows awareness of possible conflicts by crying, turning away or showing distress.

SED5.0d Observes peers who are experiencing a need or discomfort.

SED6 – The child will demonstrate gross motor skills.

SED6.0a Develops control of head and back, progressing to arms and legs.

SED6.0b Develops emerging coordination and balance, often with support.

SED7 – The child will engage in self-expression.

SED7.0a Makes sounds, facial expressions or body movements to express needs and feelings of comfort or discomfort.

SED7.0b Uses sounds, facial expressions or body movements to express simple emotions of contentment or discontent.

SED8 – The child will develop self-awareness.

SED8.0a Responds to image of self.

SED8.0b Responds to his/her name.

SED8.0c Aware of his/her own abilities/preferences.

SED9 – The child will begin to demonstrate self-control.

SED9.0a Depends on simple routines provided by adults.

SED9.0b Self-soothes when held, rocked or talked to by teacher.

SED9.0c Responds to negative and positive reactions.

SED9.0d Develops an awareness of transitions and schedule/routines with adult prompts.

SED10 – The child will develop relationships and social skills with adults.

SED10.0a Responds differently to familiar and unfamiliar adults.

SED10.0b Develops trust and attachment toward significant adults.

SED10.0c Imitates examples of affection with familiar adults.

SED11 – The child will develop self-awareness.

SED11.0a Responds to image of self.

SED11.0b Responds to his/her name.

SED11.0c Aware of his/her own abilities/preferences.

SED12 – The child will engage in self-expression.

SED12.0a Makes sounds, facial expressions or body movements to express needs and feelings of comfort or discomfort.

SED12.0b Uses sounds, facial expressions or body movements to express simple emotions of contentment or discontent.

APL3.0a Examines a toy, rattle or face for a brief period of time.

APL3.0b Explores a person or object for a minimum of 1–3 minutes.

APL3.0c Continues to express distress when needs are not met.

APL3.0d Repeats actions to make something happen again.

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

APL4.0a Manipulates objects and imitates actions observed.

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

APL5.0a Engages in solitary play around other children.

APL5.0b Shows eagerness and delight in self, others and surroundings.

APL5.0c Shows curiosity/interest in his/her surroundings.

APL6 – The child will demonstrate interest and curiosity.

APL6.0a Shows eagerness and delight in self, others and surroundings.

APL6.0b Shows curiosity/interest in his/her surroundings.

APL7 – The child will demonstrate increasing knowledge of the alphabet.

APL7.0a Uses crying and other vocal signals to communicate.

APL8 – The child will demonstrate awareness of print concepts.

APL8.0a Shows interest in books by reaching for books and explores books through touch.

APL8.0b Imitates adults by pointing to pictures.

APL9 – The child will use writing for a variety of purposes.

APL9.0a Makes some random marks.

APL9.0b Holds simple writing tools with adult help and supervision.

APL10 – The child will use increasingly complex spoken language.

APL10.0a Engages in back-and-forth vocal play with adult.

APL11 – The child will use nonverbal communication for a variety of purposes.

APL11.0a Communicates needs and wants through non-verbal gestures and facial expressions.

APL11.0b Communicates feelings through facial expressions.

APL12 – The child will use increasingly complex written language.

APL12.0a Engages in back-and-forth vocal play with adult.

APL13 – The child will use nonverbal communication for a variety of purposes.

APL13.0a Communicates needs and wants through non-verbal gestures and facial expressions.

APL13.0b Communicates feelings through facial expressions.

APL14 – The child will use increasingly complex written language.

APL14.0a Engages in back-and-forth vocal play with adult.

APL15 – The child will use nonverbal communication for a variety of purposes.

APL15.0a Communicates needs and wants through non-verbal gestures and facial expressions.

APL15.0b Communicates feelings through facial expressions.

APL16 – The child will use increasingly complex written language.

APL16.0a Engages in back-and-forth vocal play with adult.

APL17 – The child will use nonverbal communication for a variety of purposes.

APL17.0a Communicates needs and wants through non-verbal gestures and facial expressions.

APL17.0b Communicates feelings through facial expressions.

APL18 – The child will use increasingly complex written language.

APL18.0a Engages in back-and-forth vocal play with adult.

APL19 – The child will use nonverbal communication for a variety of purposes.

APL19.0a Communicates needs and wants through non-verbal gestures and facial expressions.

APL19.0b Communicates feelings through facial expressions.

APL20 – The child will use increasingly complex written language.

APL20.0a Engages in back-and-forth vocal play with adult.

APL21 – The child will use nonverbal communication for a variety of purposes.

APL21.0a Communicates needs and wants through non-verbal gestures and facial expressions.

APL21.0b Communicates feelings through facial expressions.

APL22 – The child will use increasingly complex written language.

APL22.0a Engages in back-and-forth vocal play with adult.

APL23 – The child will use nonverbal communication for a variety of purposes.

APL23.0a Communicates needs and wants through non-verbal gestures and facial expressions.

APL23.0b Communicates feelings through facial expressions.

APL24 – The child will use increasingly complex written language.

APL24.0a Engages in back-and-forth vocal play with adult.

APL25 – The child will use nonverbal communication for a variety of purposes.

APL25.0a Communicates needs and wants through non-verbal gestures and facial expressions.

APL25.0b Communicates feelings through facial expressions.

APL26 – The child will use increasingly complex written language.

APL26.0a Engages in back-and-forth vocal play with adult.

APL27 – The child will use nonverbal communication for a variety of purposes.

APL27.0a Communicates needs and wants through non-verbal gestures and facial expressions.

APL27.0b Communicates feelings through facial expressions.

APL28 – The child will use increasingly complex written language.

APL28.0a Engages in back-and-forth vocal play with adult.

APL29 – The child will use nonverbal communication for a variety of purposes.

APL29.0a Communicates needs and wants through non-verbal gestures and facial expressions.

APL29.0b Communicates feelings through facial expressions.

APL30 – The child will use increasingly complex written language.

APL30.0a Engages in back-and-forth vocal play with adult.

APL31 – The child will use nonverbal communication for a variety of purposes.

APL31.0a Communicates needs and wants through non-verbal gestures and facial expressions.

APL31.0b Communicates feelings through facial expressions.

APL32 – The child will use increasingly complex written language.

APL32.0a Engages in back-and-forth vocal play with adult.

APL33 – The child will use nonverbal communication for a variety of purposes.

APL33.0a Communicates needs and wants through non-verbal gestures and facial expressions.

APL33.0b Communicates feelings through facial expressions.

APL34 – The child will use increasingly complex written language.

APL34.0a Engages in back-and-forth vocal play with adult.

APL35 – The child will use nonverbal communication for a variety of purposes.

APL35.0a Communicates needs and wants through non-verbal gestures and facial expressions.

APL35.0b Communicates feelings through facial expressions.

APL36 – The child will use increasingly complex written language.

APL36.0a Engages in back-and-forth vocal play with adult.
### GEORGIA EARLY LEARNING AND DEVELOPMENT STANDARDS

#### 0 — 12 MONTHS

<table>
<thead>
<tr>
<th>COGNITIVE DEVELOPMENT: SCIENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CD-MA1</strong> — The child will organize, represent and build knowledge of number and quantity.</td>
</tr>
<tr>
<td><strong>CD-MA1.0a</strong> Observes simple songs or finger-plays that involve numbers and quantity.</td>
</tr>
<tr>
<td><strong>CD-MA2</strong> — The child will manipulate, compare, describe relationships and solve problems using number and quantity.</td>
</tr>
<tr>
<td><strong>CD-MA2.0a</strong> Participates in simple counting of objects when led by an adult.</td>
</tr>
<tr>
<td><strong>CD-MA3</strong> — The child will explore and communicate about distance, weight, length, height and time.</td>
</tr>
<tr>
<td><strong>CD-MA3.0a</strong> Plays with toys and objects with different sizes and shapes.</td>
</tr>
<tr>
<td><strong>CD-MA3.0b</strong> Shows awareness of consistent daily routines.</td>
</tr>
<tr>
<td><strong>CD-MA4</strong> — The child will sort, seriate, classify and create patterns.</td>
</tr>
<tr>
<td><strong>CD-MA4.0a</strong> Explores objects with different characteristics.</td>
</tr>
<tr>
<td><strong>CD-MA4.0b</strong> Begins to imitate simple sounds and movements.</td>
</tr>
</tbody>
</table>

#### GEOMETRY & SPATIAL THINKING

| **CD-MA5** — The child will explore, recognize and describe spatial relationships between objects. |
| **CD-MA5.0a** Explores relationships between objects through play. |
| **CD-MA6** — The child will explore, recognize and describe shapes and shape concepts. |

#### MATHEMATICAL REASONING

| **CD-MA7** — The child will use mathematical problem solving, reasoning, estimation and communication. |
| **CD-MA6.0a** Explores objects with different shapes. |

#### NUMBER & QUANTITY

| **CD-MA8** — The child will sort, classify and create patterns. |
| **CD-MA4.0b** Begins to understand acceptable and unacceptable behavior. |

#### MOVEMENT

| **CD-MA9** — The child will demonstrate awareness of the geography in his/her community. |
| **CD-MA3.0b** Shows preference for particular colors. |

#### FAMILY

| **CD-SS1** — The child will demonstrate an understanding of his/her family and an emerging awareness of his/her own culture and ethnicity. |
| **CD-SS1.0a** Uses sounds, facial expressions or body movements when recognizing family members. |

#### PEOPLE & COMMUNITY

| **CD-SS2** — The child will demonstrate an understanding of his/her community and an emerging awareness of others’ cultures and ethnicity. |
| **CD-SS2.0a** Begins to understand acceptable and unacceptable behavior. |

#### SCIENCE

| **CD-SC3** — The child will demonstrate knowledge related to physical science. |
| **CD-SC4.0a** Demonstrates ability to move objects. |
| **CD-SC4.0b** Touches objects to gain knowledge about them. |

#### LIVING CREATURES

| **CD-SC5** — The child will demonstrate an awareness of, and the need to protect, his/her environment. |
| **CD-SC5.0a** Identifies familiar people and objects in his/her environment. |

#### SCIENTIFIC SKILLS & METHODS

| **CD-SC1** — The child will demonstrate scientific inquiry skills. |
| **CD-SC1.0a** Observes and explores objects using all senses. |
| **CD-SC1.0b** Attempts to use objects as tools. |

#### EARTH & SPACE

| **CD-SC2** — The child will demonstrate knowledge related to the dynamic properties of earth and sky. |
| **CD-SC2.0a** Touches water with adult support and supervision. |

#### PHYSICAL SCIENCE

| **CD-SC3** — The child will demonstrate knowledge related to living things and their environments. |
| **CD-SC3.0a** Shows curiosity about people, plants and animals. |
| **CD-SC3.0b** Discovers body parts. |

#### THE ENVIRONMENT

| **CD-SC4** — The child will demonstrate knowledge related to environmental science. |
| **CD-SC4.0a** Demonstrates ability to move objects. |

#### THINKING SKILLS

| **CD-CP1** — The child will demonstrate awareness of cause and effect. |
| **CD-CP1.0a** Acts on an object to make a pleasing sight, sound or motion. |
| **CD-CP2** — The child will use prior knowledge to build new knowledge. |
| **CD-CP2.0a** Experiments with objects. |
| **CD-CP2.0b** Imitates sounds and movements. |

#### PROBLEM SOLVING

| **CD-CP3** — The child will demonstrate problem solving skills. |
| **CD-CP3.0a** Interacts with a toy or object to understand it. |

#### MUSIC

| **CD-CR1** — The child will participate in dance to express creativity. |
| **CD-CR1.0a** Responds to music. |

#### DRAMA

| **CD-CR2** — The child will use his/her voice, instruments and objects to express creativity. |
| **CD-CR2.0a** Explores simple art materials. |
| **CD-CR2.0b** Attends to bright or contrasting colors. |
| **CD-CR2.0c** Shows preference for particular visual stimuli. |

#### VISUAL ARTS

| **CD-CR3** — The child will use his/her voice, instruments and objects to express creativity. |
| **CD-CR3.0a** Explores simple art materials. |

#### CREATIVE MOVEMENT & DANCE

| **CD-CR4** — The child will use his/her voice, instruments and objects to express creativity. |
| **CD-CR4.0a** Explores simple art materials. |
| **CD-CR4.0b** Participates in dance to express creativity. |
| **CD-CR4.0c** Responds to volume in tones and infection. |