

IOWA FOUNDATIONS – INFANT AND TODDLER EARLY LEARNING STANDARDS

Area 1: Physical Well-Being and Motor Development	
1.1 Healthy and Safe Living	
Infants and toddlers participate in healthy and safe living practices	
(The Infant) expresses satisfaction/dissatisfaction regarding care and play routines as well as participates in care routines based on appropriate developmental stages and family culture.	Learns that crying will bring attention from caregiver (22); Responds to smiles with smiling (40, 164, 177); Expresses emotions (happiness, sadness, anger, and surprise) through gestures, sounds, or facial expressions (40, 165); Makes demanding cries (40)
(The Infant) establishes healthy eating and sleeping patterns with the assistance of a responsive adult.	Infant daily schedule (54, 57, 68-71, 198); Accepts being spoon-fed (15, 98)
(The Infant) ingests breast milk or formula, progressing to solid foods, to feeding self simple and age appropriate foods, and drinking from a cup.	Accepts being spoon-fed (15, 98); Controls small muscles in hands, such as using a spoon (16, 90, 99, 104)
(The Toddler) participates in healthy self-care routines, demonstrating increasing independence, such as washing hands and pouring own milk, with assistance from a caring adult.	Feeds self (16, 91); Dresses self (16, 124, 175); Shows independence in self-help skills (166); Shows independence in self-care (175); Washes face and hands (41); Shows independence in washing hands, dressing, and selecting clothing (41); Eating and Dressing (58)
(The Toddler) eats healthy foods at a table with other children or adults.	Eating Snacks and Meals (69); Eating good food, using appropriate utensils, and drinking from a cup (71); Good Nutrition (11)
(The Toddler) participates in safe behaviors regarding the environment, such as around stairs or hot surfaces, or accepts redirection from adults.	Knows some rules but cannot follow them consistently (41)
1.2 Large Motor Development	
Infants and toddlers develop large motor skills.	
(The Infant) shows increasing balance, strength, and coordination in activities such as gaining control of the head and body by turning head from side to side, lifting the head off the floor, sitting, and standing.	Rotates or turns head from side to side with no head bobbing (15); Holds up chest with weight on forearms (15, 102); Gets to sitting position (15)

(The Infant) shows increasing control in large motor skills such as reaching, rolling over, crawling, standing, and walking.	Rolls over (15, 97); Lifts head while lying on back (15); Attempts to crawl (stomach and leg dragging) (12, 15, 89,94); Walks with assistance (15); Stands alone (15, 94, 107); Walks alone (15, 107)
(The Toddler) shows increasing control in motor skills such as rolling, throwing, and kicking a ball and jumping.	Throws a ball (13, 16, 105); Jumps from height of 12 inches (13, 16);
(The Toddler) shows increasing balance in activities such as running, climbing stairs, and moving a riding toy using his/her feet.	Ride tricycle or other riding toys (13, 91); Rides tricycle - may alternate between scooting and peddling (16, 91); Walks up and down stairs with help, usually leading with same foot (16)
1.3 Small Motor Development	
Infants and toddlers develop small motor skills.	
(The Infant) uses hand-eye coordination to perform self-help and small motor tasks, such as eating food, picking up objects, placing objects on a surface, and transferring objects from hand to hand.	Grasps small objects (12, 15, 89, 93, 103, 107); Transfers objects from one hand to another (15, 89)
(The Toddler) uses hand-eye coordination to perform self-help and small motor tasks such as eating with a fork or spoon, completing simple puzzles, stacking blocks, dressing self with assistance, scribbling with crayons or markers, and participating in fingerplays.	Filling and emptying containers 58; Explore manipulative toys, puzzles 58; Feeds self (16, 91); Dresses self (16, 124, 175); Uses object to hammer and pound (16, 104); Washes face and hands (41); Draw circles (108); Shows independence in self-help skills (166); Shows independence in self-care (175)
Area 2: Approaches to Learning	
2.1 Curiosity and Initiative	
Infants and toddlers express curiosity and initiative in exploring the environment and learning new skills	
shows interest in people, objects, and events.	Intentionally looks for and reaches for objects of interest (47, 195); Focuses on some activities of interest for several minutes at a time (47, 191); Shows and interest in print and books (32); Names objects or people of interest (32, 142); Is interested in the outside world (41, 175, 179)
uses their senses to choose, explore, and manipulate a variety of objects or toys in a variety of ways.	Shows interest in manipulating toys and objects (23, 126); Explore manipulative toys, puzzles (58); Explores environment with senses (22, 112); Explores environment (22, 40, 44, 53, 54, 90, 112, 113, 169, 177, 189); Explores the environment actively, regardless of obstacles (47, 189)
actively plays with or near adults, other children, and materials.	Babbles and laughs to get adult attention (40, 149,150, 181); Plays games with adults and older children (40, 134, 165, 169, 173, 178,

	182); Shows signs of teasing adults (40, 174); Pays close attention to older children and their actions (40, 164); Enjoys playing next to other children (parallel play) 40; Plays next to other children, sharing occasionally (41, 91, 167)
2.2 Engagement and Persistence	
Infants and toddlers purposefully choose, engage, and persist in play, experiences, and routines.	
holds attention of familiar adult; for example, through eye contact or vocalizations.	Learns that crying will bring attention from caregiver (22); Cries to demand attention (37, 40); Babbles and laughs to get adult attention (40, 149, 150, 181); Pays close attention to older children and their actions (40, 164)
repeats familiar and newly learned experiences.	Shows persistence by repeating actions, such as banging objects (47, 113); Repeats simple nursery chants and rhymes (23, 118); Recalls past experiences (24, 29, 135)
maintains focus on people or objects of interest, play experiences, or novel events.	Focuses on objects 8 to 12 inches away (15, 88, 106); Focuses on some activities of interest for several minutes at a time (47, 191); Pays close attention to older children and their actions (40, 164)
demonstrates persistence with challenging materials and experiences.	Shows persistence by repeating actions, such as banging objects (47, 113)
2.3 Reasoning and Problem Solving	
Infants and toddlers demonstrate strategies for reasoning and problem solving.	
uses an object, action, or adult to accomplish tasks, such as pulling a string to reach a toy or pushing a button to hear a sound.	Practices cause and effect, such as closing doors (21, 23, 113, 118)
experiments to find a solution to a problem.	Problem solving (61, 73, 221)
imitates an adult action to solve a problem.	Problem solving (61, 73, 221); Imitates older siblings or peers (40, 170); Begin to imitate (183)
recognizes difficulties and adjusts actions to correct mistakes.	Problem solving (61, 73, 221); Recalls past experiences (24, 29, 135)
seeks and accepts help when encountering a problem beyond his/her ability to solve independently.	Problem solving (61, 73, 221); Participates in new and unfamiliar activities with the help of trusted adults (47, 191); Shows attachment (responds positively) to significant adults (36, 40, 169, 173); Looks for "home base" or significant adult during difficult situations, for comfort and approval (41, 191); Shows attachment to significant adults (41)
2.4 Play and Senses	
Infants and toddlers engage in play to learn.	

uses sights, smells, sounds, textures, and tastes to explore and experience routines and materials within the environment.	Is interested in the outside world (41, 175, 179); Explores environment with senses (22, 112); Explores environment (22, 40, 44, 53, 54, 90, 112, 113, 169, 177, 189); Explores the environment actively, regardless of obstacles (47, 189)
chooses and participates in a variety of play experiences.	Plays with hands and may hold and observe a toy (15); Uses small muscles in hands to squish playdough (16, 62, 104); Shows interest in playing games (23, 113, 123); Engages in more intentional play (23, 117, 123, 127, 133); Selects toys to play with, intentionally (23, 195); Engage in more intentional play 127; Plays games with adults and older children (40, 134, 165, 169, 173, 178, 182); Enjoys playing next to other children (parallel play) 40; Engages in more pretend play (23, 124); Plays next to other children, sharing occasionally (41, 91, 167); Uses imagination in dramatic play (47, 191)
imitates behaviors in play	Imitates older siblings or peers (40, 170); Begin to imitate (183)
repeats experiences with materials, adults, and peers to build knowledge and understanding of the world around them.	Shows persistence by repeating actions, such as banging objects (47, 113); Repeats simple nursery chants and rhymes (23, 118); Is interested in the outside world (41, 175, 179)
Area 3: Social and Emotional Development	
3.1 Self	
Infants and toddlers display a positive sense of self.	
responds to familiar adults' and children's interactions through using behaviors such as gazing, cuddling, and accepting assistance.	Smiles at the sound of familiar voices (40, 181); Distinguishes voices of important, familiar people (40, 174); Feels anxiety on separation from familiar adults (separation anxiety) (37, 40); Shows signs of stress when family members initiate separation 41; Participates in new and unfamiliar activities with the help of trusted adults (47, 191); Attachment to familiar caregiver 35
explores his/her own body.	Show interest in anatomy (name body parts) (171, 174); Shows independence in washing hands, dressing, and selecting clothing (41)
shows awareness of self, such as responding to own image in mirror.	Responds to own reflection in mirror (23, 114, 122, 177); Recognizes own image in mirror (23, 122)
shows preferences for toys and experiences.	Prefers black-and-white or high-contrast patterns (22, 126, 133); Selects toys to play with, intentionally (23, 195); Intentionally

	looks for and reaches for objects of interest (47, 195)
expresses enjoyment.	Expresses emotions (happiness, sadness, anger, and surprise) through gestures, sounds, or facial expressions (40, 165); Expresses feelings with words (31, 151)
begins to recognize own power by showing interest in making choices or expressing preferences.	Selects toys to play with, intentionally (23, 195); Intentionally looks for and reaches for objects of interest (47, 195)
3.2 Self-Regulation	
Infants and toddlers show increasing awareness of and ability to express emotions in socially and culturally appropriate ways.	
indicates need for assistance through actions such as crying, gesturing, vocalizing, using words, or approaching familiar adults.	Expresses emotions (happiness, sadness, anger, and surprise) through gestures, sounds, or facial expressions (40, 165); Expresses feelings with words (31, 151); Cries when hungry, tired, overstimulated (19, 28, 31); Makes demanding cries (40); Cries to demand attention (37, 40)
comforts him or herself when distressed or tired by actions such as sucking, stroking a blanket, or hugging a toy.	Looks for "home base" or significant adult during difficult situations, for comfort and approval (41, 191); Expresses emotions (happiness, sadness, anger, and surprise) through gestures, sounds, or facial expressions (40, 165); Calms self (40)
responds to emotions expressed by others, for example, by comforting another child or crying in response to the cries of others.	Can distinguish voice tones and emotions (40, 182); Responds to smiles with smiling (40, 164, 177); Looks and listens for purpose 40; Pays close attention to older children and their actions (40, 164); Identifies and talks about others' feelings (41, 183); Shows respect for other people and possessions occasionally (41, 167, 179)
shows increasing ability to recognize own feelings, including simple (e.g., mad, glad) and complex (e.g., excited, frustrated, disappointed) feelings.	Identifies and talks about personal feelings (41, 151, 184)
begins to express a range and variety of feelings and emotions through body language, facial expressions, actions, and/or verbal responses.	Expresses feelings with words (31, 151); Shows increasing ability to cope with stress (41)
begins to control behavior through following simple rules and limits in a variety of settings.	Responds to "no, no" (23); Follows simple commands from adults or older children (23, 114, 134); Understands and responds to simple directions (31, 158); Understands the meaning of "no" but often resists directions and must be physically removed (40); Follows more

	complex directions from adults (128); Follows 1-2 step directions from adults (24, 128)
begins to transition between feeling states with guidance from a caring adult.	Looks for "home base" or significant adult during difficult situations, for comfort and approval (41, 191);
3.3 Relationships with Adults	
Infants and toddlers relate positively with significant adults.	
distinguishes between familiar and unfamiliar adults; for example, is comforted by the sight of the familiar adult or the sound of the familiar adult's voice.	Smiles at the sound of familiar voices (40, 181); Distinguishes voices of important, familiar people (40, 174); Feels anxiety on separation from familiar adults (separation anxiety) (37, 40); Shows signs of stress when family members initiate separation 41; Participates in new and unfamiliar activities with the help of trusted adults (47, 191); Attachment to familiar caregiver 35; Feels anxiety in the presence of strangers (stranger anxiety) 40; Looks for "home base" or significant adult during difficult situations, for comfort and approval (41, 191)
accepts assistance and comfort from familiar adults.	Participates in new and unfamiliar activities with the help of trusted adults (47, 191);
seeks and maintains contact with familiar adults; for example, by looking at the adult, hearing the adult's voice, or touching the adult.	Smiles at the sound of familiar voices (40, 181); Looks for "home base" or significant adult during difficult situations, for comfort and approval (41, 191)
shows discomfort at separations from familiar adults	Feels anxiety on separation from familiar adults (separation anxiety) (37, 40);
seeks help from familiar adults in unfamiliar situations.	Participates in new and unfamiliar activities with the help of trusted adults (47, 191); Looks for "home base" or significant adult during difficult situations, for comfort and approval (41, 191)
explores the environment, both indoors and outdoors, but may return to a caring adult periodically for security.	Participates in new and unfamiliar activities with the help of trusted adults (47, 191); Looks for "home base" or significant adult during difficult situations, for comfort and approval (41, 191)
begins to imitate or portray roles and relationships.	Imitates older siblings or peers (40, 170); Begin to imitate (183)
imitates adult behaviors.	Imitates older siblings or peers (40, 170); Begin to imitate (183)
3.4 Relationships with Children	
Infants and toddlers respond to and initiate interactions with other children.	
initiates interactions with other children through gestures, vocalizations, facial expressions, and/or body movements.	Engages in more intentional play (23, 117, 123, 127, 133); Pays close attention to older children and their actions (40, 164); Plays

	games with adults and older children (40, 134, 165, 169, 173, 178, 182); Enjoys playing next to other children (parallel play) 40; Takes initiative, such as looking for missing toy (47, 192); Plays next to other children, sharing occasionally (41, 91, 167)
accepts help from familiar adults in interactions with other children.	Follows simple commands from adults or older children (23, 114, 134); Follows more complex directions from adults (128); Follows 1-2 step directions from adults (24, 128); Looks for "home base" or significant adult during difficult situations, for comfort and approval (41, 191)
begins to demonstrate empathy for others.	Find ways resolve conflicts 50; Identifies and talks about others' feelings (41, 183)
starts interacting and playing with peers, including showing interest in them or calling them by name.	Smiles at the sound of familiar voices (40, 181); Distinguishes voices of important, familiar people (40, 174); Making Friends 35
develops an awareness of his/her behavior and how it affects others.	Shows increasing ability to control own behavior (35, 41); Guiding children's behavior Addressed on pages 200-205
imitates other children's behaviors.	Guiding children's behavior Addressed on pages 200-205; Imitates older siblings or peers (40, 170); Begin to imitate (183)
Area 4: Communication, Language, and Literacy	
4.1 Language Understanding and Use	
Infants and toddlers understand and use communication and language for a variety of purposes.	
responds to the vocalizations and communications, verbal and nonverbal, of familiar adults.	Coos in response to adults' speech (28, 31, 145, 157); Responds to own name (31, 149, 153); Responds to things said by others (32); Shows respect for other people and possessions occasionally (41, 167, 179)
uses vocalizations and gestures to gain attention from others.	Learns that crying will bring attention from caregiver (22); Cries when hungry, tired, overstimulated (19, 28, 31); Coos in response to adults' speech (28, 31, 145, 157); Gestures or points to communicate (31, 146, 150, 153, 159)
uses vocalizations and gestures to communicate wants and needs.	Cries when hungry, tired, overstimulated (19, 28, 31); Gestures or points to communicate (31, 146, 150, 153, 159)
increases both listening (receptive) and speaking (expressive) vocabulary.	Listens to songs, stories, or rhymes with interest (31, 141, 157, 158); Understands more words every day (receptive vocabulary) 31; Says one word or more (31, 158); Experiments with vocalizations to include longer more

	varied sounds (31); Uses intonations in sounds (31)
(The Toddler Also) progresses to using words then simple sentences to communicate.	Has a vocabulary of twenty to three hundred words (31, 142, 147, 154); Expresses feelings with words (31, 151); Uses two- or three-word phrases (31)
(The Toddler Also) participates in conversations, using both receptive (listening) and expressive (speaking) language skills.	Has a vocabulary of twenty to three hundred words (31, 142, 147, 154); Expresses feelings with words (31, 151); Uses two- or three-word phrases (31); Responds to things said by others (32); Understands most things said by others (32, 155, 159)
(The Toddler Also) answers simple questions.	Has a vocabulary of twenty to three hundred words (31, 142, 147, 154); Responds to things said by others (32)
(The Toddler Also) follows simple directions.	Follows more complex directions from adults (128); Follows 1-2 step directions from adults (24, 128); Knows some rules but cannot follow them consistently (41)
4.2 Early Literacy	
Infants and toddlers engage in early reading experiences.	
explores or shows interest in books by picking them up, mouthing them, carrying them, or flipping through pages.	Enjoys books, especially turning pages 23; Turns pages of book one at a time (16); Talks about pictures in books (23); Shows and interest in print and books 32; Hold and observe a book 106
focuses on a book or the reader when hearing stories read to him/her.	Listens to songs, stories, or rhymes with interest (31, 141, 157, 158);
gazes at or points to pictures in books.	Talks about pictures in books (23)
responds to or engages in songs, rhyming games, or fingerplays with a familiar adult.	Listens to songs, stories, or rhymes with interest (31, 141, 157, 158); Sings parts of simple songs (23)
(The Toddler Also) points to, labels, and/or talks about objects, events, or people within books.	Turns pages of book one at a time (16); Talks about pictures in books (23); Shows and interest in print and books (32)
(The Toddler Also) enjoys and repeats songs, rhymes, or fingerplays.	Sings parts of simple songs (23); Repeats simple nursery chants and rhymes (23, 118)
(The Toddler Also) answers simple questions related to books.	Talks about pictures in books (23); Asks questions (24)
4.3 Early Writing	
Infants and toddlers engage in early writing experiences.	
grasps and/or manipulates a variety of objects in his/her environment.	Shows interest in manipulating toys and objects (23, 126); Explore manipulative toys, puzzles 58
(The Older Infant and Toddler Also) scribbles spontaneously, usually using a fist grip.	Scribble 107; Scribbles with crayon (15, 107); Uses small muscles in hands to squish

	playdough (16, 62, 104); Fine-motor control/sensory stimulation (90);
(The Older Infant and Toddler Also) shows increasing skill in manipulating objects such as stacking several items, using pegboards, and mastering the use of eating utensils.	Puts one block on top of another (16, 90, 93); Builds tower of three or more blocks (16, 100); Feeds self (16, 91)
Area 5: Mathematics and Science	
5.1 Comparison and Number	
Infants and toddlers show increasing understanding of comparisons and amount, including use of numbers and counting.	
(The Infant) begins to notice characteristics of objects such as size, color, shape, or quantity	Engages in more intentional play (23, 117, 123, 127, 133); Selects toys to play with, intentionally (23, 195)
(The Toddler) matches and sorts objects by size, color, shape, or quantity.	Does simple sorting (23, 114, 135); Do simple sorting (146); Recognizes colors (23, 119); Names some colors (23, 119, 214); Recognizes some shapes (23, 128)
(The Toddler) begins to use simple counting in play and interactions, although numbers may occur out of order.	Introducing mathematics (210)
5.2 Patterns	
Infants and toddlers begin to recognize patterns.	
(The Infant) demonstrates expectations for familiar sequences of routines and experiences such as crying when it is near feeding time.	Infant daily schedule (54, 57, 68-71, 198); Anticipates events (23, 116); Cries when hungry, tired, overstimulated (19, 28, 31); Makes demanding cries (40); Cries to demand attention (37, 40)
(The Toddler) shows recognition of sequence in events or objects.	Recalls past experiences (24, 29, 135)
(The Toddler) repeats actions in sequence, such as fingerplays.	Sings parts of simple songs (23)
(The Toddler) notices patterns and objects in the environment.	Recognizes colors (23, 119); Similarities and difference between people Addressed on page 152, 176, 207
(The Toddler) organizes objects into groups during play and exploration.	Similarities and difference between people Addressed on page 152, 176, 207; Do simple sorting 146
5.3 Shapes and Spatial Relationships	
Infants and toddlers show increasing understanding of spatial relationships.	
(The Infant) takes objects apart.	Grasps small objects (12, 15, 89, 93, 103, 107); Transfers objects from one hand to another (15, 89); Explores environment with senses (22, 112); Shows interest in manipulating toys and objects (23, 126); Investigates objects by banging, shaking, and throwing (23, 113); Shows interest in objects with moving parts

	(23, 127); Practices cause and effect, such as closing doors (21, 23, 113, 118); Shows creativity by using objects in new ways (47, 190)
(The Infant) fills and empties containers	Grasps small objects (12, 15, 89, 93, 103, 107); Transfers objects from one hand to another (15, 89); Explores environment with senses (22, 112), Shows interest in manipulating toys and objects (23, 126); Investigates objects by banging, shaking, and throwing (23, 113); Practices cause and effect, such as closing doors (21, 23, 113, 118)
(The Toddler) takes objects apart and attempts to put them together.	Is interested in the outside world (41, 175, 179); Asks questions (24); Uses object to hammer and pound (16, 104); Begin to identify different characteristics of objects 7, 58, 86, 108; Problem solving (61, 73, 221)
(The Toddler) shows awareness of his/her own body space.	Plays next to other children, sharing occasionally (41, 91, 167); Asks questions (24)
5.4 Scientific Reasoning	
Infants and toddlers observe, describe, predict, and explore the world around them.	
engages in a variety of play experiences and exploration within inside and outside environments.	Explores environment (22, 40, 44, 53, 54, 90, 112, 113, 169, 177, 189); Shows curiosity by exploring with senses (47, 188, 194); Explores the environment actively, regardless of obstacles (47, 189); Is interested in the outside world (41, 175, 179)
demonstrates curiosity in learning about the world around them.	Explores environment (22, 40, 44, 53, 54, 90, 112, 113, 169, 177, 189); Shows curiosity by exploring with senses (47, 188, 194); Explores the environment actively, regardless of obstacles (47, 189); Is interested in the outside world (41, 175, 179)
shows understanding of object permanence (that people exist when they cannot be seen, and objects exist even when hidden under a blanket) by looking for people and objects that have disappeared.	Shows awareness of object permanence (knows objects exist when out of sight) (23, 117)
notices his/her own individual needs such as hunger or thirst.	Cries when hungry, tired, overstimulated (19, 28, 31); Accepts being spoon-fed (15, 98); Cries to demand attention (37, 40); Feeds self (16, 91)
begins to notice and label objects and events in the indoor and outdoor environments.	Understands more words every day (receptive vocabulary) 31; Says one word or more (31, 158); Uses one sound to stand for more than one gesture or object 31; Names some colors (23, 119, 214); Recognizes some shapes (23,

	128); Names objects or people of interest (32, 142)
explores and engages in problem solving.	Problem solving (61, 73, 221)
Area 6: Creative Arts	
6.1 Art	
Infants and toddlers participate in a variety of sensory and art-related experiences.	
(The Infant) gazes at a picture, photo, or mirror images.	Hold and observe a book 106
(The Infant) manipulates and explores play materials within the environment.	Shows creativity by using objects in new ways (47, 190)
(The Older Infant and Toddler Also) expresses interest in art-related experiences and media.	Shows interest in music (59, 68, 214); Pretends to read (23, 124); Repeats simple nursery chants and rhymes (23, 118); Sings parts of simple songs (23); Shows and interest in print and books 32
(The Older Infant and Toddler Also) engages in experiences that support creative expression.	Moves fingers individually and draws circle (16, 108); Engages in more pretend play (23, 124); Creates imaginary friends (24); Uses imagination in dramatic play (47, 191)
(The Older Infant and Toddler Also) chooses and experiments with a variety of art materials such as playdough, crayons, chalk, water, markers, and paint.	Draw circles (108); Scribbles with crayon (15, 107); Scribble (107); Uses small muscles in hands to squish playdough (16, 62, 104)
6.2 Music, Rhythm, and Movement	
Infants and toddlers participate in a variety of rhythm, music, and movement experiences.	
shows interest in songs, tones, rhythms, voices, and music.	Listens to songs, stories, or rhymes with interest (31, 141, 157, 158); Sings parts of simple songs (23); Dance (100, 171)
experiments with a variety of sound-making objects.	Investigates objects by banging, shaking, and throwing (23, 113); Shows persistence by repeating actions, such as banging objects (47, 113); Instruments 133
enjoys exploring ways of interacting with others through touch and motion.	Dance (100, 171)
(The Toddler Also) chooses and participates in music and movement experiences.	Shows interest in music (59, 68, 214)
(The Toddler Also) sings simple songs and participates in fingerplays.	Sings parts of simple songs (23); Repeats simple nursery chants and rhymes (23, 118)
6.3 Dramatic Play	
Infants and toddlers engage in dramatic play experiences.	
imitates the sounds, facial expressions, gestures, or behaviors of another person.	Imitates sounds (28, 31, 145, 183); Imitates older siblings or peers (40, 170); Engages in more pretend play (23, 124); Begin to imitate (183); Uses imagination in dramatic play (47, 191)

imitates the actions and sounds of animals, people, and objects	Imitates sounds (28, 31, 145, 183); Imitates older siblings or peers (40, 170); Begin to imitate (183); Engages in more pretend play (23, 124); Uses imagination in dramatic play (47, 191)
(The Toddler Also) engages in dramatic play in both indoor and outdoor environments.	Uses imagination in dramatic play (47, 191); Engages in more pretend play (23, 124); Creates imaginary friends (24)
Area 7: Social Studies	
7.1 Awareness of Family and Community	
Infants and toddlers demonstrate a sense of belonging within their family, program, and other social settings or groups.	
expresses enjoyment at being in a familiar setting or group.	Distinguishes voices of important, familiar people (40, 174); Feels anxiety on separation from familiar adults (separation anxiety) (37, 40); Participates in new and unfamiliar activities with the help of trusted adults (47, 191); Attachment to familiar caregiver 35
recognizes familiar adults and uses them to determine safety during exploration	Participates in new and unfamiliar activities with the help of trusted adults (47, 191)
freely explores and plays within familiar settings	Explores environment (22, 40, 44, 53, 54, 90, 112, 113, 169, 177, 189); Explores the environment actively, regardless of obstacles (47, 189)
7.2 Awareness of Culture	
Infants and toddlers demonstrate a strong sense of self within their culture.	
expresses enjoyment at being in a familiar setting or group.	Participates in activities about culture 83
chooses and participates in familiar experiences, including songs and stories from his or her home culture.	Participates in activities about culture 83
7.3 Exploration of the Environment	
Infants and toddlers explore new environments with interest and recognize familiar places.	
demonstrates interest and curiosity within familiar and unfamiliar settings	Explores environment (22, 40, 44, 53, 54, 90, 112, 113, 169, 177, 189); Explores the environment actively, regardless of obstacles (47, 189)
explores and plays with new, as well as familiar objects, in the environment using all five senses.	Explores environment with senses (22, 112); Shows curiosity by exploring with senses(47, 188, 194)

IOWA FOUNDATIONS – PRESCHOOL EARLY LEARNING STANDARDS

Area 8: Physical Well-Being and Motor Development	
8.1 Healthy and Safe Living	
Children understand healthy and safe living practices.	
begins to recognize and select healthy foods.	Distinguish nutritious foods from non-nutritious foods Addressed on page 115; Good Nutrition (11)
follows healthy self-care routines such as brushing teeth, washing hands, and using the bathroom	Dresses with little assistance (17); Completes toilet training (17); Shows independence (39, 41, 44); Enjoys helping with household tasks 41; Is self-directed (42); Eating Snacks and Meals (69); Eating good food, using appropriate utensils, and drinking from a cup (71); Manages zippers, snaps, and buttons (17, 58)
develops appropriate balance between rest and physical activity as part of a healthy lifestyle.	Basic understanding that physical activity helps the body grow and be healthy Addressed on pages 11 and 14; Naps less frequently (17)
demonstrates safe behaviors regarding environment (e.g., stranger, tornado, fire, traffic), substances (e.g., drugs, poisons), and objects (e.g., guns, knives, scissors).	Follows and makes simple rules (42); Understands some limits and rules (39, 42, 172); Emergency evacuations (228)
communicates safety rules and the reasons for them	Knows book and print rules (32, 161); Understands some limits and rules (39, 42, 172); Plays simple games with rules 42; Follows and makes simple rules (42)
8.2 Large Motor Development	
Children develop large motor skills.	
demonstrates control and balance in locomotor skills, such as walking, running, jumping, hopping, marching, galloping, and climbing stairs.	Swings arms when walking (16); Walks on a balance beam or line (14, 16, 62, 96); Walks up and down stairs alternating feet (17); Runs consistently without falling (14, 17, 109, 215); Runs with ease and stops quickly (14, 17, 109, 215); Uses large muscles to throw, climb, skip, hop, jump, catch, turn somersaults, and bounce (14, 17, 62, 101, 123)
demonstrates the ability to coordinate movements with balls, such as throwing, kicking, striking, catching, and bouncing balls	Kicks a ball with accuracy (17, 109); Throws a ball overhand with greater accuracy and distance (17); Uses large muscles to throw, climb, skip, hop, jump, catch, turn somersaults, and bounce (14, 17, 62, 101, 123); Throws a ball to a target overhand and underhand (17);

	Catches a ball when thrown or bounced (17)
expresses enjoyment in participating in physical experiences.	Kicks a ball with accuracy (17, 109); Throws a ball overhand with greater accuracy and distance (17); Uses large muscles to throw, climb, skip, hop, jump, catch, turn somersaults, and bounce (14, 17, 62, 101, 123); Throws a ball to a target overhand and underhand (17); Catches a ball when thrown or bounced (17)
8.3 Small Motor Development	
Children develop small motor skills.	
uses hand-eye coordination to perform self-help and small motor tasks with a variety of manipulative materials such as beads, pegs, shoelaces, and puzzle pieces	Puts puzzle together (14, 17, 62, 101, 123); Puts interlocking puzzles together (24, 101); Uses small muscles in hands to color, cut, paste, and paint (16, 96, 105); Use small muscles in hands to paste and color 105; Manages zippers, snaps, and buttons (17, 58)
demonstrates increased skills in using scissors and writing tools for various learning experiences.	Uses small muscles in hands to color, cut, paste, and paint (16, 96, 105); Use small muscles in hands to paste and color 105; Uses scissors (14, 16, 62, 63, 101); Makes marks or strokes with drawing tools (17, 91)
Area 9: Approaches to Learning	
9.1 Curiosity and Initiative	
Children express curiosity, interest, and initiative in exploring the environment, engaging in experiences, and learning new skills.	
deliberately chooses to explore a variety of materials and experiences, seeking out new challenges.	Makes simple choices (between two objects or ideas) (42); Interest in and use words that are new or unfamiliar in conversations and play Addressed on page 66
participates in experiences with eagerness, flexibility, imagination, independence, and inventiveness.	Approaches situations with increasing flexibility (47); Shows independence (39, 41, 44); Invents new purposes for objects (47, 190)
asks questions about a variety of topics.	Asks questions and seeks answers (32, 151, 156)
repeats skills and experiences to build competence and support the exploration of new ideas.	Enjoy repetition of activities (67, 69, 83-87); Enjoys reading the same story repeatedly 7
9.2 Engagement and Persistence	
Children purposefully choose and persist in experiences and play.	
persists in and completes a variety of both adult-directed and child-initiated tasks, projects, and experiences of increasing degrees of difficulty.	Follows 2-3 step directions (32, 148); Uses language to control and give directions (32); Uses reason to solve problems (19, 24, 63)
maintains concentration on a task despite distractions and interruptions.	Works at tasks despite distractions and interruptions (48)

sets goals and follows a plan in order to complete a task.	Can stay with the same activity for five to ten minutes (increasing concentration) 24; Uses props to symbolize real objects (24); Uses reason to solve problems (19, 24, 63); Purposefully explores new things or ideas (47, 193, 194); Reflects on past experiences and applies information to new situations (48, 190)
chooses to participate in play and learning experiences.	Makes simple choices (between two objects or ideas) (42); Engages in pretend play (42, 176); Engages in group play (42); Role-plays (42, 176); Plays with peers, sharing ideas and toys (42, 180, 184)
9.3 Reasoning and Problem Solving	
Children demonstrate strategies for reasoning and problem solving.	
shows interest in and finds a variety of solutions to questions, tasks, or problems.	Problem solving (61, 73, 221); Uses reason to solve problems (19, 24, 63); Purposefully explores new things or ideas (47, 193, 194); Asks questions and seeks answers (32, 151, 156)
recognizes and solves problems through active exploration, including trial and error, and through interactions and discussions with peers and adults.	With modeling and support explore a variety of digital tools to express ideas addressed on page 220; Purposefully explores new things or ideas (47, 193, 194); Reflects on past experiences and applies information to new situations (48, 190)
shares ideas or makes suggestions of how to solve a problem presented by another person.	Plays with peers, sharing ideas and toys (42, 180, 184); Purposefully explores new things or ideas (47, 193, 194); Offers ideas and suggestions (48, 196)
9.4 Play and Senses	
Children engage in play to learn.	
participates in a variety of indoor and outdoor play experiences that increase strength, endurance, and flexibility.	Play with peers 185; Plays alone (39, 41); Plays with other children (39, 41, 167, 172, 176, 180, 184, 212); Engages in pretend play (42, 176); Engages in group play (42); Plays simple games with rules 42; Plays with peers, sharing ideas and toys (42, 180, 184); Show interest in the outside world (179)
uses sights, smells, sounds, textures, and tastes to discriminate between and explore experiences, materials, and the environment.	With modeling and support explore a variety of digital tools to express ideas addressed on page 220; Purposefully explores new things or ideas (47, 193, 194); Uses senses (3, 66, 91, 188)
engages in child-initiated, unstructured play.	Unstructured time (70, 206)
plans and executes play experiences alone and with peers.	Plays alone (39, 41); Develop friendships 176; Makes friends (42, 176); Plays with other children (39, 41, 167, 172, 176, 180, 184, 212);

	Play with peers 185; Plays with other children (39, 41, 167, 172, 176, 180, 184, 212)
Area 10: Social and Emotional Development	
10.1 Self	
Children express a positive awareness of self in terms of specific abilities, characteristics, and preferences.	
expresses a positive sense of self in terms of specific abilities.	Develop self-confidence - strong sense of self Addressed on pages 35, 83, 208, 221
expresses needs, wants, opinions, and feelings in socially appropriate ways.	Expresses interest in creative movement 25; Expresses feelings and emotions with words (39, 41); Uses language to say what he feels, wants, and needs (33)
demonstrates increasing confidence and independence in a variety of tasks and routines, and expresses pride in accomplishments.	Develop self-confidence - strong sense of self Addressed on pages 35, 83, 208, 221; Shows independence (39, 41, 44)
recognizes own power to make choices.	Makes simple choices (between two objects or ideas) (42)
10.2 Self-Regulation	
Children show increasing ability to regulate their behavior and express their emotions in appropriate ways.	
demonstrates the ability to monitor his/her own behavior and its effects on others, following and contributing to adult expectations.	Find ways resolve conflicts 50; Expectations of behavior 44; Impulse control Addressed on page 184; Self-control - self regulations Addressed on pages 2, 35, 44
persists with difficult tasks without becoming overly frustrated.	Persist when frustrated Addressed on page 125, 202-203
begins to accept consequences of his/her own actions.	Natural Consequences 201
manages transitions and changes to routines.	Manage transitions Addressed on page 69; Transitions (131, 136)
states feelings, needs, and opinions in difficult situations without harming self, others, or property.	Expresses feelings and emotions with words (39, 41); Uses language to say what he feels, wants, and needs (33)
expresses an increasing range and variety of emotions, and transitions between feeling states become smoother.	Expresses feelings and emotions with words (39, 41); Shows strong emotions 42; Guiding children's behavior Addressed on pages 200-205; Find ways resolve conflicts 50
10.3 Relationships with Adults	
Children relate positively with significant adults.	
interacts comfortably with familiar adults.	Attachment to familiar caregiver 35; Converses easily with adults (33); Trust familiar adults Addressed on page 66

accepts guidance, comfort, and directions from a range of familiar adults in a variety of environments.	Seeks and accepts help and information (48, 188); Trust familiar adults Addressed on page 66
expresses affection toward familiar adults.	Attachment to familiar caregiver 35
shows trust in familiar adults.	Attachment to familiar caregiver 35; Trust themselves as well as others Addressed on page 86; Trust familiar adults Addressed on page 66
seeks help, as needed, from familiar adults.	Attachment to familiar caregiver 35; Seeks and accepts help and information (48, 188)
10.4 Relationships with Children	
Children respond to and initiate appropriate interactions with other children, and form positive peer relationships.	
initiates and sustains positive interactions with peers.	Play with peers 185; Plays with peers, sharing ideas and toys (42, 180, 184); Find ways resolve conflicts 50
develops friendships with other peers.	Develop friendships 176; Makes friends (42, 176)
negotiates with others to resolve disagreements	Problem solving (61, 73, 221); Approaches situations with increasing flexibility (47); Find ways resolve conflicts 50
starts to demonstrate turn taking and sharing with others.	Takes turns (41, 172); Shares (41, 172)
expresses empathy to peers.	Empathy for others Addressed on page 65; Is sensitive to the feelings of others (42); Others emotions 52
accepts consequences of his/her actions.	Natural Consequences 201
recognizes how behaviors can affect others.	Guiding children's behavior Addressed on pages 200-205; Understands others' perspectives (41, 176); Is sensitive to the feelings of others (42)
demonstrates caring behaviors.	Empathy for others Addressed on page 65; Is sensitive to the feelings of others (42); Others emotions 52
Area 11: Communication, Language, and Literacy	
11.1 Language Understanding and Use	
Children understand and use communication and language for a variety of purposes.	
demonstrates a steady increase in listening (receptive language) and speaking (expressive language) vocabulary.	Listens for details (32, 160); Uses language to control and give directions (32); Interest in and use words that are new or unfamiliar in conversations and play Addressed on page 66; Converses easily with adults (33); Uses clear and fluent speech (rarely uses baby talk) (32)
initiates, listens, and responds in relationship to the topics of conversations with peers and adults	Answers questions about familiar stories (32, 151); Converses easily with adults (33)

speaks in phrases and sentences of increasing length and complexity.	Uses language to control and give directions (32)
follows oral directions that involve several actions.	Follows 2-3 step directions (32, 148)
asks and answers a variety of questions.	Asks questions and seeks answers (32, 151, 156)
demonstrates knowledge of the rules of conversations such as taking turns while speaking.	Speaks when spoken to (30, 32); Uses language socially (pragmatics) (32)
(The child, who is an English language learner, also) uses their home language to communicate with people who speak the same home language.	
(The child, who is an English language learner, also) demonstrates receptive (listening) English language skills to be able to comprehend the English language.	
(The child, who is an English language learner, also) demonstrates expressive (speaking) English language skills to build speaking capabilities in English.	
(The child, who is an English language learner, also) demonstrates engagement in English literacy activities to be able to understand and respond to books, storytelling, and songs presented in English.	
11.2 Early Literacy	
Children engage in early reading experiences.	
expresses an interest and enjoyment in listening to books and attempts to read familiar books.	Enjoys books (32, 161); Enjoy books and get a sense of how books work (161); Knows book and print rules (32, 161)
displays book handling knowledge (e.g., turning the book right side up, using left to right sweep, turning one page at a time, recognizing familiar books by cover).	Enjoy books and get a sense of how books work (161); Knows book and print rules (32, 161)
shows an awareness of environmental print such as pointing to familiar words or letters.	Understand that print carries meaning Addressed on page 208; Knows half or more letter names (24, 120)
identifies some alphabet letters by their shapes, especially those in his or her own name.	Recognizes own name in print (24, 136); Knows half or more letter names (24, 120)
recognizes the printed form of his or her name in a variety of contexts.	Recognizes own name in print (24, 136)
shows increasing comprehension of a story through retelling the story and/or recognizing story elements such as the plot or characters.	Retells a story in sequence (32, 156)
demonstrates awareness that language is made up of words, parts of words, and sounds in words.	Knows half or more letter sounds (24, 120); Understand that print carries meaning Addressed on page 208

11.3 Early Writing	
Children engage in early writing experiences.	
attempts to communicate with others using scribbles, shapes, pictures, and/or letters in writing.	Writes own name (25, 91, addressed on page 136); Copies and draws simple shapes and letters (14, 16); Makes marks or strokes with drawing tools (17, 91)
experiments with a variety of writing tools such as pencils, crayons, brushes, and chalk.	Uses small muscles in hands to color, cut, paste, and paint (16, 96, 105); Makes marks or strokes with drawing tools (17, 91)
uses expressive (speaking) language to share intended meaning of drawings and writing.	Use drawings or other visuals to add details to verbal descriptions Addressed on page 207
starts to demonstrate interest in learning to write letters, especially the letters in his/her name	Copies and draws simple shapes and letters (14, 16); Understand symbols carry meaning Addressed on 86; Makes marks or strokes with drawing tools (17, 91)
12.1 Comparison and Number	
Children understand counting, ways of representing numbers, and relationships between quantities and numerals.	
counts to five	Understand numbers represent a quantity Addressed on page 131 and 136; Uses number words to indicate the quantity in small sets of objects Addressed on page 131; Place objects in one-to-one correspondence relationships during play Addressed on page 131; Counts twenty or more objects with accuracy (25, 131, 136)
counts objects, pointing to each one correctly while counting	Place objects in one-to-one correspondence relationships during play Addressed on page 131; Counts twenty or more objects with accuracy (25, 131, 136)
uses language such as more or less to compare quantities.	Uses positional terms (under, over, through, next) (24, 121); Makes comparisons between objects after observation (24, 130, 132); Understands concepts such as age, number, and distance (24, 115, 132)
begins to recognize small quantities without counting them.	Understand numbers represent a quantity Addressed on page 131 and 136; Estimates numbers in a group (25)
starts recognizing and naming of numbers.	Shows interest in numbers and names of numbers (24, 131)
12.2 Patterns	
Children understand patterns.	
recognizes and creates patterns moving from simple to complex.	Notices patterns (24, 62, 121); Copy and anticipate a repeating pattern Addressed on page 121
predicts what comes next in a pattern.	Copy and anticipate a repeating pattern Addressed on page 121
12.3 Shapes and Spatial Reasoning	

Children understand shapes and spatial relationships.	
demonstrates understanding of spatial words such as up, down, over, under, top, bottom, inside, outside, in front, and behind.	Increased spatial awareness (217); Uses positional terms (under, over, through, next) (24, 121)
identifies 2- and 3- dimensional shapes.	Names simple shapes (24, 210)
notices characteristics, similarities, and differences among shapes, such as corners, points, edges, and sides.	Sorts or describes objects by one or more attributes (24, 115, 129, 130); Sorts and organizes (25, 129, 130); Sort and create sets 130
notices how shapes fit together and can be taken apart to form other shapes.	Puts puzzle together (14, 17, 62, 101, 123); Puts interlocking puzzles together (24, 101)
12.4 Scientific Reasoning	
Children observe, describe, and predict the world around them.	
notices, describes, and makes comparisons in the natural and designed world.	Sorts or describes objects by one or more attributes (24, 115, 129, 130); Purposefully explores new things or ideas (47, 193, 194)
uses scientific tools such as balance scales, measuring tapes, hand lenses, and microscopes to extend the senses and aid understanding.	With modeling and support explore a variety of digital tools to express ideas addressed on page 220; Use simple tools to extend investigations Addressed on page 63
makes close observations of living and non-living things.	Makes comparisons between objects after observation (24, 130, 132); Recognize elements of the natural environment and that they may change over time Addressed on page 211
organizes, classifies, and records information drawn from observations.	Sorts or describes objects by one or more attributes (24, 115, 129, 130); Makes marks or strokes with drawing tools (17, 91)
uses data from observations to describe the world including patterns, cause and effect relationships, and predictions.	Makes comparisons between objects after observation (24, 130, 132)
12.5 Scientific Investigations and Problem Solving	
Children plan and carry out investigations to answer questions and test solutions to problems.	
asks questions of the natural and designed world that can be answered through direct investigation.	Use simple tools to extend investigations Addressed on page 63; Recognize elements of the natural environment and that they may change over time Addressed on page 211
plans and carries out investigations.	Use simple tools to extend investigations Addressed on page 63; Asks questions and seeks answers (32, 151, 156)
makes close observations to determine causes of problems.	Problem solving (61, 73, 221); Uses reason to solve problems(19, 24, 63)

uses evidence collected from investigations to evaluate results.	Problem solving (61, 73, 221); Makes comparisons between objects after observation (24, 130, 132)
communicates results of investigation to others.	Has a vocabulary of 2,000 to 6,000 words (25, 152, 155); Use drawings or other visuals to add details to verbal descriptions Addressed on page 207; Argues, reasons, and uses "because" (33)
12.6 Measurement	
Children understand comparisons and measurement.	
sorts, classifies, and puts objects in series, using a variety of properties.	Sorts or describes objects by one or more attributes (24, 115, 129, 130); Sorts and organizes (25, 129, 130); Sort and create sets 130
makes comparisons between several objects based on one or more attributes, such as length, height, weight, and area, using words such as taller, shorter, longer, bigger, smaller, heavier, lighter, full, empty, length, height, and weight.	Makes comparisons between objects after observation (24, 130, 132); Has a vocabulary of 2,000 to 6,000 words (25, 152, 155); Uses positional terms (under, over, though, next) (24, 121)
measures objects using non-standard units of measurement, such as using blocks to determine how tall a child is.	Measure 121; Uses measurement terms (25, 121, 137)
develops an awareness of simple time concepts within his/her daily life such as yesterday, today, tomorrow, morning, afternoon, and night	Uses words for time, such as yesterday and today (24, 136) Has a vocabulary of 2,000 to 6,000 words (25, 152, 155)
Area 13: Creative Arts	
13.1 Art	
Children participate in a variety of art and sensory-related experiences.	
uses a variety of drawing and art materials, such as drawing utensils, paint, clay, and wood to create original works, form, and meaning.	Draws basic shapes and expressive art (25); Participate in art Addressed on page 69, 70, 86; Uses small muscles in hands to color, cut, paste, and paint (16, 96, 105); Uses scissors (14, 16, 62, 63, 101)
expresses ideas about his/her own artwork and the artwork of others, relating artwork to what is happening in the environment or life experiences.	Art night with families 73; Creates stories, imagining and describing things or situations that do not exist (48, 196)
demonstrates care and persistence when involved in art projects.	Participate in art Addressed on page 69, 70, 86; Persist when frustrated Addressed on page 125, 202-203; Can stay with the same activity for five to ten minutes (increasing concentration) 24
plans and works cooperatively to create drawings, paintings, sculptures, and other art projects.	Participate in art Addressed on page 69, 70, 86; Makes marks or strokes with drawing tools (17, 91); Look at the art of other children 75

13.2 Music, Rhythm, and Movement	
Children participate in a variety of music and movement experiences.	
participates in a variety of musical and rhythmic experiences, including singing, dancing, listening, playing simple rhythmic and tonal instruments, and creating and singing chants, rhymes, and finger plays from diverse cultures.	Shows interest in music (59, 68, 214); Learning through music and movement (61, 66, 68, 109); Explores music from different cultures 152; Explores musical instruments 185; Sing songs, finger plays, and rhymes with increasing accuracy (32, 148)
demonstrates meaningful creative responses when listening to music to reflect the expressive elements of music.	Learning through music and movement (61, 66, 68, 109); Expresses interest in creative movement 25
notices differences in pitch, rhythm, patterns, dynamics, tempo, and timbre.	Sings songs, finger plays, and rhymes with increasing accuracy (32, 148)
demonstrates an awareness of music as part of daily life indoors and outdoors.	Shows interest in music (59, 68, 214)
13.3 Dramatic Play	
Children engage in dramatic play experiences.	
shows creativity and imagination when using materials.	Purposefully explores new things or ideas (47, 193, 194); Invents new purposes for objects (47, 190); Uses real objects as props during pretend play 24
assumes different roles in dramatic play situations.	Engages in pretend play (42, 176); Engages in fantasy play, making up plots (24); Engages in pretend play (42, 176); Role-plays (42, 176)
interacts with peers in dramatic play experiences that become more extended and complex.	Uses real objects as props during pretend play 24; Engages in pretend play (42, 176); Engages in fantasy play, making up plots (24); Develops elaborate play themes (24, 125); Engages in pretend play (42, 176)
Area 14: Social Studies	
14.1 Awareness of Family and Community	
Children demonstrate an increasing awareness of belonging to a family and community.	
demonstrates understanding that communities are composed of groups of people who live, play, or work together.	Develop an awareness and appreciation of family cultural stories and traditions Addressed on page 152
demonstrates ability to identify communities to which they belong, recognizing that their family is an important group to which they belong.	Develop an awareness and appreciation of family cultural stories and traditions Addressed on page 152
demonstrates responsibility as a member of a family or community.	Trust themselves as well as others Addressed on page 86
shows confidence in expressing individual opinions and thoughts while respecting the thoughts and opinions of others.	Understands others' perspectives (41, 176); Is sensitive to the feelings of others (42)
participates in creating and following rules and routines.	Understands some limits and rules (39, 42, 172); Follows and makes simple rules (42)

demonstrates an initial awareness of the concepts of fairness, individual rights, and welfare of family and community members.	Others emotions 52; Understands others' perspectives (41, 176); Empathy for others Addressed on page 65
14.2 Awareness of Culture	
Children demonstrate an increasing awareness of culture and diversity.	
demonstrates an awareness of diversity such as family characteristics, adult roles within a family, and skin and hair color.	Similarities and difference between people Addressed on page 152, 176, 207
demonstrates acceptance of persons from different cultures and ethnic groups	Explores music from different cultures 152; Similarities and difference between people Addressed on page 152, 176, 207
demonstrates a sense of belonging, feeling pride in his/her own culture while showing respect for others.	Explores music from different cultures 152; Develop an awareness and appreciation of family cultural stories and traditions Addressed on page 152
uses respectful and descriptive language for human similarities and differences, demonstrating curiosity, comfort, ease, and empathy with similarities and differences.	Similarities and difference between people Addressed on page 152, 176, 207
14.3 Awareness of the Relationship between People and the Environment in which They Live	
Children demonstrate an increasing awareness of the environment in which they live, especially how people (including themselves) relate to that environment.	
interacts with the world, first with familiar settings and then with less familiar ones; first in simple ways and then in more complex, exploratory ways.	Purposefully explores new things or ideas (47, 193, 194); Show interest in the outside world (179)
constructs meaning about him/herself and the world through relevant and meaningful experiences with objects and their environment.	Develop self-confidence - strong sense of self Addressed on pages 35, 83, 208, 221; Self-control - self regulations Addressed on pages 2, 35, 44; Is self-directed (42); Show interest in the outside world (179)
recognizes aspects of the environment, such as roads, buildings, trees, gardens, bodies of water, or land formations.	Recognize elements of the natural environment and that they may change over time Addressed on page 211; Show interest in the outside world (179)
recognizes that people share the environment with other people, animals, and plants.	Recognize elements of the natural environment and that they may change over time Addressed on page 211; Earth Addressed on page 132, 137, 215; Show interest in the outside world (179)
understands that people can take care of the environment through activities and	Earth Addressed on page 132, 137, 215

experiences, such as cleaning, conserving, reusing, and recycling	
recognizes a variety of jobs and the work associated with them.	Uses real objects as props during pretend play 24; Engages in pretend play (42, 176); Role-plays (42, 176)
14.4 Awareness of Past	
Children demonstrate an increasing awareness of past events and how those events relate to one's self, family, and community.	
differentiates between past, present, and future.	Reflects on past experiences and applies information to new situations (48, 190)
represents events and experiences that occurred in the past through words, play, and art.	Reflects on past experiences and applies information to new situations (48, 190)
uses past events to construct meaning of the world.	Reflects on past experiences and applies information to new situations (48, 190)
understands that events happened in the past and that the events relate to oneself, family, community, and culture.	Reflects on past experiences and applies information to new situations (48, 190)