

# Alignment of Gee Whiz Education Curriculum with the Maryland Healthy Beginnings: Supporting Development and Learning from Birth through Three Years of Age

The Gee Whiz Education curriculum is a comprehensive approach designed to help educators address the unique needs of mixed-age groups. This document details specifically how the Gee Whiz Education Learning Indicators align with those required in the state of Maryland (ages birth to 3).

Additional information on the Gee Whiz Education approach to learning, including the program philosophy and the evidence/research on which the program is based, can be found on our website [www.geewhizeducation.com](http://www.geewhizeducation.com) as well as in the Gee Whiz Education User's Guide.

Maryland Healthy Beginnings	Aligning Gee Whiz Education Learning Indicators
<b>PERSONAL AND SOCIAL DEVELOPMENT</b>	
<b>Birth to Four Months &amp; Four to Eight Months</b>	
<p>A. Feelings about Self and Others</p> <ol style="list-style-type: none"> <li>1. Express comfort and discomfort, enjoyment and unhappiness in her environment</li> <li>2. Calm herself</li> <li>3. Shows interest in familiar adults</li> <li>4. Shows awareness of other children</li> <li>5. Demonstrates attachment to individuals</li> </ol>	<p>SE1 Demonstrates a secure relationship with caregivers or other adults as well as positive interactions with other children</p> <p>SE2 Demonstrates a positive self-concept by sharing preferences, expressing feelings freely and displaying confidence</p> <p>SE4 Demonstrates a range of appropriate emotions</p>
<b>Eight to Twelve Months</b>	
<p>A. Feelings about Self and Others</p> <ol style="list-style-type: none"> <li>1. Start to show more independence</li> <li>2. Show interest in familiar adults</li> <li>3. Show interest in other children</li> <li>4. Show interest in unfamiliar adults</li> <li>5. Calm herself</li> </ol>	<p>SE1 Demonstrates a secure relationship with caregivers or other adults as well as positive interactions with other children</p> <p>SE2 Demonstrates a positive self-concept by sharing preferences, expressing feelings freely and displaying confidence</p> <p>SE3 Demonstrates self-regulation by handling emotions in an appropriate way and following simple rules</p> <p>SE4 Demonstrates a range of appropriate emotions</p>

**Twelve to Eighteen Months**

- A. Feelings about Self and Others
  - 1. Shows self-awareness and likes and dislikes; begin to develop self-worth
  - 2. Gain in self-regulation
  - 3. Begin to express a variety of feelings
- B. Relating to Others
  - 1. Rely on trusted adults to feel safe and try new things
  - 2. Show awareness of unfamiliar adults
  - 3. Interact with other children
  - 4. Begin to be aware of the feelings of other children

SE1 Demonstrates a secure relationship with caregivers or other adults as well as positive interactions with other children  
 SE2 Demonstrates a positive self-concept by sharing preferences, expressing feelings freely and displaying confidence  
 SE3 Demonstrates self-regulation by handling emotions in an appropriate way and following simple rules  
 SE4 Demonstrates a range of appropriate emotions

**Eighteen to Twenty-Four Months**

- A. Learning about Self
  - 1. Show more awareness of herself and her abilities
  - 2. Know resources available in room, and how to use some of them
  - 3. Ask for help, if needed, in verbal and non-verbal ways
  - 4. Show more, but still limited self-regulation
- B. Relating to Others
  - 1. Continue to need the security of a trusted adult as she explores
  - 2. Continue to show caution around unfamiliar adults
  - 3. Show interested interest and assert independence when with other children
  - 4. At times show awareness and concern for other children's feelings

SE1 Demonstrates a secure relationship with caregivers or other adults as well as positive interactions with other children  
 SE2 Demonstrates a positive self-concept by sharing preferences, expressing feelings freely and displaying confidence  
 SE3 Demonstrates self-regulation by handling emotions in an appropriate way and following simple rules  
 SE4 Demonstrates a range of appropriate emotions  
 AL1 Shows interest in many topics and a desire to try new things  
 LD3 Uses language to express ideas, wants, and needs  
 LD4 Increasingly engages adults and other children in conversations

**Twenty-Four to Thirty Months**

- A. Learning about Self
  - 1. Show increasing self-awareness
  - 2. Show increasing self-regulation
  - 3. Use coping skills with tasks and interactions with peers and adults
  - 4. Show his feelings through talking and pretend play
- B. Relating to Adults
  - 1. Continue to need adult support but show more independence
  - 2. Be more interested in unfamiliar adults, but still cautious

SE1 Demonstrates a secure relationship with caregivers or other adults as well as positive interactions with other children  
 SE2 Demonstrates a positive self-concept by sharing preferences, expressing feelings freely and displaying confidence  
 SE3 Demonstrates self-regulation by handling emotions in an appropriate way and following simple rules  
 SE4 Demonstrates a range of appropriate emotions  
 AL1 Shows interest in many topics and a desire to try new things  
 LD3 Uses language to express ideas, wants, and needs  
 LD4 Increasingly engages adults and other children in conversations  
 CA4 Engages in pretend play with, or without, the use of props

Twenty-four to Thirty Months (continued)

- C. Relating to Other Children
  1. Play alongside other children
  2. Show more awareness of the feelings of another child

SE1 Demonstrates a secure relationship with caregivers or other adults as well as positive interactions with other children  
 SE2 Demonstrates a positive self-concept by sharing preferences, expressing feelings freely and displaying confidence  
 SE4 Demonstrates a range of appropriate emotions

Thirty Months to Three Years

- A. Increasing Self-Awareness
  1. Express feelings more freely, showing independence and competence
  2. Show increased self-regulation
  3. Share feelings through talking and pretend play
- B. Relating to Adults
  1. Imitate and attempt to please familiar adults
  2. Demonstrate cautious curiosity about unfamiliar adults
- C. Relating to Other Children
  1. Play cooperatively with other children
  2. Begin to understand the feelings of other children

SE1 Demonstrates a secure relationship with caregivers or other adults as well as positive interactions with other children  
 SE2 Demonstrates a positive self-concept by sharing preferences, expressing feelings freely and displaying confidence  
 SE3 Demonstrates self-regulation by handling emotions in an appropriate way and following simple rules  
 SE4 Demonstrates a range of appropriate emotions  
 AL1 Shows interest in many topics and a desire to try new things  
 AL3 Engages in cooperative group experiences  
 LD3 Uses language to express ideas, wants, and needs  
 LD4 Increasingly engages adults and other children in conversations  
 CA4 Engages in pretend play with, or without, the use of props

Three Years

- A. Building Self-Concept
  1. Be more confident, self directed, purposeful and inventive in play
  2. Relate his needs, wants and feelings to others
  3. Have increased self-regulation, following classroom rules and routines with guidance
- B. Relating to Adults
  1. Imitate and try to please familiar adults
  2. Be more comfortable around unfamiliar adults
- C. Relating to Other Children
  1. Begin to play cooperatively for brief periods with other children
  2. Be able to better understand the feelings of other children
  3. Participates, with help, in group life of the class

SE1 Demonstrates a secure relationship with caregivers or other adults as well as positive interactions with other children  
 SE2 Demonstrates a positive self-concept by sharing preferences, expressing feelings freely and displaying confidence  
 SE3 Demonstrates self-regulation by handling emotions in an appropriate way and following simple rules  
 SE4 Demonstrates a range of appropriate emotions  
 AL1 Shows interest in many topics and a desire to try new things  
 AL3 Engages in cooperative group experiences  
 LD3 Uses language to express ideas, wants, and needs  
 LD4 Increasingly engages adults and other children in conversations  
 CA4 Engages in pretend play with, or without, the use of props

## LANGUAGE DEVELOPMENT

### Birth to Four Months

- A. Understanding and Communicating
  - 1. Listen and express herself
- B. Early Literacy: Pre-Reading and Pre-Writing
  - 2. Recognize and react to sounds of language
  - 3. Begin to build a receptive vocabulary

LD1 Understands spoken language  
 LD2 Understands and then uses an ever-increasing vocabulary

### Four to Eight Months

- A. Understanding and Communicating
  - 1. Respond to sounds and words heard often
  - 2. Use various sounds and movement to communicate
- B. Early Literacy: Pre-Reading and Pre-Writing
  - 1. Recognize and react to the sounds of language
  - 2. Begin to respond to some of the vocabulary associated with picture books

LD1 Understands spoken language  
 LD2 Understands and then uses and ever-increasing vocabulary  
 LK1 Shows an interest in books and understands stories are a way of sharing information

### Eight to Twelve Months

- A. Understanding and Communicating
  - 1. Show more interest in speech
  - 2. Start to understand and use common rules of communication
- B. Early Literacy: Pre-Reading and Pre-Writing
  - 1. Recognize and react to the sounds of language
  - 2. Demonstrate increasing vocabulary and comprehension by using words to express herself
  - 3. Explore writing and drawing as a way of communicating

LD1 Understands spoken language  
 LD2 Understands and then uses and ever-increasing vocabulary  
 LK1 Shows an interest in books and understands stories are a way of sharing information  
 LK5 Begins to use a variety of writing tools to use writing (invented and true) as a way to convey thoughts and ideas  
 CA3 Utilizes a variety of art materials (both two and three dimensional) to express self

### Twelve to Eighteen Months

- A. Understanding and Communicating
  - 1. Understand the meaning of many words and gestures
  - 2. Start to understand and use common rules of speech
  - 3. Communicate using consistent sounds, words and gestures
- B. Early Literacy: Pre-Reading and Pre-Writing
  - 1. Recognize and react to the sounds of language

LD1 Understands spoken language  
 LD2 Understands and then uses and ever-increasing vocabulary  
 LD3 Uses language to express ideas, wants and needs  
 LD4 Increasingly engages adults and other children in conversations  
 LK1 Shows an interest in books and understands stories are a way of sharing information  
 LK5 Begins to use a variety of writing tools to use writing (invented and true) as a way to convey thoughts and ideas  
 CA3 Utilizes a variety of art materials (both two and three dimensional) to express self

<ol style="list-style-type: none"> <li>2. Demonstrate increasing vocabulary and comprehension by using words and phrases to express himself</li> <li>3. Explore drawing, painting and writing as a way of communicating</li> </ol>	
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**Eighteen to Twenty-Four Months**

<ol style="list-style-type: none"> <li>A. Understanding and Communicating       <ol style="list-style-type: none"> <li>1. Be able to follow simple suggestions and directions with increasing consistency</li> <li>2. Use an increasing number of words and put words together into phrases and simple sentences</li> </ol> </li> <li>B. Early Literacy: Pre-Reading and Pre-Writing       <ol style="list-style-type: none"> <li>1. Recognize and react to the sounds of language</li> <li>2. Start to understand and use common rules of speech</li> <li>3. Communicate using consistent sounds, words and gestures</li> <li>4. Being to develop imitative reading</li> <li>5. Demonstrate vocabulary and comprehension by listening with interest and displaying understanding</li> <li>6. Explore drawing, painting and writing as a way of communicating</li> </ol> </li> </ol>	<p>LD1 Understands spoken language          LD2 Understands and then uses and ever-increasing vocabulary          LD3 Uses language to express ideas, wants and needs          LD4 Increasingly engages adults and other children in conversations          LK1 Shows an interest in books and understands stories are a way of sharing information          LK5 Begins to use a variety of writing tools to use writing (invented and true) as a way to convey thoughts and ideas          CA1 Participate in musical activities including singing and utilizing instruments          CA3 Utilizes a variety of art materials (both two and three dimensional) to express self</p>
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**Twenty-Four to Thirty Months**

<ol style="list-style-type: none"> <li>A. Listening and Speaking       <ol style="list-style-type: none"> <li>1. Understand questions and simple directions</li> <li>2. Demonstrate active listening strategies</li> <li>3. Enter into a conversation</li> <li>4. Use words and some common rules of speech to express his ideas and thoughts</li> </ol> </li> <li>B. Early Literacy: Pre-Reading and Pre-Writing       <ol style="list-style-type: none"> <li>1. Become aware of the sounds of spoken language</li> <li>2. Recognize that symbols have corresponding meaning</li> <li>3. Begin to develop fluency by imitative reading</li> <li>4. Recognizes that drawings, paintings and writing are meaningful representations</li> <li>5. Use writing tools for scribbles and drawings</li> <li>6. Develop vocabulary, language usage and some conventions of speech</li> <li>7. Show comprehension by demonstrating understanding of text during and after reading</li> </ol> </li> </ol>	<p>LD1 Understands spoken language          LD2 Understands and then uses and ever-increasing vocabulary          LD3 Uses language to express ideas, wants and needs          LD4 Increasingly engages adults and other children in conversations          LK1 Shows an interest in books and understands stories are a way of sharing information          LK5 Begins to use a variety of writing tools to use writing (invented and true) as a way to convey thoughts and ideas          CA1 Participate in musical activities including singing and utilizing instruments          CA3 Utilizes a variety of art materials (both two and three dimensional) to express self</p>
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Thirty Months to Three Years

- A. Listening and Understanding
  1. Understand and respond to simple directions and requests
  2. Begin to understand some abstract concepts, such as time, order, and positional words
  3. Demonstrate active listening skills
- B. Expressing Ideas
  1. Expand her vocabulary with many more connecting and describing words
- C. Entering into Conversations
  1. Have more meaningful conversations with peers and adults
  2. Use more conventions of speech as she speaks
  3. Ask “why” and other questions frequently to keep a conversation going
- D. Early Literacy: Pre-Reading and Pre-Writing
  1. Develop phonological awareness by becoming aware of the sounds of spoken language
  2. Recognize that symbols have corresponding meaning
  3. Begin to develop fluency by imitative reading
  4. Develop vocabulary and language usage
  5. Develop comprehension by demonstrating understanding of text during and after reading
  6. Begin to develop writing skills
  7. Use writing tools for scribbles and drawings

- LD1 Understands spoken language
- LD2 Understands and then uses and ever-increasing vocabulary
- LD3 Uses language to express ideas, wants and needs
- LD4 Increasingly engages adults and other children in conversations
- LK1 Shows an interest in books and understands stories are a way of sharing information
- LK4 Understands concepts about print (e.g., reading from left to right, logos as symbols, etc.)
- LK5 Begins to use a variety of writing tools to use writing (invented and true) as a way to convey thoughts and ideas
- CA1 Participate in musical activities including singing and utilizing instruments
- CA3 Utilizes a variety of art materials (both two and three dimensional) to express self

Three Years

- A. Listening and Understanding
  1. Show understanding and respond to simple directions and requests
  2. Understand abstract concepts
- B. Expressing Thoughts and Ideas
  1. Use more conventions of speech as he speaks
- C. Entering into Conversations
  1. Have more meaningful conversations with peers and adults
  2. Ask “why” and other questions to keep a conversation going
  3. Demonstrate active listening skills
- D. Early Literacy: Pre-Reading and Pre-Writing
  1. Develop phonological awareness by becoming aware of the sounds of spoken language
  2. Recognize that symbols have corresponding meaning
  3. Begin to develop fluency by engaging in imitative reading

- LD1 Understands spoken language
- LD2 Understands and then uses and ever-increasing vocabulary
- LD3 Uses language to express ideas, wants and needs
- LD4 Increasingly engages adults and other children in conversations
- LK1 Shows an interest in books and understands stories are a way of sharing information
- LK2 Understands that language is made up of words, which can be broken down into syllables
- LK4 Understands concepts about print (e.g., reading from left to right, logos as symbols, etc.)
- LK5 Begins to use a variety of writing tools to use writing (invented and true) as a way to convey thoughts and ideas
- CA1 Participate in musical activities including singing and utilizing instruments
- CA3 Utilizes a variety of art materials (both two and three dimensional) to express self

<ol style="list-style-type: none"> <li>4. Expand his vocabulary and language usage</li> <li>5. Develop comprehension by demonstrating understanding o text during and after reading</li> <li>6. Begin to develop writing skills by recognizing that drawings, paintings and writing are meaningful representations</li> <li>7. Use writing utensils for scribbles and drawings</li> </ol>	
<b>COGNITIVE DEVELOPMENT</b>	
<b>Birth to Four Months &amp; Four to Eight Months</b>	
<p>A. Discovering and Learning</p> <ol style="list-style-type: none"> <li>1. Begin to understand that she can make things happen</li> </ol> <p>A. Discovering and Learning (4-8 months)</p> <ol style="list-style-type: none"> <li>1. Show awareness of happenings in his surroundings</li> <li>2. Remember what has happened recently</li> <li>3. Cause things to happen</li> </ol>	<p>SK1 Utilizes observation and other senses to explore and gather information about objects and experiences</p> <p>SK3 Gathers information about the natural world through hands-on exploration</p> <p>LR1 Demonstrates the ability to identify a problem and then seeks ways to solve it</p>
<b>Eight to Twelve Months</b>	
<p>A. Discovering and Learning</p> <ol style="list-style-type: none"> <li>1. Show awareness of happenings in his surroundings</li> <li>2. Explore objects in various ways</li> <li>3. Remember what has happened recently and find hidden objects</li> <li>4. Look at the correct picture of object when it is named</li> <li>5. Imitate gestures and use of objects</li> <li>6. Make expected things happen</li> </ol>	<p>SK1 Utilizes observation and other senses to explore and gather information about objects and experiences</p> <p>SK3 Gathers information about the natural world through hands-on exploration</p> <p>LR1 Demonstrates the ability to identify a problem and then seeks ways to solve it</p> <p>LD1 Understands spoken language</p> <p>LD2 Understands and then uses an ever-increasing vocabulary</p>
<b>Twelve to Eighteen Months</b>	
<p>A. Exploring and Discovering</p> <ol style="list-style-type: none"> <li>1. Uses his senses to investigate the world around him, including solving problems</li> <li>2. Show an increasing ability to remember and participate in imitative play</li> <li>3. Use objects and toys more purposefully, exploring cause and effect relationships</li> <li>4. Look at the correct picture of object when it is named</li> <li>5. Being to understand rules and routines</li> </ol>	<p>SK1 Utilizes observation and other senses to explore and gather information about objects and experiences</p> <p>SK2 Makes and tests predictions using simple experimentation</p> <p>SK3 Gathers information about the natural world through hands-on exploration</p> <p>LR1 Demonstrates the ability to identify a problem and then seeks ways to solve it</p> <p>LD1 Understands spoken language</p> <p>LD2 Understands &amp; then uses an ever-increasing vocabulary</p> <p>SE3 Demonstrates self-regulation by handling emotions in an appropriate way &amp; following simple rules</p>

**Eighteen to Twenty-Four Months – Cognition and General Knowledge**

<p>A. Mathematical Exploring and Learning</p> <ol style="list-style-type: none"> <li>1. Begin to sort objects according to one criterion</li> <li>2. Begin to explore concepts of number, size and position</li> </ol> <p>B. Scientific Exploring and Learning</p> <ol style="list-style-type: none"> <li>1. Seek information through observation and exploration</li> <li>2. Expect certain things to happen as a result of her actions</li> <li>3. Improve memory for details</li> <li>4. Explore and solve problems</li> </ol> <p>C. Exploring Social Learning</p> <ol style="list-style-type: none"> <li>1. Begin to understand rules and routines</li> <li>2. Have beginning awareness of the order of her environment</li> </ol>	<p>MK1 Understands that numbers tell “how many”            MK2 Recognizes that numbers go in a specific order            MK6 Sorts or groups objects based on common characteristics            SK1 Utilizes observation and other senses to explore and gather information about objects and experiences            SK2 Makes and tests predictions using simple experimentation            SK3 Gathers information about the natural world through hands-on exploration            LR1 Demonstrates the ability to identify a problem and then seeks ways to solve it            LD1 Understands spoken language            LD2 Understands and then uses an ever-increasing vocabulary            SE3 Demonstrates self-regulation by handling emotions in an appropriate way &amp; following simple rules</p>
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**Thirty Months to Three Years – Cognition and General Knowledge**

<p>A. Exploring and Learning Math Concepts</p> <ol style="list-style-type: none"> <li>1. Use mathematical thinking in daily situations</li> <li>2. Show interest in concepts such as matching and sorting according to a single criterion</li> <li>3. Show interest in quantity and number relationships</li> </ol> <p>B. Exploring and Learning Science Concepts</p> <ol style="list-style-type: none"> <li>1. Think ahead and explore ideas</li> <li>2. Seek information through observation, exploration and investigations</li> <li>3. Explore new ways to do things, showing more independence in problem-solving</li> </ol>	<p>MK1 Understands that numbers tell “how many”            MK2 Recognizes that numbers go in a specific order            MK6 Sorts or groups objects based on common characteristics            SK1 Utilizes observation and other senses to explore and gather information about objects and experiences            SK2 Makes and tests predictions using simple experimentation            SK3 Gathers information about the natural world through hands-on exploration            LR1 Demonstrates the ability to identify a problem and then seeks ways to solve it            LR2 Understands that symbols or objects can be used to represent different things            LD1 Understands spoken language            LD2 Understands and then uses an ever-increasing vocabulary            SE3 Demonstrates self-regulation by handling emotions in an appropriate way &amp; following simple rules</p>
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### Three Years

- A. Using Mathematical Thinking
  1. Use mathematical thinking to solve real problems
  2. Show interest in concepts such as matching and sorting according to a single criteria
  3. Show interest in quantity, measuring and number relationships
  4. Show beginning interest in geometry
  5. Show beginning interest in numerals and counting
  
- B. Using Scientific Thinking
  1. Use scientific thinking as well as his senses to discover the world around him, and make comparisons between objects
  2. Seek information through observation, exploration and descriptive investigations with simple science tools
  3. Use more advanced problem-solving skills, testing his understanding and ideas in real situations
  
- C. Exploring Social Learning
  1. Explore more complex situations and concepts, beginning to understand some people's jobs and care for the environment
  2. Use prior knowledge and imagination to think through what he wants to play
  3. Have beginning understanding of consequences when following routines and recreating familiar events
  4. Begin to recognize his own physical and family characteristics and those of others

- MK1 Understands that numbers tell "how many"
- MK2 Recognizes that numbers go in a specific order
- MK3 Recognizes shapes and positional concepts
- MK5 Utilizes measurement (standard and nonstandard) to compare and contrast objects (includes graphing)
- MK6 Sorts or groups objects based on common characteristics
- SK1 Utilizes observation and other senses to explore and gather information about objects and experiences
- SK2 Makes and tests predictions using simple experimentation
- SK3 Gathers information about the natural world through hands-on exploration
- LR1 Demonstrates the ability to identify a problem and then seeks ways to solve it
- LR2 Understands that symbols or objects can be used to represent different things
- LD1 Understands spoken language
- LD2 Understands and then uses an ever-increasing vocabulary
- SE3 Demonstrates self-regulation by handling emotions in an appropriate way & following simple rules
- CA4 Engages in pretend play with, or without, the use of props
- SS1 Understands how families are unique and different
- SS2 Develops a basic understanding of community, including common jobs
- SS3 Recognizes the importance of caring for the environment

### PHYSICAL DEVELOPMENT

#### Birth to Four Months, Four to Eight Months & Eight to Twelve Months

- A. Coordinating Movements (Birth to 4 months)
  1. Use many repetitions to move various body parts
  
- A. Coordinating Movements (4-8 months)
  1. Change the position of his body
  2. Use his hands in more coordinated movements
  
- A. Coordinating Movements (8-12 months)
  1. Coordinate eye and hands while exploring or holding objects
  2. Change positions and begin to move from place to place

- PD4 Demonstrates gross motor skills (e.g., running, hopping, skipping, rolling over, etc.)
- PD5 Demonstrate fine motor skills (e.g., writing, pouring, cutting, hand-eye coordination, etc.)

Twelve to Eighteen Months	
<p>A. Coordinating Movements</p> <ol style="list-style-type: none"> <li>1. Move constantly, showing increasing large muscle control</li> <li>2. Use hands in various ways</li> </ol>	<p>PD4 Demonstrates gross motor skills (e.g., running, hopping, skipping, rolling over, etc.)</p> <p>PD5 Demonstrate fine motor skills (e.g., writing, pouring, cutting, hand-eye coordination, etc.)</p>
Eighteen to Twenty-Four Months	
<p>A. Coordinating Movements</p> <ol style="list-style-type: none"> <li>1. Show increased balance and coordination in play activities</li> <li>2. Have increased eye-hand coordination</li> <li>3. Be able to do more things for herself</li> </ol>	<p>PD2 Takes pride in caring for self (e.g., brushing teeth, dressing, eating healthy foods, etc.)</p> <p>PD4 Demonstrates gross motor skills (e.g., running, hopping, skipping, rolling over, etc.)</p> <p>PD5 Demonstrate fine motor skills (e.g., writing, pouring, cutting, hand-eye coordination, etc.)</p>
Twenty-Four to Thirty Months	
<p>A. Coordinating Large and Small Muscle Groups</p> <ol style="list-style-type: none"> <li>1. Perform more complex movements with his arms and legs</li> <li>2. Use his whole body to develop spatial awareness</li> <li>3. Use improved eye-hand coordination to explore and manipulate objects</li> <li>4. Enjoy doing for himself whatever he thinks he can do</li> </ol>	<p>PD2 Takes pride in caring for self (e.g., brushing teeth, dressing, eating healthy foods, etc.)</p> <p>PD4 Demonstrates gross motor skills (e.g., running, hopping, skipping, rolling over, etc.)</p> <p>PD5 Demonstrate fine motor skills (e.g., writing, pouring, cutting, hand-eye coordination, etc.)</p>
Thirty Months to Three Years	
<p>A. Using Large Muscle Groups</p> <ol style="list-style-type: none"> <li>1. Use riding toys easily</li> <li>2. Move her body through space with more balance and control</li> </ol> <p>B. Using Small Muscle Groups</p> <ol style="list-style-type: none"> <li>1. Explore art materials</li> <li>2. Use smaller manipulative and finger plays to develop small muscle strength and coordination</li> </ol> <p>C. Building Self-Help Skills</p> <ol style="list-style-type: none"> <li>1. Depend on routines to practice self-help skills and feel confident</li> </ol>	<p>PD2 Takes pride in caring for self (e.g., brushing teeth, dressing, eating healthy foods, etc.)</p> <p>PD4 Demonstrates gross motor skills (e.g., running, hopping, skipping, rolling over, etc.)</p> <p>PD5 Demonstrate fine motor skills (e.g., writing, pouring, cutting, hand-eye coordination, etc.)</p> <p>CA3 Utilizes a variety of art materials (both two and three-dimensional) to express self</p>
Three Years	
<p>A. Coordinating Large Muscle Groups</p> <ol style="list-style-type: none"> <li>1. Move with confidence and stability, coordinating movements to accomplish simple tasks</li> </ol> <p>B. Controlling Small Muscle Groups</p> <ol style="list-style-type: none"> <li>1. Develop finger skills through many forms of play</li> </ol> <p>C. Caring for Self and Others</p> <ol style="list-style-type: none"> <li>1. Feel more grown up as he accomplishes self-help and housekeeping tasks with reminders</li> </ol>	<p>PD1 Understands the importance of exercise and rest</p> <p>PD2 Takes pride in caring for self (e.g., brushing teeth, dressing, eating healthy foods, etc.)</p> <p>PD3 Practices safe habits &amp; understands basic safety rules</p> <p>PD4 Demonstrates gross motor skills (e.g., running, hopping, skipping, rolling over, etc.)</p> <p>PD5 Demonstrate fine motor skills (e.g., writing, pouring, cutting, hand-eye coordination, etc.)</p> <p>CA3 Utilizes a variety of art materials (both two and three-dimensional) to express self</p>

The full version of *Healthy Beginnings: Supporting Development and Learning from Birth through Three Years of Age* used to create this alignment document can be found here:

<http://olms.cte.jhu.edu/olms2/data/ck/sites/3910/files/HealthyBeginnings2015.pdf>

