GEORGIA EARLY LEARNING AND DEVELOPMENT STANDARDS 48 - 60 MONTHS

HEALTH & WELL-BEING

PDM1 – The child will practice healthy and safe habits.

PDM1.4a Stays awake and alert except during voluntary naptime.

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.

PDM1.4c Consistently follows basic safety rules and anticipates consequences of not following safety rules.

PDM1.4d Communicates the importance of safety rules.

PDM1.4e Identifies the importance of and participates in activities related to health and self-care needs.

PDM1.4f Can name people who keep them safe and healthy.

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

PDM2.4a Helps prepare nutritious snacks and meals.

PDM2.4b Sorts foods into food groups and communicates the benefits of healthy foods.

USE OF SENSES

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

PDM3.4a Acts and moves with purpose and independently recognizes differences in direction, distance and location.

PDM3.4b Demonstrates spatial awareness through play activities.

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

PDM4.4a Discriminates between and identifies a variety of sights, smells, sounds, textures and tastes.

PDM4.4b Takes things apart and invents new structures using the parts.

PDM5 – The child will demonstrate gross motor skills.

PDM5.4a Coordinates movements to perform more complex tasks.

PDM5.4b Demonstrates coordination and balance in a variety of activities.

PDM6 – The child will demonstrate fine motor skills.

PDM6.4a Performs fine-motor tasks that require small-muscle strength and control.

PDM6.4b Uses hand-eye coordination to manipulate small objects with ease.

PDM6.4c Able to perform more complex fine-motor tasks with accuracy 50% of the time.

DEVELOPING A SENSE OF SELF

SED1 – The child will develop self-awareness.

SED1.4a Identifies self as a unique member of a specific group or demographic that fits into a larger world picture.

SED1.4b Identifies personal characteristics, preferences, thoughts and feelings.

SED1.4c Shows confidence in a range of abilities and the capacity to take on and accomplish new tasks.

SED1.4d Shows independence in his/her own choices.

SED2 – The child will engage in self-expression.

SED2.4a Effectively uses words, sentences and actions to communicate needs, ideas, opinions and preferences.

SED2.4b With adult guidance, uses verbal and non-verbal expressions to describe and explain a full range of emotions.

SED2.4c Uses pretend-play to show emotions of self and others.

SED2.4d With adult guidance, distinguishes between positive and negative emotions, and the conditions that evoke each.

SELF-REGULATION

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

SED3.4a Independently follows rules and routines.

SED3.4b Regulates own emotions and behaviors, and seeks out adult support when needed.

SED3.4c Regulates a wide range of impulses.

SED3.4d Manages transitions and adapts to changes in schedules and routines independently.

DEVELOPING A SENSE OF SELF WITH OTHERS

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

SED4.4a Transitions well into new, unfamiliar settings.

SED4.4b Uses a familiar adult’s suggestions to decide how to respond to a specific situation.

SED4.4c Shows affection to familiar adults by using more complex words and actions.

SED4.4d Seeks out adults as a resource for help and assistance.

SED5 – The child will develop relationships and social skills with peers.

SED5.4a Develops and maintains friendships with other children.

SED5.4b Plays cooperatively with a few peers for a sustained period of time.

SED5.4c Attempts to resolve peer conflicts using appropriate strategies.

SED5.4d Shows emerging empathy and understanding of peers by attempting to comfort and help.

SED5.4e Shows respect for peers’ personal space and belongings.

INITIATIVE AND EXPLORATION

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

APL1.4a Takes initiative to learn new concepts and try new experiences. Initiates and completes new tasks by himself/herself.

APL1.4b Selects and carries out activities without adult prompting.

APL1.4c Sets goals and develops and follows through on plans.

APL2 – The child will demonstrate interest and curiosity.

APL2.4a Demonstrates eagerness to learn about and discuss new topics, ideas and tasks.

APL2.4b Asks questions and seeks new information. With assistance, looks for new information and wants to know more.

APL2.4c Increasingly seeks out and explores unfamiliar objects in the environment.

APL3.4d Persist in trying to complete a task after previous attempts have failed.

PLAY

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

APL4.4a Engages in elaborate and sustained imagined play, and can distinguish between real life and fantasy.

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

APL5.4a Willingly joins in sustained cooperative play and learning with others to complete a task.

APL5.4b Demonstrates flexibility in taking on various roles in a group setting.

APL5.4c Demonstrates inventiveness, imagination and creativity to solve a problem.

APL5.4d Considers a variety of possible solutions and exhibits flexibility if an alternate approach is suggested by a peer or adult.

APL5.4e Recover quickly from setbacks and differences in opinion in a group setting.

APPROACHES TO PLAY & LEARNING

APL6.4b Demonstrates flexibility in taking on various roles in a group setting.

APL6.4c Demonstrates inventiveness, imagination and creativity to solve a problem.

APL6.4d Considers a variety of possible solutions and exhibits flexibility if an alternate approach is suggested by a peer or adult.

APL6.4e Recover quickly from setbacks and differences in opinion in a group setting.

APL7.4a Engages in independent activities and continues tasks over a period of time.

APL7.4b Practices to improve skills that have been accomplished.

APL7.4c Works cooperatively with others to successfully achieve a goal or accomplish a task.
COMMUNICATION, LANGUAGE & LITERACY

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

CLL1.4a Listens and responds on topic to conversations and group discussions for an extended period.

CLL1.4b Listens to and follows multi-step directions.

CLL1.4c Extends/expands thoughts or ideas expressed.

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

CLL2.4a Demonstrates understanding of more complex vocabulary through everyday conversations.

CLL2.4b Connects new vocabulary from activities, stories and books with prior experiences and conversations.

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

CLL3.4a Uses more complex gestures and actions to enhance verbal communication of needs and wants.

CLL3.4b Communicates feelings using appropriate non-verbal gestures, body language and actions.

CLL4 – The child will use increasingly complex spoken language.

CLL4.4a Uses spoken language that can be understood with ease.

CLL4.4b Demonstrates use of expanded sentences and sentence structures to ask questions and/or respond verbally.

CLL4.4c Describes activities, experiences, and stories with more detail.

CLL4.4d Uses new and expanded vocabulary in a variety of situations.

EFRAI – The child will use a variety of purposes.

CLL5.4a Prior to reading, uses prior knowledge, story title and pictures to make predictions about story content.

CLL5.4b Retells familiar stories.

CLL5.4c Discusses books or stories read aloud and can identify characters and setting in a story.

CLL5.4d Makes real-world connections between stories and real-life experiences.

CLL5.4e Develops an alternate ending for a story.

EARLY READING

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

CLL7.4a With prompting and support, recognizes and names some upper/lowercase letters of the alphabet.

CLL8 – The child will demonstrate awareness of print concepts.

CLL8.4a Demonstrates interest in different kinds of literature, such as fiction and non-fiction books and poetry, on a range of topics.

CLL8.4b Understands that letters form words. Understands that words are separated by spaces in print.

CLL8.4c With prompting and support, tracks words from left to right, top to bottom and page to page.

CLL8.4d Recognizes and reads environmental print.

CLL8.4e Quickly recognizes and names how many items are in a set of up to four items.

CLL8.4f Tells number(s) that come before and after a given number up to 10.

EARLY WRITING

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

CLL9.4a Draws pictures and copies letters and/or numbers to communicate.

CLL9.4b Uses writing tools.

CLL9.4c Uses writing for a variety of purposes.

CLL9.4d Writes some letters of the alphabet.

NUMBER & QUANTITY

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

CD-MA1.4a Recites numbers up to 20 in sequence.

CD-MA1.4b Recognizes numerals and uses counting as part of play and as a means for determining quantity.

CD-MA1.4c Matches numerals to sets of objects with the same number, 0–10.

CD-MA1.4d Describes sets as having more, less, same as/equal.

CD-MA1.4e Quickly recognizes and names numbers.

CD-MA2 – The child will explore, recognize and describe spatial relationships between objects.

CD-MA2.4c Recognizes and names common two-dimensional shapes, their parts and attributes.

CD-MA2.4d Combines simple shapes to form new shapes.

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

CD-MA3.4a Uses mathematical terms to describe experiences involving measurement.

CD-MA3.4b Compares objects using two or more attributes, such as length, weight and size.

CD-MA3.4c Uses a variety of techniques and standard and non-standard tools to measure and compare length, volume (capacity) and weight.

CD-MA3.4d Associates and describes the passage of time with actual events.

CD-MA4 – The child will sort, seriate, classify and create patterns.

CD-MA4.4a Independently orders objects using one characteristic and describes the criteria used.

CD-MA4.4b Sorts and classifies objects using one or more attributes or relationships.

CD-MA4.4c Creates and extends simple, repeating patterns.
**GEORGIA EARLY LEARNING AND DEVELOPMENT STANDARDS**

**COGNITIVE DEVELOPMENT: SOCIAL STUDIES**

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

**CD-SS1.4a** Describes his/her family structure and family roles.

**CD-SS1.4b** Describes similarities and differences between self and others.

**PEOPLE & COMMUNITY**

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

**CD-SS2.4a** Identifies and follows rules of the classroom community and displays competence in engaging in appropriate social behavior.

**CD-SS2.4b** Explains diverse customs and cultural celebrations within the home, classroom and community.

**CD-SS2.4c** Recognizes similarities and differences between own culture and that of others.

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

**CD-SS3.4a** Creates simple representations of home, school and community.

**CD-SS3.4b** Identifies and describes aspects of his/her community.

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

**CD-SS4.4a** Completes jobs to contribute to his/her community and communicates why it is important.

**CD-SS4.4b** Describes the roles and responsibilities of a variety of occupations.

**CD-SS4.4d** Explores the uses of technology and understands its role in the environment.

**HISTORY**

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

**CD-SS5.4a** Recognizes and describes sequence of events with accuracy.

**CD-SS5.4b** Differentiates between past, present and future.

**COGNITIVE DEVELOPMENT: SCIENCE**

**SCIENTIFIC SKILLS & METHODS**

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

**CD-SC1.4a** Uses senses to observe, classify and learn about objects and environment.

**CD-SC1.4b** Uses simple tools correctly to experiment, observe and increase understanding.

**CD-SC1.4c** Records observations through dictating to an adult and drawing pictures or using other forms of writing.

**CD-SC1.4d** Experiments, compares and formulates hypotheses related to scientific properties.

**EARTH & SPACE**

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

**CD-SC2.4a** Describes properties of water, including changes to the states of water.

**CD-SC2.4b** Explores and begins to describe properties of rocks, soil, sand and mud.

**CD-SC2.4c** Makes simple observations of the characteristics, movement, and seasonal changes of sun, moon, stars and clouds. Compares the daytime/nighttime cycle.

**CD-SC2.4d** Uses appropriate vocabulary to discuss climate and changes in weather.

**COGNITIVE DEVELOPMENT: CREATIVE DEVELOPMENT**

**LIVING CREATURES**

**CD-SC3** – The child will demonstrate knowledge related to living things and their environments.

**CD-SC3.4a** Observes, explores and describes a variety of plants and animals. Describes their basic needs and life cycles of living things.

**CD-SC3.4b** Discriminates between living and non-living things.

**CD-SC3.4c** Identifies and describes the functions of many body parts.

**PHYSICAL SCIENCE**

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

**CD-SC4.4a** Explores and describes position and movement of objects and toys.

**CD-SC4.4b** Investigates and describes different types or speeds of motion.

**CD-SC4.4c** Describes materials by their physical properties and states of matter.

**CD-SC4.4d** Uses classroom objects to function as simple machines to enhance child directed play.

**INTERACTION WITH THE ENVIRONMENT**

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

**CD-SC5.4a** Understands that people have an impact on the environment and participates in efforts to protect the environment.

**CD-SC5.4b** Uses both familiar and new strategies to solve a problem.

**CD-SC5.4c** With adult guidance and questioning determines and evaluates solutions prior to attempting to solve a problem.

**CD-SC5.4d** Participates in dramatic play to express thoughts, feelings and creativity.