

Alignment of the Alabama Performance Standards for 4-year-olds With HighScope's Preschool Key Developmental Indicators

The following chart shows how items from the **Alabama Performance Standards for 4-year-olds (July 2004)** correspond to items from HighScope's Preschool **Key Developmental Indicators (KDIs)** (March 2010).

The educational content of HighScope preschool programs is built around **58 Key Developmental Indicators (KDIs)**. The KDIs are early childhood milestones that guide teachers as they plan and assess learning experiences and interact with children to support learning. Each KDI is a statement that identifies an observable child behavior reflecting knowledge and skills in the areas of approaches to learning; social and emotional development; physical development and health; language, literacy, and communication; mathematics; creative arts; science and technology; and social studies.

Alabama Performance Standards

Key Developmental Indicators

<i>Emergent Literacy</i>	
<p>Language, Vocabulary, and Oral Comprehension</p> <ol style="list-style-type: none"> 1. Show understanding of literal meaning of stories, songs, informational texts, and poems read aloud 2. Follow two- and three- step directions 3. Develop and expand expressive language skills and vocabulary 4. Demonstrate progress in abilities to retell and dictate stories from books and experiences; to act out stories in dramatic play; and to predict what will happen next in a story 5. Show progress in speaking English, for non-English-speaking children 6. Demonstrate ability to express ideas for varied purposes including asking questions, making requests, sharing information, and recounting events 7. Show progress in speaking sentences of increasing length and grammatical complexity 	<p>D. Language, Literacy, and Communication 21. Comprehension: Children understand language.</p> <p>D. Language, Literacy, and Communication 21. Comprehension: Children understand language.</p> <p>D. Language, Literacy, and Communication 22. Speaking: Children express themselves using language. 23. Vocabulary: Children understand and use a variety of words and phrases.</p> <p>D. Language, Literacy, and Communication 26. Reading: Children read for pleasure and information.</p> <p>D. Language, Literacy, and Communication 30. ELL/Dual Language Acquisition: (If applicable) Children use English and their home language(s) (including sign language).</p> <p>D. Language, Literacy, and Communication 22. Speaking: Children express themselves using language.</p> <p>D. Language, Literacy, and Communication 22. Speaking: Children express themselves using language.</p>
<p>Phonological Awareness</p> <ol style="list-style-type: none"> 8. Identify words that rhyme 9. Identify words with the same beginning and ending phonemes in words 10. Hear syllables in words 11. Isolate the beginning phoneme in a word 	<p>D. Language, Literacy, and Communication 24. Phonological Awareness: Children identify distinct sounds in spoken language.</p> <p>D. Language, Literacy, and Communication 24. Phonological Awareness: Children identify distinct sounds in spoken language.</p> <p>D. Language, Literacy, and Communication 24. Phonological Awareness: Children identify distinct sounds in spoken language.</p> <p>D. Language, Literacy, and Communication 24. Phonological Awareness: Children identify distinct sounds in spoken language.</p>

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Key Developmental Indicators

<p>12. Associate letters and phonemes</p>	<p>D. Language, Literacy, and Communication 24. Phonological Awareness: Children identify distinct sounds in spoken language. 25. Alphabetic knowledge: Children identify letter names and their sounds.</p>
<p>Print Awareness and Concepts</p> <p>13. Show increasing awareness of print in classroom, home, and community settings</p> <p>14. Show a growing understanding of different functions of forms of print (<i>i.e. signs, letters, newspapers, lists, messages, menus</i>)</p> <p>15. Demonstrate increasing awareness of print concepts including learning that print is read from top to bottom and from left to right on a page, that speech can be written down, and that print conveys a message</p> <p>16. Show progress in recognizing the association between spoken and written words by following print as it is read aloud</p> <p>17. Demonstrate increasing awareness that a word is a unit of print, or awareness that letters are grouped to form words, and that words are separated by spaces</p>	<p>D. Language, Literacy, and Communication 27. Concepts about print: Children demonstrate knowledge about environmental print.</p> <p>D. Language, Literacy, and Communication 27. Concepts about print: Children demonstrate knowledge about environmental print.</p> <p>D. Language, Literacy, and Communication 28. Book knowledge: Children demonstrate knowledge about books.</p> <p>D. Language, Literacy, and Communication 27. Concepts about print: Children demonstrate knowledge about environmental print.</p> <p>D. Language, Literacy, and Communication 27. Concepts about print: Children demonstrate knowledge about environmental print.</p>
<p>Alphabet Knowledge</p> <p>18. Show progress in associating the names of letters with their shapes and sounds</p> <p>19. Demonstrate increase in ability to notice the beginning letters in familiar words</p> <p>20. Identify at least 10 letters of the alphabet, especially those in their own name</p> <p>21. Know that letters of the alphabet are a special category of visual graphics that can be individually named</p>	<p>D. Language, Literacy, and Communication 25. Alphabetic knowledge: Children identify letter names and their sounds.</p> <p>D. Language, Literacy, and Communication 25. Alphabetic knowledge: Children identify letter names and their sounds.</p> <p>D. Language, Literacy, and Communication 25. Alphabetic knowledge: Children identify letter names and their sounds.</p> <p>D. Language, Literacy, and Communication 25. Alphabetic knowledge: Children identify letter names and their sounds.</p>

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<p>22. Exhibit an awareness that information may be obtained from a variety of sources</p> <p>23. Show an awareness of others through exposure to written, spoken, and visual forms of communication.</p> <p>24. Verbalize correct personal characteristics (<i>i.e. develop abilities to identify personal characteristics including gender and family compositions</i>)</p>	<p>A. Approaches to Learning</p> <p>5. Uses of resources: Children gather information and formulate ideas about their world.</p> <p>D. Language, Literacy, and Communication</p> <p>21. Comprehension: Children understand language.</p> <p>B. Social and Emotional Development</p> <p>7. Self-identity: Children have a positive self-identity.</p>
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<p>Emergent Numeracy</p> <p>Number Awareness</p> <p>1. Demonstrate increasing interest and awareness of numbers and counting as a means for solving problems and determining quantity</p> <p>2. Associate number concepts, vocabulary, quantities, and written numerals in meaningful ways</p> <p>3. Show increasing ability to count in sequence to 10 and beyond</p> <p>4. Make use of one-to-one correspondence in counting objects and matching groups of objects</p> <p>5. Use language to compare numbers of objects with terms such as more, less, greater than, fewer, equal to</p> <p>6. Develop increased abilities to combine, separate, and name “how many” concrete objects</p> <p>7. Demonstrate growth in the ability to persist in and complete a variety of numeracy tasks, activities, projects, and experiences</p>	<p>A. Approaches to Learning</p> <p>4. Problem solving: Children solve problems encountered in play.</p> <p>E. Mathematics</p> <p>32. Counting: Children count things.</p> <p>E. Mathematics</p> <p>31. Number words and symbols: Children recognize and use number words and symbols.</p> <p>32. Counting: Children count things.</p> <p>E. Mathematics</p> <p>32. Counting: Children count things.</p> <p>E. Mathematics</p> <p>32. Counting: Children count things.</p> <p>E. Mathematics</p> <p>32. Counting: Children count things.</p> <p>E. Mathematics</p> <p>32. Counting: Children count things.</p> <p>33. Part-whole relationships: Children combine and separate quantities of objects.</p> <p>E. Mathematics</p> <p>39. Data analysis: Children use information about quantity to draw conclusions, make decisions, and solve problems.</p>
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Key Developmental Indicators

<p>Geometry and Spatial Sense</p> <p>8. Recognize, describe, compare, and name common shapes, their parts, and attributes</p> <p>9. Show progress in the ability to put together and take apart shapes</p> <p>10. Determine whether or not two shapes are the same size and shape</p> <p>11. Build an increasing understanding of directionality, order and positions of objects, and words such as up, down, over, under, top, bottom, inside, outside, in front, and behind</p>	<p>E. Mathematics 34. Shapes: Children identify, name, and describe shapes.</p> <p>E. Mathematics 34. Shapes: Children identify, name, and describe shapes. 35. Spatial awareness: Children recognize spatial relationships among people and objects.</p> <p>E. Mathematics 34. Shapes: Children identify, name, and describe shapes.</p> <p>E. Mathematics 35. Spatial awareness: Children recognize spatial relationships among people and objects.</p>
<p>Patterns and Measurement</p> <p>12. Demonstrate enhanced abilities to recognize, duplicate, and extend simple patterns using a variety of materials</p> <p>13. Show increasing abilities to match, sort, put in a series, and regroup objects according to one or two attributes (<i>i.e. shape, size</i>)</p> <p>14. Make comparisons between objects based on a single attribute</p> <p>15. Show progress in using non-standard and standard measures for length and area of objects</p>	<p>E. Mathematics 38. Patterns: Children identify, describe, copy, complete, and create patterns.</p> <p>E. Mathematics 34. Shapes: Children identify, name, and describe shapes. 36. Measuring: Children measure to describe, compare, and order things.</p> <p>G. Science and Technology 46. Classifying: Children classify materials, actions, people, and events.</p> <p>E. Mathematics 37. Unit: Children understand and use the concept of unit.</p>
<p>Creative Arts</p> <p>Art Appreciation</p> <p>1. Develop confidence and a positive self-concept as she engages in creative processes (<i>i.e. music, art, movement, drama</i>)</p> <p>2. Show increased interest and enjoyment in creative development activities</p>	<p>F. Creative Arts 44. Appreciating the arts: Children appreciate the creative arts.</p> <p>F. Creative Arts 44. Appreciating the arts: Children appreciate the creative arts.</p>

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Key Developmental Indicators

<p>3. Contribute original ideas and exhibit flexibility in creative development activities</p>	<p>F. Creative Arts</p> <p>40. Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.</p> <p>41. Music: Children express and represent what they observe, think, imagine, and feel through music.</p> <p>42. Movement: Children express and represent what they observe, think, imagine, and feel through movement.</p> <p>43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.</p>
<p>Music</p> <p>4. Participate with increasing interest and enjoyment in a variety of musical activities (<i>i.e. listening, singing, using musical instruments, recordings, chants, finger plays, games, performances, moving to music, creating original music</i>)</p>	<p>F. Creative Arts</p> <p>41. Music: Children express and represent what they observe, think, imagine, and feel through music.</p>
<p>Art</p> <p>5. Demonstrate abilities to use different art media and materials in a variety of ways for creative expression and representation</p> <p>6. Show progress in abilities to create drawings, paintings, models, and other art creations that are more detailed, creative, or realistic</p> <p>7. Plan, work independently, and demonstrate care and persistence in a variety of creative development activities</p> <p>8. Understand and share opinions about artistic endeavors and experiences</p>	<p>F. Creative Arts</p> <p>40. Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.</p> <p>F. Creative Arts</p> <p>40. Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.</p> <p>A. Approaches to Learning</p> <p>2. Planning: Children make plans and follow through on their intentions.</p> <p>F. Creative Arts</p> <p>40. Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.</p> <p>F. Creative Arts</p> <p>44. Appreciating the arts: Children appreciate the creative arts.</p>
<p>Movement</p> <p>9. Express their individuality through many types of free-form and representative movement (<i>i.e. dance, moving freely to music, moving to instructions, moving to patterns of beat and rhythm, pantomime</i>)</p>	<p>F. Creative Arts</p> <p>42. Movement: Children express and represent what they observe, think, imagine, and feel through movement.</p>

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Key Developmental Indicators

<p>Dramatic Play</p> <p>10. Actively explore a variety of creative development activities through drama (<i>i.e. spontaneous imaginative play, dramatic play, pretending, role-playing, performances, imitations, showing moods and attitudes</i>)</p>	<p>F. Creative Arts</p> <p>43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.</p>
<p>Science and Environmental Education</p> <p>Scientific Skills and Methods</p> <p>1. Use senses and a variety of tools and simple measuring devices to gather information, investigate materials, and observe processes and relationships</p> <p>2. Recognize and solve problems through active exploration, including trial and error, interactions, and discussions with peers</p> <p>3. Show increased abilities to observe and discuss common properties, differences, and comparisons among objects and materials</p> <p>4. Participate hands-on in simple investigations to plan, develop, test observations, question, discuss and draw conclusions, and form generalizations</p>	<p>A. Approaches to Learning</p> <p>5. Use of resources: Children gather information and formulate ideas about their world.</p> <p>G. Science and Technology</p> <p>45. Observing: Children observe the materials and processes in their environment.</p> <p>46. Classifying: Children classify materials, actions, people, and events.</p> <p>47. Experimenting: Children experiment to test their ideas.</p> <p>48. Predicting: Children predict what they expect will happen.</p> <p>52. Tools and technology: Children explore and use tools and technology.</p> <p>A. Approaches to Learning</p> <p>4. Problem solving: Children solve problems encountered in play.</p> <p>G. Science and Technology</p> <p>47. Experimenting: Children experiment to test their ideas.</p> <p>G. Science and Technology</p> <p>47. Experimenting: Children experiment to test their ideas.</p> <p>52. Tools and technology: Children explore and use tools and technology.</p> <p>G. Science and Technology</p> <p>47. Experimenting: Children experiment to test their ideas.</p> <p>48. Predicting: Children predict what they expect will happen.</p> <p>49. Drawing conclusions: Children draw conclusions based on their experiences and observations.</p> <p>50. Communicating ideas: Children communicate their ideas about the characteristics of things and how they work.</p>

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Key Developmental Indicators

5. Demonstrate growing abilities to collect and describe information through a variety of materials, tools, and means (*i.e. discussion, drawings, maps, charts*)

6. Describe and discuss predictions, explanations, and generalizations based on past experiences while growing in eagerness to learn about and discuss findings

G. Science and Technology

49. Drawing conclusions: Children draw conclusions based on their experiences and observations.

50. Communicating ideas: Children communicate their ideas about the characteristics of things and how they work.

G. Science and Technology

48. Predicting: Children predict what they expect will happen.

49. Drawing conclusions: Children draw conclusions based on their experiences and observations.

50. Communicating ideas: Children communicate their ideas about the characteristics of things and how they work.

Scientific Knowledge

7. Expand and explore knowledge of and abilities to observe, describe, and discuss the natural world, including living and non-living things

8. Show knowledge of and respect for their body

9. Show knowledge of and respect for their world/environment through exploration

10. Demonstrate a growing awareness of *concepts* and *language* related to the passage of time, temperature, and property changes in matter

11. Show increased awareness and beginning understanding of changes in matter

G. Science and Technology

51. Natural and physical world: Children gather knowledge about the natural and physical world.

C. Physical Development and Health

18. Body awareness: Children know about their bodies and how to navigate them in space.

19. Personal care: Children carry out personal care routines on their own.

20. Healthy behavior: Children engage in healthy practices.

G. Science and Technology

51. Natural and physical world: Children gather knowledge about the natural and physical world.

H. Social Studies

58. Ecology: Children understand the importance of taking care of their environment.

G. Science and Technology

51. Natural and physical world: Children gather knowledge about the natural and physical world.

H. Social Studies

57. History: Children understand past, present, and future.

G. Science and Technology

51. Natural and physical world: Children gather knowledge about the natural and physical world.

Alabama Performance Standards

Key Developmental Indicators

<p>12. Show increased awareness and beginning understanding of cause-effect relationships</p>	<p>G. Science and Technology 49. Drawing conclusions: Children draw conclusions based on their experiences and observations.</p>
<p>Technology</p> <p>1. Demonstrate an awareness of computers and the purpose they serve as a learning tool</p> <p>2. Show knowledge of computer usage through active and cooperative use of software programs</p> <p>3. Demonstrate growth in capacity to maintain concentration over time on a task, question, and set of directions or interactions, while using the computer, despite distractions and interruptions</p>	<p>G. Science and Technology 52. Tools and technology: Children explore and use tools and technology.</p> <p>G. Science and Technology 52. Tools and technology: Children explore and use tools and technology.</p> <p>A. Approaches to Learning 3. Engagement: Children focus on activities that interest them.</p>
<p>Social & Emotional Development</p> <p>Self-Concept</p> <p>1. Develop and express awareness of self in terms of specific abilities, characteristics, and preferences</p> <p>2. Demonstrate growing capacities for independence in a range of activities, routines, and tasks</p> <p>3. Demonstrate growing confidence in a range of abilities and is able to express a sense of satisfaction in accomplishments</p>	<p>B. Social and Emotional Development 7. Self-identity: Children have a positive self-identity.</p> <p>A. Approaches to Learning 1. Initiative: Children demonstrate initiative as they explore their world.</p> <p>B. Social and Emotional Development 8. Sense of competence: Children feel they are competent.</p>
<p>Initiative</p> <p>4. Do things for herself</p> <p>5. Choose challenging tasks to complete</p> <p>6. Participate actively in make-believe play with others</p>	<p>A. Approaches to Learning 1. Initiative: Children demonstrate initiative as they explore their world.</p> <p>A. Approaches to Learning 1. Initiative: Children demonstrate initiative as they explore their world.</p> <p>F. Creative Arts 43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.</p>

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Key Developmental Indicators

<p>7. Try or ask to try new activities</p> <p>8. Organize play with other children</p> <p>9. Focus attention on tasks</p> <p>11. Ask other children to play with him</p>	<p>A. Approaches to Learning 1. Initiative: Children demonstrate initiative as they explore their world.</p> <p>B. Social and Emotional Development 13. Cooperative play: Children engage in cooperative play.</p> <p>A. Approaches to Learning 3. Engagement: Children focus on activities that interest them.</p> <p>B. Social and Emotional Development 12. Building relationships: Children build relationships with other children and adults.</p>
<p>Self-Control</p> <p>12. Show progress in expressing feelings, needs, and opinions in difficult situations and conflicts without harming themselves, others, or property</p> <p>13. Show progress in playing cooperatively and interacting with other children without direct supervision</p> <p>14. Show progress in dealing with own feelings in age-appropriate ways</p> <p>15. Identify and label feelings</p> <p>16. Show growth in understanding how actions affect others and begin to accept the consequences</p> <p>18. Demonstrate increasing capacities to follow rules and routines and use materials purposefully, safely, and respectfully</p>	<p>B. Social and Emotional Development 15. Conflict resolution: Children resolve social conflicts.</p> <p>B. Social and Emotional Development 13. Cooperative play: Children engage in cooperative play.</p> <p>B. Social and Emotional Development 9. Emotions: Children recognize, label, and regulate their feelings.</p> <p>B. Social and Emotional Development 9. Emotions: Children recognize, label, and regulate their feelings.</p> <p>B. Social and Emotional Development 15. Conflict resolution: Children resolve social conflicts.</p> <p>B. Social and Emotional Development 11. Community: Children participate in the community of the classroom.</p>
<p>Cooperation</p> <p>19. Demonstrate increased abilities to sustain interactions with peers by helping, sharing, and discussion</p> <p>20. Show increasing abilities to use compromise and discussion in working, playing, and resolving conflicts with peers</p>	<p>B. Social and Emotional Development 13. Cooperative play: Children engage in cooperative play.</p> <p>B. Social and Emotional Development 15. Conflict resolution: Children resolve social conflicts.</p>

Alabama Performance Standards

Key Developmental Indicators

<p>21. Show an awareness of and respect for the interests of others</p> <p>22. Demonstrate increased abilities to “give and take” in interactions; to take turns in games or using materials, and in interact without being overly submissive or directive</p> <p>23. Show an understanding and respect for the property of others</p>	<p>B. Social and Emotional Development 10. Empathy: Children demonstrate empathy toward others.</p> <p>B. Social and Emotional Development 12. Building relationships: Children build relationships with other children and adults.</p> <p>B. Social and Emotional Development 11. Community: Children participate in the community of the classroom.</p>
<p>Social Relationships</p> <p>24. Demonstrate increasing comfort in talking with and accepting guidance and directions from a range of familiar adults</p> <p>25. Seek adult help when needed to resolve conflicts</p> <p>26. Show progress in developing friendships with peers</p> <p>27. Interact easily with other children</p> <p>28. Show progress in responding sympathetically to peers who are in need, upset, hurt, or angry; and in expressing empathy or caring for others</p>	<p>B. Social and Emotional Development 12. Building relationships: Children build relationships with other children and adults.</p> <p>B. Social and Emotional Development 15. Conflict resolution: Children resolve social conflicts.</p> <p>B. Social and Emotional Development 12. Building relationships: Children build relationships with other children and adults.</p> <p>B. Social and Emotional Development 12. Building relationships: Children build relationships with other children and adults. 13. Cooperative play: Children engage in cooperative play.</p> <p>B. Social and Emotional Development 10. Empathy: Children demonstrate empathy toward others.</p>
<p>Knowledge of Families and Communities</p> <p>29. Demonstrate the abilities to identify personal characteristics including gender, and family compositions</p> <p>30. Show progress in understanding similarities and respecting differences among people (<i>i.e. gender, race, special needs, culture, language, family structures</i>)</p>	<p>B. Social and Emotional Development 7. Self-identity: Children have a positive self-identity.</p> <p>H. Social Studies 53. Diversity: Children understand that people have diverse characteristics, interests, and abilities.</p>

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Key Developmental Indicators

<p>31. Demonstrate a growing awareness of the concept of work and what is required to perform it</p> <p>32. Express and understand concepts and language of space and direction in the contexts of their classroom, home and community</p>	<p>H. Social Studies</p> <p>54. Community roles: Children recognize that people have different roles and functions in the community.</p> <p>H. Social Studies</p> <p>56. Geography: Children recognize and interpret features and locations in their environment.</p>
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<p>Approaches to Learning</p>	
<p>Creativity and Curiosity</p> <p>1. Choose to participate in an increasing variety of tasks and activities</p> <p>2. Demonstrate increased abilities to make independent choices</p> <p>3. Approach tasks and activates with increased flexibility, imagination, and inventiveness</p>	<p>A. Approaches to Learning</p> <p>1. Initiative: Children demonstrate initiative as they explore their world.</p> <p>2. Planning: Children make plans and follow through on their intentions.</p> <p>A. Approaches to Learning</p> <p>2. Planning: Children make plans and follow through on their intentions.</p> <p>A. Approaches to Learning</p> <p>1. Initiative: Children demonstrate initiative as they explore their world.</p> <p>4. Problem solving: Children solve problems encountered in play.</p>

<p>Reasoning and Problem-Solving</p> <p>4. Demonstrate increased abilities to find more than one solution to a question, task, or problem</p>	<p>A. Approaches to Learning</p> <p>4. Problem solving: Children solve problems encountered in play.</p>
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<p>Physical Health & Development</p>	
<p>Fine Motor Skills</p> <p>1. Demonstrate growing strength and dexterity</p> <p>2. Use strength and control to perform simple tasks</p>	<p>C. Physical Development and Health</p> <p>17. Fine-motor skills: Children demonstrate dexterity and hand-eye coordination in using their small muscles.</p> <p>C. Physical Development and Health</p> <p>17. Fine-motor skills: Children demonstrate dexterity and hand-eye coordination in using their small muscles.</p>

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<p>3. Explore and manipulate objects in a variety of ways</p> <p>4. Use tools appropriately</p> <p>5. Use eye-hand coordination to perform tasks</p>	<p>C. Physical Development and Health 17. Fine-motor skills: Children demonstrate dexterity and hand-eye coordination in using their small muscles.</p> <p>C. Physical Development and Health 17. Fine-motor skills: Children demonstrate dexterity and hand-eye coordination in using their small muscles.</p> <p>C. Physical Development and Health 17. Fine-motor skills: Children demonstrate dexterity and hand-eye coordination in using their small muscles.</p>
<p>Gross Motor Skills</p> <p>6. Walk, run, climb, jump, and hop with increased coordination, balance, and control</p> <p>7. Experiment with galloping and skipping</p> <p>8. Demonstrate increasing abilities to coordinate movements in throwing, catching, kicking, and bouncing balls</p> <p>9. Push, pull, twist, turn, curl, balance, and stretch with increased coordination of control</p>	<p>C. Physical Development and Health 16. Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles.</p> <p>C. Physical Development and Health 16. Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles.</p> <p>C. Physical Development and Health 16. Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles.</p> <p>C. Physical Development and Health 16. Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles.</p>
<p>Health Status and Practices</p> <p>10. Participate actively in games, outdoor play, and other forms of exercise that enhance physical fitness</p> <p>11. Show a developing understanding of nutrition to dental health</p>	<p>C. Physical Development and Health 20. Healthy behavior: Children engage in healthy practices.</p> <p>C. Physical Development and Health 19. Personal care: Children carry out personal care routines on their own. 20. Healthy behavior: Children engage in healthy practices.</p>

Alabama Performance Standards

Key Developmental Indicators

12. Show growing independence in hygiene, nutrition, and personal care when eating, dressing, washing hands, brushing teeth, and toileting

13. Demonstrate an awareness and ability to follow basic health and safety rules such as fire safety, traffic and pedestrian safety, and respond appropriately to potentially harmful objects, substances, and activities

14. Name most of the body parts

C. Physical Development and Health

19. Personal care: Children carry out personal care routines on their own.

20. Healthy behavior: Children engage in healthy practices.

C. Physical Development and Health

20. Healthy behavior: Children engage in healthy practices.

C. Physical Development and Health

18. Body awareness: Children know about their bodies and how to navigate them in space.