

Goals	Goal Statements	Birth through 8 Months	6 to 18 Months	16 to 38 Months	36 to 60 Months	60 Months through K
39	Children demonstrate understanding of number, ways of representing numbers, relationships among numbers and number systems.	Begins to show awareness of quantity.	Manipulate objects with a variety of attributes and quantities.	Compare differences between two or more objects, groups of objects, and quantity of objects.	Uses number words and concepts to explore and manipulate quantity, size, and relationships.	Counts with understanding and recognizes “how many” are in sets of objects, showing understanding of discrete numbers.
40	Children demonstrate understanding of measureable attributes of objects, and units, systems and processes of measurement.	Uses sensory exploration to investigate environment and spatial relationships.	Investigates environments to compare spatial relationships among objects.	Orders and sequences objects according to different dimensions.	Uses geometric modeling and spatial reasoning according to different dimensions.	Orders objects according to spatial attributes using nonstandard and standard units of measurement.
41	Children demonstrate understanding of patterns, relations and functions used to organize their world and facilitate problem solving.	Develops awareness of sounds, sights, or motor activities that occur regularly in daily routines.	Notices and responds to patterns in daily routines.	Recalls and anticipates familiar sequences of events and objects and uses this to predict and respond to events.	Sorts, orders, classifies, and forms simple patterns among objects using color, number, size, and shape.	Sorts, classifies, and orders objects by a variety of attributes and paired common relations.
42	Children observe, describe and collect Information by exploring the world around them.	Shows interest in familiar people, objects, and events in the immediate environment.	Observes events, actions, objects and people. Responds non-verbally and with one word responses to comments and reactions of, others, and shows preferences for people, events, actions, and objects.	Describes observable characteristics of objects, people, and events.	Calls attention to, describes, discusses, and explains similarities and differences among objects or events.	Collects, categorizes, and describe objects and observations to organize knowledge and experiences about the natural world.
43	Children further engage in exploring and making sense of the natural world by asking questions and making predictions about cause and effect relations that can lead to generalizations.	Engages and explores the physical and natural world.	Explores cause and effect relations through observation and trial and error.	Varies actions to see what happens as a result (cause and effect).	Investigates unfamiliar phenomena using both trial and error and systematic trials, with assistance.	Plan and conduct intentional investigations to explore questions or problems.
44	Children differentiate between people, places, activities and events in the past and present that relate to self, group identity and a sense of their community.	Show comfort with the familiar.	Engages and responds to familiar people, places, activities, and events in their family, program, community, and culture.	Intentionally selects and participates in daily activities and routines reflecting cultural traditions and values with adults and peers.	Shows awareness of personal membership of self and others in family, community, program, and culture.	Construct understanding about group membership across family, community, school, and culture as they recognize characteristics of

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						self and others.
45	Children demonstrate awareness and understanding of individual fairness, group rights, and responsibilities (democratic ideals) for membership and participation in group activities (successful citizenship).	Show range of emotions.	Shows awareness of emotions for self and others.	With adult assistance, regulates self behavior to participate in groups with familiar people, objects, and play.	Engages cooperatively in organized, culturally acceptable practices with familiar people, objects, settings, and play.	Regulates behavior, emotions, and actions to successfully and cooperatively participate with familiar and unfamiliar people, objects, and across settings.
46	Children use creative arts to express and represent what they know, think, believe and feel.	Responds to light, color, sound, texture, and motion.	Actively seeks out visual, auditory, and tactile stimulation through kinesthetic and sensory exploration.	Uses singing, drawing/painting, and movement to express self and to find meaning in experiences.	Uses artistic expression and language to communicate emotions and make meaning of experiences.	Displays a repertoire of skills for using tools for art, music, and words to express knowledge, thoughts, and feelings.
47	Children demonstrate understanding and appreciation of creative arts.	Responds reflexively to sensory stimulation.	Responds to visual, auditory, and tactile stimulation with kinesthetic and sensory exploration.	Explores tools and materials to create with light, color, image, music, movement, and textures.	Responds to and creates symbolic and representation art, music, dance, and dramatic themes.	Chooses and expresses opinions about aesthetic likes and dislikes, recognizes familiar cultural forms, and is willing to explore new forms.