

Alignment of Georgia's Pre-K Program Content Standards With HighScope's Preschool Key Developmental Indicators

The following chart shows how items from the **Georgia's Pre-K Program Content Standards** (Revised March 2008) 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.

Georgia's Content Standards

Key Developmental Indicators

<i>Language & Literacy Development</i>	
<p>LD 1. Children will develop skills in listening for the purpose of comprehension</p> <p>LD 1 a. Listens to and follows spoken directions</p> <p>LD 1 b. Responds to questions</p> <p>LD 1 d. Listens to stories read aloud and shows understanding through body language or by interacting appropriately</p> <p>LD 1 f. Make predictions from pictures and titles</p> <p>LD 1 g. Uses pictures or symbols to identify concepts</p> <p>LD 1 h. Becomes increasingly familiar with the structure of stories (characters, events, plot, resolution of story)</p>	<p>D. Language, Literacy, and Communication 21. Comprehension: Children understand language.</p> <p>D. Language, Literacy, and Communication 21. Comprehension: Children understand language. 22. Speaking: Children express themselves using language.</p> <p>D. Language, Literacy, and Communication 21. Comprehension: Children understand language. 26. Reading: Children read for pleasure and information.</p> <p>D. Language, Literacy, and Communication 21. Comprehension: Children understand language.</p> <p>D. Language, Literacy, and Communication 21. Comprehension: Children understand language. 26. Reading: Children read for pleasure and information.</p> <p>D. Language, Literacy, and Communication 28. Book knowledge: Children demonstrate knowledge about books.</p>
<p>LD 2. Children will learn to discriminate the sounds of language (phonological awareness)</p> <p>LD 2 a. Differentiates sounds that are the same and different</p> <p>LD 2 b. Repeats rhymes, poems and finger plays</p> <p>LD 2 c. Recognizes the same beginning sounds in different words (alliteration)</p> <p>LD 2 d. Shows growing ability to hear and discriminate separate syllables in words</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> <p>D. Language, Literacy, and Communication 24. Phonological Awareness: Children identify distinct sounds in spoken language.</p>

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<p>LD 2 e. Creates and invents words by substituting one sound for another</p>	<p>D. Language, Literacy, and Communication 24. Phonological Awareness: Children identify distinct sounds in spoken language.</p>
<p>LD 3. Children will develop an understanding of new vocabulary introduced in conversations, activities, stories or books</p> <p>LD 3 a. Increases vocabulary through everyday communication</p> <p>LD 3 b. Uses new vocabulary words correctly within the context of play or other classroom experiences</p> <p>LD 3 c. Connects new vocabulary with prior educational experiences</p>	<p>D. Language, Literacy, and Communication 23. Vocabulary: Children understand and use a variety of words and phrases.</p> <p>D. Language, Literacy, and Communication 23. Vocabulary: Children understand and use a variety of words and phrases.</p> <p>D. Language, Literacy, and Communication 23. Vocabulary: Children understand and use a variety of words and phrases.</p>
<p>LD 4. Children will develop and expand expressive language skills (speaking)</p> <p>LD 4 a. Uses language for a variety of purposes</p> <p>LD 4 b. Engages in conversations with adults and children</p> <p>LD 4 c. Uses complete sentences of increasing length in conversation</p> <p>LD 4 d. Uses language to pretend or create</p>	<p>D. Language, Literacy, and Communication 22. Speaking: Children express themselves using language.</p> <p>D. Language, Literacy, and Communication 21. Comprehension: Children understand language. 22. Speaking: Children express themselves using 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>LD 5. Children will begin to develop age-appropriate strategies that will assist in reading</p> <p>LD 5 a. Demonstrates an interest in books or stories</p> <p>LD 5 b. Discusses books or stories read aloud</p>	<p>D. Language, Literacy, and Communication 26. Reading: Children read for pleasure and information.</p> <p>D. Language, Literacy, and Communication 26. Reading: Children read for pleasure and information.</p>

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<p>LD 5 c. Exhibits book-handling skills</p>	<p>D. Language, Literacy, and Communication 28. Book knowledge: Children demonstrate knowledge about books.</p>
<p>LD 5 d. Associates symbols with objects, concepts and functions</p>	<p>D. Language, Literacy, and Communication 27. Concepts about print: Children demonstrate knowledge about environmental print.</p>
<p>LD 5 e. Recognizes that print has meaning and represents spoken language in written form</p>	<p>D. Language, Literacy, and Communication 27. Concepts about print: Children demonstrate knowledge about environmental print.</p>
<p>LD 5 f. Dramatizes, tells and retells poems and stories</p>	<p>D. Language, Literacy, and Communication 26. Reading: Children read for pleasure and information.</p>
<p>LD 5 g. Identifies some individual letters of the alphabet</p>	<p>D. Language, Literacy, and Communication 25. Alphabetic knowledge: Children identify letter names and their sounds.</p>
<p>LD 5 h. Shares books and engages in pretend-reading with other children</p>	<p>D. Language, Literacy, and Communication 26. Reading: Children read for pleasure and information.</p>
<p>LD 5 i. Recognizes books as a source of information</p>	<p>D. Language, Literacy, and Communication 26. Reading: Children read for pleasure and information.</p>
<p>LD 5 j. Connects information and events in books to real-life experiences</p>	<p>D. Language, Literacy, and Communication 21. Comprehension: Children understand language.</p>
<p>LD 5 k. Participates in oral reading activities</p>	<p>D. Language, Literacy, and Communication 26. Reading: Children read for pleasure and information.</p>
<p>LD 5 l. Recognizes that sentences are composed of separate words</p>	<p>D. Language, Literacy, and Communication 27. Concepts about print: Children demonstrate knowledge about environmental print.</p>
<p>LD 5 m. Uses pictures or symbols</p>	<p>D. Language, Literacy, and Communication 21. Comprehension: Children understand language. 27. Concepts about print: Children demonstrate knowledge about environmental print.</p>

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LD 6. Children will begin to develop age-appropriate writing skills

LD 6 a. Experiments with a variety of writing tools, materials and surfaces

LD 6 b. Uses scribbles, shapes, pictures and letters, or other forms of writing

LD 6 c. Uses print to communicate ideas and information (writing for a purpose)

LD 6 d. Begins to dictate words, phrases, and sentences to an adult recording on paper

LD 6 e. Uses left-to-right pattern of writing

D. Language, Literacy, and Communication

29. Writing: Children write for many different purposes.

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D. Language, Literacy, and Communication

29. Writing: Children write for many different purposes.

Mathematical Development

MD 1. Children will begin to develop an understanding of numbers

MD 1 a. Counts by rote

MD 1 b. Arranges sets of objects in one-to-one correspondence

MD 1 c. Counts objects using one-to-one correspondence

MD 1 d. Compares sets of objects using language

MD 1 e. Begins to understand concept of part and whole using real objects

MD 1 f. Begins to identify ordinal numbers

MD 1 g. Associates numeral name with set of objects

E. Mathematics

32. Counting: Children count things.

E. Mathematics

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E. Mathematics

32. Counting: Children count things.

E. Mathematics

32. Counting: Children count things.

E. Mathematics

33. Part-whole relationships: Children combine and separate quantities of objects.

E. Mathematics

31. Number words and symbols: Children recognize and use number words and symbols.

E. Mathematics

32. Counting: Children count things.

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<p>MD 1 h. Begins to understand the concept of currency as a means of exchange</p> <p>MD 1 i. Begins to understand the concept of estimation</p> <p>MD 1 j. Begins to recognize numbers</p>	<p>H. Social Studies 54. Community roles: Children recognize that people have different roles and functions in the community.</p> <p>E. Mathematics 36. Measuring: Children measure to describe, compare, and order things.</p> <p>E. Mathematics 31. Number words and symbols: Children recognize and use number words and symbols.</p>
<p>MD 2. Children will create and duplicate simple patterns</p> <p>MD 2 a. Copies a pattern using sounds or physical movements</p> <p>MD 2 b. Recognizes and reproduces simple patterns of objects</p> <p>MD 2 c. Reproduces and extends a pattern using objects</p> <p>MD 2 d. Independently creates patterns using objects</p> <p>MD 2 e. Spontaneously recognizes and identifies patterns in the environment</p>	<p>E. Mathematics 38. Patterns: Children identify, describe, copy, complete, and create patterns.</p> <p>E. Mathematics 38. Patterns: Children identify, describe, copy, complete, and create patterns.</p> <p>E. Mathematics 38. Patterns: Children identify, describe, copy, complete, and create patterns.</p> <p>E. Mathematics 38. Patterns: Children identify, describe, copy, complete, and create patterns.</p> <p>E. Mathematics 38. Patterns: Children identify, describe, copy, complete, and create patterns.</p>
<p>MD 3. Children will sort and classify objects</p> <p>MD 3 a. Matches like objects</p> <p>MD 3 b. Sorts objects using one characteristic</p> <p>MD 3 c. Classifies objects using more than one characteristic</p> <p>MD 3 d. Sorts and classifies objects using self-selected criteria</p>	<p>G. Science and Technology 46. Classifying: Children classify materials, actions, people, and events.</p> <p>G. Science and Technology 46. Classifying: Children classify materials, actions, people, and events.</p> <p>G. Science and Technology 46. Classifying: Children classify materials, actions, people, and events.</p> <p>G. Science and Technology 46. Classifying: Children classify materials, actions, people, and events.</p>

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<p>MD 3 e. Explains sorting and classifying strategy</p> <p>MD 3 f. Participates in creating and using real and pictorial graphs or other simple representations of data</p>	<p>G. Science and Technology 46. Classifying: Children classify materials, actions, people, and events.</p> <p>E. Mathematics 39. Data analysis: Children use information about quantity to draw conclusions, make decisions, and solve problems.</p>
<p>MD 4. Children will develop a sense of space and an understanding of basic geometric shapes</p> <p>MD 4 a. Recognizes, describes and compares basic geometric shapes</p> <p>MD 4 b. Uses classroom materials to create shapes</p> <p>MD 4 c. Uses language to indicate where things are in space: positions, directions, distances, order</p>	<p>E. Mathematics 34. Shapes: Children identify, name, and describe shapes.</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>MD 5. Children will learn how to use a variety of non-standard and standard means of measurement</p> <p>MD 5 a. Associates and describes the passage of time with actual events</p> <p>MD 5 b. Uses mathematical language to describe experiences involving measurement</p> <p>MD 5 c. Measures the passage of time using non-standard or standard measurements</p> <p>MD 5 d. Measures the length of objects using non-standard or standard measures</p> <p>MD 5 e. Measures the volume (capacity) of objects using non-standard or standard measures</p> <p>MD 5 f. Measures and compares the weight of objects using non-standard or standard</p>	<p>E. Mathematics 36. Measuring: Children measure to describe, compare, and order things.</p> <p>E. Mathematics 36. Measuring: Children measure to describe, compare, and order things.</p> <p>E. Mathematics 37. Unit: Children understand and use the concept of unit.</p> <p>E. Mathematics 37. Unit: Children understand and use the concept of unit.</p> <p>E. Mathematics 37. Unit: Children understand and use the concept of unit.</p> <p>E. Mathematics 37. Unit: Children understand and use the concept of unit.</p>

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<p>MD 5 g. Orders two or more objects by size (seriation)</p>	<p>E. Mathematics 36. Measuring: Children measure to describe, compare, and order things. 38. Patterns: Children identify, describe, copy, complete, and create patterns.</p>
<p>Scientific Development</p>	
<p>SD 1. Children will use processes of science to actively explore and increase understanding of the environment</p> <p>SD 1 a. Asks questions about objects, organisms, or events in environment</p> <p>SD 1 b. Uses senses to observe, classify, and learn about objects</p> <p>SD 1 c. Uses language to describe observation</p> <p>SD 1 d. Uses simple equipment to experiment, observe, and increase understanding</p> <p>SD 1 e. Records observations through dictating to an adult, drawing pictures, or using other forms of writing</p> <p>SD 1 f. Predicts what will happen next based on previous experience</p>	<p>G. Science and Technology 50. Communicating ideas: Children communicate their ideas about the characteristics of things and how they work.</p> <p>G. Science and Technology 45. Observing: Children observe the materials and processes in their environment. 46. Classifying: Children classify materials, actions, people, and events.</p> <p>G. Science and Technology 45. Observing: Children observe the materials and processes in their environment.</p> <p>G. Science and Technology 45. Observing: Children observe the materials and processes in their environment. 47. Experimenting: Children experiment to test their ideas.</p> <p>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.</p> <p>G. Science and Technology 49. Drawing conclusions: Children draw conclusions based on their experiences and observations.</p>
<p>SD 2. Children will acquire scientific knowledge related to life science</p> <p>SD 2 a. Observes, explores, and describes a wide variety of animals and plants</p>	<p>G. Science and Technology 51. Natural and physical world: Children gather knowledge about the natural and physical world.</p>

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<p>SD 2 b. Recognizes there are basic requirements for all common life forms</p> <p>SD 2 c. Observes, explores, and describes a variety of living and non-living objects</p> <p>SD 2 d. Understands that plants and animals have varying life cycles</p> <p>SD 2 e. Participates in activities related to preserving the environment</p>	<p>G. Science and Technology 51. Natural and physical world: Children gather knowledge about the natural and physical world.</p> <p>G. Science and Technology 51. Natural and physical world: Children gather knowledge about the natural and physical world.</p> <p>G. Science and Technology 51. Natural and physical world: Children gather knowledge about the natural and physical world.</p> <p>H. Social Studies 58. Ecology: Children understand the importance of taking care of their environment.</p>
<p>SD 3. Children will acquire scientific knowledge related to physical science</p> <p>SD 3 a. Investigates and describes the states of matter</p> <p>SD 3 b. Describes objects by their physical properties</p> <p>SD 3 c. Explores simple machines</p> <p>SD 3 d. Investigates different types/speeds of motion</p>	<p>G. Science and Technology 51. Natural and physical world: Children gather knowledge about the natural and physical world.</p> <p>G. Science and Technology 51. Natural and physical world: Children gather knowledge about the natural and physical world.</p> <p>G. Science and Technology 52. Tools and technology: Children explore and use tools and technology.</p> <p>G. Science and Technology 51. Natural and physical world: Children gather knowledge about the natural and physical world.</p>
<p>SD 4. Children will acquire scientific knowledge related to earth science</p> <p>SD 4 a. Investigates, compares, and contrasts seasonal changes in the immediate environment</p> <p>SD 4 b. Discovers through observations that weather can change from day to day</p>	<p>G. Science and Technology 51. Natural and physical world: Children gather knowledge about the natural and physical world.</p> <p>G. Science and Technology 51. Natural and physical world: Children gather knowledge about the natural and physical world.</p>

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<p>SD 4 c. Participates in activities to explore the earth (rocks, soil, air) and sky (clouds, sun, moon, stars)</p>	<p>G. Science and Technology 51. Natural and physical world: Children gather knowledge about the natural and physical world.</p>
<p>Social Studies Development</p> <p>SS 1. Children will develop an appreciation of his/her role as a member of the family, the classroom, and the community</p> <p>SS 1 a. Begins to understand family structures and roles</p> <p>SS 1 b. Participates in classroom jobs and contributes to the classroom community</p> <p>SS 1 c. Becomes aware of the roles, responsibilities and services provided by community workers</p> <p>SS 1 d. Becomes aware of family and community celebrations and events</p>	<p>H. Social Studies 53. Diversity: Children understand that people have diverse characteristics, interests, and abilities. 54. Community roles: Children recognize that people have different roles and functions in the community.</p> <p>B. Social and Emotional Development 11. Community: Children participate in the community of the classroom.</p> <p>H. Social Studies 54. Community roles: Children recognize that people have different roles and functions in the community.</p> <p>H. Social Studies 53. Diversity: Children understand that people have diverse characteristics, interests, and abilities.</p>
<p>SS 2. Children will develop a respect for differences in people</p> <p>SS 2 a. Identifies similarities and differences among people</p> <p>SS 2 b. Demonstrates an emerging awareness and respect for culture and ethnicity</p> <p>SS 2 c. Demonstrates emerging awareness and respect for abilities</p>	<p>H. Social Studies 53. Diversity: Children understand that people have diverse characteristics, interests, and abilities.</p> <p>H. Social Studies 53. Diversity: Children understand that people have diverse characteristics, interests, and abilities.</p> <p>H. Social Studies 53. Diversity: Children understand that people have diverse characteristics, interests, and abilities.</p>

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<p>SS 3. Children will express beginning geographic thinking</p> <p>SS 3 a. Identifies common features in the home and school environment</p> <p>SS 3 b. Creates simple representations of home, school, or community</p> <p>SS 3 c. Uses and responds to words to indicate directionality, position, and size</p> <p>SS 3 d. Develops awareness of the community, city, and state in which he/she lives</p>	<p>H. Social Studies 56. Geography: Children recognize and interpret features and locations in their environment.</p> <p>H. Social Studies 56. Geography: Children recognize and interpret features and locations in their environment.</p> <p>E. Mathematics 35. Spatial awareness: Children recognize spatial relationships among people and objects.</p> <p>H. Social Studies 56. Geography: Children recognize and interpret features and locations in their environment.</p>
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Creative Development	
<p>CD 1. Children will explore and use a variety of materials to develop artistic expression</p> <p>CD 1 a. Experiments with a variety of materials and activities for sensory experience and exploration</p> <p>CD 1 b. Uses materials to create original work and for self-expression</p> <p>CD 1 c. Shares details about personal creations (paintings, drawings, 3-D sculptures, block structures)</p> <p>CD 1 d. Expresses interest in and shows appreciation for the creative work of others</p>	<p>F. Creative Arts 40. Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.</p> <p>F. Creative Arts 40. Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.</p> <p>F. Creative Arts 40. Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.</p> <p>F. Creative Arts 44. Appreciating the arts: Children appreciate the creative arts.</p>

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<p>CD 2. Children will participate in music and movement activities</p> <p>CD 2 a. Uses music and movement to express thoughts, feelings, and energy</p> <p>CD 2 b. Participates in group signing or other musical activities</p> <p>CD 2 c. Participates in creative movement and dance</p> <p>CD 2 d. Explores various music types, musical instruments, and music from various cultures.</p>	<p>F. Creative Arts</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>F. Creative Arts</p> <p>41. Music: Children express and represent what they observe, think, imagine, and feel through music.</p> <p>F. Creative Arts</p> <p>42. Movement: Children express and represent what they observe, think, imagine, and feel through movement.</p> <p>F. Creative Arts</p> <p>41. Music: Children express and represent what they observe, think, imagine, and feel through music.</p>
<p>CD 3. Children will use drama to express individuality</p> <p>CD 3 a. Participates in dramatic play to express feelings, dramatize stories, reenact real-life roles and experiences</p> <p>CD 3 b. Recreates a story or poem through drama</p> <p>CD 3 c. Participates in activities using symbolic materials and gestures to represent real objects and situations</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>F. Creative Arts</p> <p>43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.</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>Social & Emotional Development</p> <p>SE 1. Children will develop confidence and positive self-awareness</p> <p>SE 1 a. Demonstrates knowledge of personal information</p>	<p>B. Social and Emotional Development</p> <p>7. Self-identity: Children have a positive self-identity.</p>

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<p>SE 1 b. Recognizes self as a unique individual and becomes aware of the uniqueness of others</p> <p>SE 1 c. Demonstrates confidence in his/her range of abilities and expresses pride in accomplishments</p> <p>SE 1 d. Develops personal preferences</p>	<p>B. Social and Emotional Development</p> <p>7. Self-identity: Children have a positive self-identity.</p> <p>B. Social and Emotional Development</p> <p>8. Sense of competence: Children feel they are competent.</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>SE 2. Children will develop curiosity, initiative, self-direction and persistence</p> <p>SE 2 a. Shows interest in learning new concepts and trying new experiences</p> <p>SE 2 b. Initiates interaction with others</p> <p>SE 2 c. Demonstrates self-direction in use of materials</p> <p>SE 2 d. Develops independence during activities, routines, play</p> <p>SE 2 e. Sustains attention to a task or activity appropriate for age</p>	<p>A. Approaches to Learning</p> <p>1. Initiative: Children demonstrate initiative as they explore their world.</p> <p>B. Social and Emotional Development</p> <p>12. Building relationships: Children build relationships with other children and adults.</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>1. Initiative: Children demonstrate initiative as they explore their world.</p> <p>A. Approaches to Learning</p> <p>3. Engagement: Children focus on activities that interest them.</p>
<p>SE 3. Children will increase the capacity for self-control</p> <p>SE 3 a. Helps to establish classroom rules and routines</p> <p>SE 3 b. Follows rules and routines within the learning environment</p> <p>SE 3 c. Uses classroom materials purposefully and respectfully</p>	<p>H. Social Studies</p> <p>55. Decision Making: Children participate in making classroom decisions.</p> <p>B. Social and Emotional Development</p> <p>11. Community: Children participate in the community of the classroom.</p> <p>B. Social and Emotional Development</p> <p>11. Community: Children participate in the community of the classroom.</p>

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<p>SE 3 d. Manages transitions and adapts to changes in routine</p> <p>SE 3 e. Expresses feelings through appropriate gestures, actions and language</p>	<p>B. Social and Emotional Development 11. Community: Children participate in the community of the classroom.</p> <p>B. Social and Emotional Development 9. Emotions: Children recognize, label, and regulate their feelings.</p>
<p>SE 4. Children will develop interpersonal and social skills for relating with other members of the learning community</p> <p>SE 4 a. Interacts appropriately with peers and familiar adults</p> <p>SE 4 b. Begins to recognize the needs and rights of others</p> <p>SE 4 c. Shows empathy and understanding to others</p> <p>SE 4 d. Participates successfully as a member of a group</p> <p>SE 4 e. Participates in resolving conflicts and disagreements with others</p>	<p>B. Social and Emotional Development 12. Building relationships: Children build relationships with other children and adults.</p> <p>H. Social Studies 55. Decision Making: Children participate in making classroom decisions.</p> <p>B. Social and Emotional Development 10. Empathy: Children demonstrate empathy toward others.</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>
<p>Health & Physical Development</p> <p>HPD 1. Children will participate in a variety of gross-motor activities to develop control, balance, strength and coordination</p> <p>HPD 1 a. Develops coordination and balance</p> <p>HPD 1 b. Coordinates movements to perform tasks</p> <p>HPD 1 c. Participates in a variety of indoor and outdoor activities that increase strength, endurance, and flexibility</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>

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<p>HPD 2. Children will participate in activities that foster fine motor development</p> <p>HPD 2 a. Performs fine-motor tasks that require small-muscle strength and control</p> <p>HPD 2 b. Uses eye-hand coordination to perform fine-motor tasks</p> <p>HPD 2 c. Exhibits manual coordination</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>HPD 3. Children understand healthy and safe living practices</p> <p>HPD 3 a. Participates in activities related to health and personal care routine</p> <p>HPD 3 b. Participates in activities related to nutrition</p> <p>HPD 3 c. Discusses and utilizes appropriate safety procedures</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> <p>C. Physical Development and Health 20. Healthy behavior: Children engage in healthy practices.</p> <p>C. Physical Development and Health 20. Healthy behavior: Children engage in healthy practices.</p>