

# **Florida Birth to Three Learning and Developmental Standards Alignment with HighReach Learning Curriculum Objectives for Ages 12–36 Months**

The following table aligns the Florida Birth to Three Learning and Developmental Standards, adopted by the Florida State Department of Education, with HighReach Learning curriculum for ages 12–36 months. Based on the structure of the Florida Birth to Three Learning and Developmental Standards, this table is divided into six domains, each of which is further categorized into themes (in the shaded areas), representing the major accomplishments to be achieved during these years. Under each theme, we have listed the indicators for each age group as stated in the Florida Standards. We have arranged these indicators in groups to coincide with the developmental progression seen within each of the HighReach Learning objectives for ages 12–36 months. Within some domains in the Florida Standards, indicators remain the same across all age groups; in these domains, we have listed each indicator only once. In other domains, indicators vary across the age groups; in these domains, we have grouped the indicators to show the developmental progression within the standards and corresponding objectives.

HighReach Learning uses a relationship-based approach to curriculum, realizing that toddlers and two-year-olds learn in the context of trusting and secure relationships with those around them. Therefore, the experience starters that are outlined in the materials focus on inspiring curiosity and wonder through interaction with people and materials within environments tailored to meet the unique needs of children under three years of age. Providing a variety of experiences for toddlers and two-year-olds helps to support teachers to explore and expand the very young child’s developing capabilities in “reading the world.”

# Physical Health

Florida Birth to Three Learning and Developmental Standards	HighReach Learning Curriculum Alignment with Standards
<b>A. PHYSICAL HEALTH</b>	
<p>1. Shows characteristics of appropriate health and development.</p>	<p><b>FM1</b> Improves fine motor coordination by manipulating materials  <i>Indicators:</i>            Picks up objects            Explores textures with hands            Makes marks with writing materials            Stacks blocks or toys            Begins to use a spoon or other utensil to feed self            Uses crayons, markers, and paintbrushes with increasing control            Builds simple block structures            Puts connecting toys together and takes them apart            Begins to work simple puzzles</p> <p><b>GM1</b> Improves gross motor skills and strength  <i>Indicators:</i>            Walks with help            Walks without help            Begins to climb            Runs            Kicks a ball            Demonstrates increasing balance            Climbs up and down stairs with increasing skill            Shows stamina and energy during daily activities</p> <p><b>HS1</b> Becomes more aware of body  <i>Indicators:</i>            Explores different ways to move body parts            Points to body parts on toy or person when named            Points to body parts on self when named            Begins to name body parts</p> <p><b>HS2</b> Builds self-help skills (eating, drinking, toileting, tooth brushing)  <i>Indicators:</i>            Drinks from a cup            Uses a spoon or other utensil to feed self            Takes off clothes            Begins to put on clothes            Washes hands with assistance            Attempts to clean self when toileting            Uses a tissue</p>
<p>2. Shows characteristics of nutritional health.</p>	<p><b>HS2</b> Builds self-help skills (eating, drinking, toileting, tooth brushing)  <i>Indicators:</i>            Drinks from a cup            Uses a spoon or other utensil to feed self            Takes off clothes            Begins to put on clothes            Washes hands with assistance            Attempts to clean self when toileting            Uses a tissue</p>

<p>3. Demonstrates visual abilities to facilitate healthy growth and development.</p>	<p><b>BK1</b> Enjoys books and stories  <i>Indicators:</i>  Points at pictures  Vocalizes while book is read  Imitates adult actions and speech when reading  Shows preferences for favorite books  Names familiar objects in books  Predicts a word or phrase that comes next in a familiar story  Begins to understand story sequence</p> <p><b>VA1</b> Experiments with a variety of art experiences  <i>Indicators:</i>  Joins in art activities  Uses a variety of art tools  Shows preference for favorite colors  Becomes increasingly involved in the art process  Talks about art creations</p> <p><b>VA2</b> Notices elements of art  <i>Indicators:</i>  Enjoys looking at various types of art on display (mobiles, painting, sculpture, etc.)  Notices different shapes, lines, colors, forms, and materials  Notices people and their expressions</p> <p><b>PM1</b> Demonstrates an awareness of patterns  <i>Indicators:</i>  Shows interest in colors, patterns, and textures  Uses simple nesting and stacking toys  Matches like objects  Sorts objects by color, size, or shape</p> <p><b>HS2</b> Builds self-help skills (eating, drinking, toileting, tooth brushing)  <i>Indicators:</i>  Drinks from a cup  Uses a spoon or other utensil to feed self  Takes off clothes  Begins to put on clothes  Washes hands with assistance  Attempts to clean self when toileting  Uses a tissue</p>
<p>4. Exhibits auditory abilities to facilitate healthy growth and development.</p>	<p><b>PA1</b> Shows awareness of sounds and language  <i>Indicators:</i>  Plays with rhymes and songs  Repeats patterns in rhymes and songs  Attempts to sing songs or recite rhymes  Predicts a word in a very familiar song  Attempts to sing songs or recite rhymes independently  Plays with words that sound the same or different  Shows sensitivity to changes in inflection and melodies</p> <p><b>HS1</b> Becomes more aware of body  <i>Indicators:</i>  Explores different ways to move body parts  Points to body parts on toy or person when named  Points to body parts on self when named  Begins to name body parts</p> <p><b>LU1</b> Demonstrates understanding of verbal/nonverbal conversation (response can be verbal/nonverbal)  <i>Indicators:</i></p>

	<p>Shows interest in conversations by looking/watching          Responds verbally/nonverbally in conversation          Points to objects when named          Follows a two-part oral direction          Understands many words, including action words and prepositions          Understands increasingly complex sentences</p> <p><b>LU2</b> Recognizes familiar environmental sounds  <i>Indicators:</i>          Points to picture or object to indicate source of environmental sound          Names source of environmental sound</p> <p><b>LU3</b> Attends to brief stories, rhymes, and songs  <i>Indicators:</i>          Watches face of speaker sharing story, rhyme, or song          Uses body language to show interest in story, rhyme, or song          Imitates words from story, rhyme, or song          Answers simple questions about story, rhyme, or song</p>
5. Shows characteristics of oral health.	<p><b>HS2</b> Builds self-help skills (eating, drinking, toileting, tooth brushing)  <i>Indicators:</i>          Drinks from a cup          Uses a spoon or other utensil to feed self          Takes off clothes          Begins to put on clothes          Washes hands with assistance          Attempts to clean self when toileting          Uses a tissue</p>
6. Has regular visits with a primary health care provider.	<p>A healthy mind and body is an explicit goal of the HighReach Learning Zones and the wellness awareness activities within the curriculum.</p>
<b>B. WELLNESS</b>	
1. Shows basic physical needs are met.	<p><b>HS1</b> Becomes more aware of body  <i>Indicators:</i>          Explores different ways to move body parts          Points to body parts on toy or person when named          Points to body parts on self when named          Begins to name body parts</p> <p><b>HS2</b> Builds self-help skills (eating, drinking, toileting, tooth brushing)  <i>Indicators:</i>          Drinks from a cup          Uses a spoon or other utensil to feed self          Takes off clothes          Begins to put on clothes          Washes hands with assistance          Attempts to clean self when toileting          Uses a tissue</p> <p><b>FM1</b> Improves fine motor coordination by manipulating materials  <i>Indicators:</i>          Picks up objects          Explores textures with hands          Makes marks with writing materials          Stacks blocks or toys</p>

	<p>Begins to use a spoon or other utensil to feed self          Uses crayons, markers, and paintbrushes with increasing control          Builds simple block structures          Puts connecting toys together and takes them apart          Begins to work simple puzzles</p> <p><b>GM1</b> Improves gross motor skills and strength  <i>Indicators:</i>          Walks with help          Walks without help          Begins to climb          Runs          Kicks a ball          Demonstrates increasing balance          Climbs up and down stairs with increasing skill          Shows stamina and energy during daily activities</p>
<p>2. Engages in adult-child interaction.</p>	<p><b>SC1</b> Uses language to communicate with others (needs, opinions, feelings, etc.)  <i>Indicators:</i>          Uses gestures or sign language to communicate          Vocalizes during play          Uses single words meaningfully          Imitates adult speech          Increasingly uses nouns and verbs when speaking          Uses increasingly complex sentences</p> <p><b>SC2</b> Uses communication for many purposes  <i>Indicators:</i>          Initiates interactions with others          Shows protest or disagreement (verbally or nonverbally)          Uses words to communicate wants and needs          Takes several back-and-forth turns in conversations</p> <p><b>SO1</b> Demonstrates trusting attachments with adults  <i>Indicators:</i>          Seeks comfort from and calms with a recognized adult          Engages in play with toys or others, “checking in” with trusted adult          Seeks help from a trusted adult when needed          Plays independently for increasingly long periods of time</p> <p><b>SO2</b> Engages in social interactions  <i>Indicators:</i>          Focuses on play object in give-and-take with a trusted adult or peer partner          Responds well to positive feedback          Engages in parallel play</p> <p><b>SO3</b> Begins to cooperate with others  <i>Indicators:</i>          Begins to cooperate, but may be reluctant          Participates in simple back-and-forth interactions with others          Interacts positively with other children and adults          Participates in simple games</p>
<p>3. Participates in basic health and safety routines.</p>	<p><b>GM1</b> Improves gross motor skills and strength  <i>Indicators:</i>          Walks with help          Walks without help</p>

	<p>Begins to climb Runs Kicks a ball Demonstrates increasing balance Climbs up and down stairs with increasing skill Shows stamina and energy during daily activities <b>HS2</b> Builds self-help skills (eating, drinking, toileting, tooth brushing) <i>Indicators:</i> Drinks from a cup Uses a spoon or other utensil to feed self Takes off clothes Begins to put on clothes Washes hands with assistance Attempts to clean self when toileting Uses a tissue</p>
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# Approaches to Learning

Florida Birth to Three Learning and Developmental Standards	HighReach Learning Curriculum Alignment with Standards
<b>A. EAGERNESS AND CURIOSITY</b>	
1. Shows eagerness and curiosity as a learner.	<p><b>IC1</b> Shows curiosity about new things and new experiences <i>Indicators:</i> Joins in new activities and explores new materials or events Asks questions Makes independent choices</p> <p><b>PS2</b> Shows increasing persistence when facing challenges <i>Indicators:</i> Attempts task for a minute or two before asking for help Tries to solve problems or challenges with a toy or task</p>
<b>B. PERSISTENCE</b>	
12–18 months 1. Attends briefly and persists in repetitive tasks.	<p><b>LU3</b> Attends to brief stories, rhymes, and songs <i>Indicators:</i> Watches face of speaker sharing story, rhyme, or song Uses body language to show interest in story, rhyme, or song Imitates words from story, rhyme, or song Answers simple questions about story, rhyme, or song</p> <p><b>SO1</b> Demonstrates trusting attachments with adults <i>Indicators:</i> Seeks comfort from and calms with a recognized adult Engages in play with toys or others, “checking in” with trusted adult Seeks help from a trusted adult when needed Plays independently for increasingly long periods of time</p> <p><b>PS1</b> Uses a variety of problem-solving techniques <i>Indicators:</i> Tries one or two ways to solve a play dilemma Uses repetition to discover new skills Uses objects as tools Understands that some tasks require more than one step</p> <p><b>PS2</b> Shows increasing persistence when facing challenges <i>Indicators:</i> Attempts task for a minute or two before asking for help Tries to solve problems or challenges with a toy or task</p>
18–24 Months 1. Attends for longer periods of time and persists at preferred activities.	
24–36 Months 1. Spends more time engaging in child-initiated activities and seeks or accepts help when encountering a problem.	
<b>C. CREATIVITY AND PROBLEM-SOLVING</b>	
12–18 Months 1. Approaches and explores new experiences in familiar settings.	<p><b>IC1</b> Shows curiosity about new things and new experiences <i>Indicators:</i> Joins in new activities and explores new materials or events Asks questions Makes independent choices</p> <p><b>PS1</b> Uses a variety of problem-solving techniques</p>
18–24 Months 1. Delights in finding new properties and uses for familiar objects and experiences.	

24–36 Months

1. Explores the environment with purpose and flexibility.

*Indicators:*

Tries one or two ways to solve a play dilemma

Uses repetition to discover new skills

Uses objects as tools

Understands that some tasks require more than one step

**PS2** Shows increasing persistence when facing challenges

*Indicators:*

Attempts task for a minute or two before asking for help

Tries to solve problems or challenges with a toy or task

**SS1** Utilizes different methods to gain information and solve problems

*Indicators:*

Uses senses when exploring

Manipulates new toys and materials to see what they will do

Uses objects in a variety of ways

Describes what is observed (e.g., “ball down”)

# Social and Emotional Development

Florida Birth to Three Learning and Developmental Standards	HighReach Learning Curriculum Alignment with Standards
<b>A. TRUST AND EMOTIONAL SECURITY</b>	
<p>1. Forms and maintains secure relationships with others.</p>	<p><b>SO1</b> Demonstrates trusting attachments with adults  <i>Indicators:</i>                      Seeks comfort from and calms with a recognized adult                      Engages in play with toys or others, “checking in” with trusted adult                      Seeks help from a trusted adult when needed                      Plays independently for increasingly long periods of time</p> <p><b>SO2</b> Engages in social interactions  <i>Indicators:</i>                      Focuses on play object in give-and-take with a trusted adult or peer partner                      Responds well to positive feedback                      Engages in parallel play</p>
<p>2. Responds to the environment.</p>	<p><b>SO1</b> Demonstrates trusting attachments with adults  <i>Indicators:</i>                      Seeks comfort from and calms with a recognized adult                      Engages in play with toys or others, “checking in” with trusted adult                      Seeks help from a trusted adult when needed                      Plays independently for increasingly long periods of time</p> <p><b>SE1</b> Demonstrates a positive sense of self  <i>Indicators:</i>                      Enjoys looking at self in mirror                      Explores materials freely, without hesitation                      Tries new activities without hesitation                      Demonstrates growing independence during daily activities                      Refers to self by name                      Uses the words me, I, mine</p> <p><b>KF1</b> Demonstrates knowledge of home, school, and community  <i>Indicators:</i>                      Recognizes family members                      Recognizes teacher and other adults at school                      Able to identify places at school that correspond to places at home                      Understands similarities and differences between home and school                      Begins to recognize familiar places in the community</p> <p><b>PS2</b> Shows increasing persistence when facing challenges  <i>Indicators:</i>                      Attempts task for a minute or two before asking for help                      Tries to solve problems or challenges with a toy or task</p>
<b>B. SELF-REGULATION</b>	
<p>12–18 Months</p>	<p><b>SE2</b> Develops awareness of own feelings and those of others</p>

1. Demonstrates developing emotional regulation.	<i>Indicators:</i> Uses expressions and emotions to communicate Indicates likes/dislikes through gestures Indicates likes/dislikes verbally Develops ability to discern others' feelings through body language and facial expressions <b>SL1</b> Demonstrates emerging self-regulation <i>Indicators:</i> Uses ways to calm and soothe self Plays independently for an increasing amount of time Shows comfort in routines Begins to express disagreement in an appropriate way Begins to express wants and needs appropriately Begins to show empathy and understanding of others' feelings
18–24 Months 1. Demonstrates increasing emotional regulation.	
24–36 Months 1. Demonstrates increasing emotional regulation.	
12–18 Months 2. Demonstrates developing behavioral regulation	<b>SE2</b> Develops awareness of own feelings and those of others <i>Indicators:</i> Uses expressions and emotions to communicate Indicates likes/dislikes through gestures Indicates likes/dislikes verbally Develops ability to discern others' feelings through body language and facial expressions <b>SL1</b> Demonstrates emerging self-regulation <i>Indicators:</i> Uses ways to calm and soothe self Plays independently for an increasing amount of time Shows comfort in routines Begins to express disagreement in an appropriate way Begins to express wants and needs appropriately Begins to show empathy and understanding of others' feelings <b>SL2</b> Begins to understand and follow simple rules <i>Indicators:</i> Responds appropriately to reminders Able to follow simple rules, but may not do so all the time
18–24 Months 2. Demonstrates increasing behavioral regulation.	
24–36 Months 2. Demonstrates increasing behavioral regulation.	
12–18 Months 3. Demonstrates developing social problem-solving.	<b>SO1</b> Demonstrates trusting attachments with adults <i>Indicators:</i> Seeks comfort from and calms with a recognized adult Engages in play with toys or others, “checking in” with trusted adult Seeks help from a trusted adult when needed Plays independently for increasingly long periods of time <b>SO2</b> Engages in social interactions <i>Indicators:</i> Focuses on play object in give-and-take with a trusted adult or peer partner Responds well to positive feedback Engages in parallel play <b>PS1</b> Uses a variety of problem-solving techniques <i>Indicators:</i> Tries one or two ways to solve a play dilemma Uses repetition to discover new skills Uses objects as tools Understands that some tasks require more than one step <b>PS2</b> Shows increasing persistence when facing challenges <i>Indicators:</i>
18–24 Months 3. Demonstrates increasing social problem-solving.	
24–36 Months 3. Demonstrates increasing social problem-solving.	

	<p>Attempts task for a minute of two before asking for help Tries to solve problems or challenges with a toy or task</p>
<p><b>C. SELF-CONCEPT</b></p>	
<p>1. Forms and maintains mutual relationships with others.</p>	<p><b>SO1</b> Demonstrates trusting attachments with adults <i>Indicators:</i> Seeks comfort from and calms with a recognized adult Engages in play with toys or others, “checking in” with trusted adult Seeks help from a trusted adult when needed Plays independently for increasingly long periods of time</p> <p><b>SO2</b> Engages in social interactions <i>Indicators:</i> Focuses on play object in give-and-take with a trusted adult or peer partner Responds well to positive feedback Engages in parallel play</p> <p><b>SO3</b> Begins to cooperate with others <i>Indicators:</i> Begins to cooperate, but may be reluctant Participates in simple back-and-forth interactions with others Interacts positively with other children and adults Participates in simple games</p>
<p>2. Becomes aware of oneself as a unique individual while still connected to others.</p>	<p><b>SE1</b> Demonstrates a positive sense of self <i>Indicators:</i> Enjoys looking at self in mirror Explores materials freely, without hesitation Tries new activities without hesitation Demonstrates growing independence during daily activities Refers to self by name Uses the words me, I, mine</p> <p><b>SE2</b> Develops awareness of own feelings and those of others <i>Indicators:</i> Uses expressions and emotions to communicate Indicates likes/dislikes through gestures Indicates likes/dislikes verbally Develops ability to discern others’ feelings through body language and facial expressions</p>
<p>3. Demonstrates increasing sense of competence and confidence in growing abilities.</p>	<p><b>SE1</b> Demonstrates a positive sense of self <i>Indicators:</i> Enjoys looking at self in mirror Explores materials freely, without hesitation Tries new activities without hesitation Demonstrates growing independence during daily activities Refers to self by name Uses the words me, I, mine</p> <p><b>SL1</b> Demonstrates emerging self-regulation <i>Indicators:</i> Uses ways to calm and soothe self Plays independently for an increasing amount of time Shows comfort in routines Begins to express disagreement in an appropriate way Begins to express wants and needs appropriately</p>

	<p>Begins to show empathy and understanding of others' feelings</p> <p><b>IC1</b> Shows curiosity about new things and new experiences</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"><li>Joins in new activities and explores new materials or events</li><li>Asks questions</li><li>Makes independent choices</li></ul> <p><b>PS1</b> Uses a variety of problem-solving techniques</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"><li>Tries one or two ways to solve a play dilemma</li><li>Uses repetition to discover new skills</li><li>Uses objects as tools</li><li>Understands that some tasks require more than one step</li></ul> <p><b>PS2</b> Shows increasing persistence when facing challenges</p> <p><i>Indicators:</i></p> <ul style="list-style-type: none"><li>Attempts task for a minute or two before asking for help</li><li>Tries to solve problems or challenges with a toy or task</li></ul>
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# Emergent Literacy

Florida Birth to Three Learning and Developmental Standards	HighReach Learning Curriculum Alignment with Standards
<b>A. LISTENING AND UNDERSTANDING</b>	
12–18 Months 1. Shows increased understanding of gestures and words.	<b>LU1</b> Demonstrates understanding of verbal/nonverbal conversation (response can be verbal/nonverbal) <i>Indicators:</i> Shows interest in conversations by looking/watching Responds verbally/nonverbally in conversation Points to objects when named Follows a two-part oral direction Understands many words, including action words and prepositions Understands increasingly complex sentences <b>LU3</b> Attends to brief stories, rhymes, and songs <i>Indicators:</i> Watches face of speaker sharing story, rhyme, or song Uses body language to show interest in story, rhyme, or song Imitates words from story, rhyme, or song Answers simple questions about story, rhyme, or song
18–24 Months 1. Gains meaning through listening.	
24–36 Months 1. Gains meaning through listening.	
<b>B. COMMUNICATING AND SPEAKING</b>	
12–18 Months 1. Uses consistent sounds, gestures, and some words to communicate.	<b>SC1</b> Uses language to communicate with others (needs, opinions, feelings, etc.) <i>Indicators:</i> Uses gestures or sign language to communicate Vocalizes during play Uses single words meaningfully Imitates adult speech Increasingly uses nouns and verbs when speaking Uses increasingly complex sentences
18–24 Months 1. Uses a growing numbers of words and puts words together.	
24–36 Months 1. Speaks clearly enough to be understood by most listeners.	
18–24 Months 2. Attends to and tries to take part in conversations.	<b>SC2</b> Uses communication for many purposes <i>Indicators:</i> Initiates interactions with others Shows protest or disagreement (verbally or nonverbally) Uses words to communicate wants and needs Takes several back-and-forth turns in conversations
24–36 Months 2. Participates in conversations.	
<b>C. EARLY READING</b>	
12–18 Months 1. Builds and uses vocabulary through direct experiences and involvement with pictures and books.	<b>BK1</b> Enjoys books and stories <i>Indicators:</i> Points at pictures Vocalizes while book is read Imitates adult actions and speech when reading Shows preferences for favorite books Names familiar objects in books
18–24 Months 1. Learns that pictures represent real	

objects, events, and ideas.	Predicts a word or phrase that comes next in a familiar story Begins to understand story sequence <b>PR1</b> Understands symbols/pictures can be “read” by others and have meaning <i>Indicators:</i> Begins to identify common symbols (logos, stop sign, traffic light, etc.) Explores different writing materials Scribbles Attempts to communicate through scribbling
24–36 Months 1. Shows growing interest in print and books.	
18–24 Months 2. Shows motivation to read.	<b>BK1</b> Enjoys books and stories <i>Indicators:</i> Points at pictures Vocalizes while book is read Imitates adult actions and speech when reading Shows preferences for favorite books Names familiar objects in books Predicts a word or phrase that comes next in a familiar story Begins to understand story sequence
24–36 Months 2. Shows motivation to read.	
<b>D. EARLY WRITING</b>	
12–18 Months 1. Uses tools to make scribbles.	<b>PR1</b> Understands symbols/pictures can be “read” by others and have meaning <i>Indicators:</i> Begins to identify common symbols (logos, stop sign, traffic light, etc.) Explores different writing materials Scribbles Attempts to communicate through scribbling
18–24 Months 1. Makes purposeful marks on paper.	
24–36 Months 1. Uses scribbles and unconventional shapes to convey messages.	
12–18 Months 2. Repeats actions that symbolize meaningful ideas.	<b>DP1</b> Engages in pretend play <i>Indicators:</i> Imitates sounds and facial expressions Plays interactive games with adults Uses an object to symbolize another (e.g., block is used as a cup) Uses dramatic play props in realistic ways Attempts to include others in dramatic play Begins to take roles during dramatic play
18–24 Months 2. Uses beginning representation through play that imitates familiar routines.	
24–36 Months 2. Uses more complicated imitative play as symbolic thought processes and mental concepts or pictures are developed.	

## Cognitive Development and General Knowledge

Florida Birth to Three Learning and Developmental Standards	HighReach Learning Curriculum Alignment with Standards
<b>A. EXPLORATION AND DISCOVERY</b>	
<p>12–18 Months 1. Responds in varied ways to people and objects.</p>	<p><b>IC1</b> Shows curiosity about new things and new experiences <i>Indicators:</i> Joins in new activities and explores new materials or events Asks questions Makes independent choices</p> <p><b>SK1</b> Observes and describes things in the environment <i>Indicators:</i> Names a few living things (dog, flower, etc.) Shows interest in things in the environment (clouds, rocks, etc.) Recognizes ways living things interact with the environment Describes things in the environment by one or two characteristics Begins to classify things that belong together</p> <p><b>SO2</b> Engages in social interactions <i>Indicators:</i> Focuses on play object in give-and-take with a trusted adult or peer partner Responds well to positive feedback Engages in parallel play</p> <p><b>SL2</b> Begins to understand and follow simple rules <i>Indicators:</i> Responds appropriately to reminders Able to follow simple rules, but may not do so all the time</p> <p><b>SS1</b> Utilizes different methods to gain information and solve problems <i>Indicators:</i> Uses senses when exploring Manipulates new toys and materials to see what they will do Uses objects in a variety of ways Describes what is observed (e.g., “ball down”)</p> <p><b>SS2</b> Understands cause and effect <i>Indicators:</i> Repeats actions in attempt to repeat effect Tries different methods to get the same result Notices different results</p>
<p>18–24 Months 1. Shows more complex responses to people and objects.</p>	
<p>24–36 Months 1. Demonstrates discriminating responses to people and objects.</p>	
<p>12–18 Months 2. Establishes more complex relationships.</p>	<p><b>SO1</b> Demonstrates trusting attachments with adults <i>Indicators:</i> Seeks comfort from and calms with a recognized adult Engages in play with toys or others, “checking in” with trusted adult Seeks help from a trusted adult when needed Plays independently for increasingly long periods of time</p> <p><b>SO2</b> Engages in social interactions <i>Indicators:</i> Focuses on play object in give-and-take with a trusted adult or</p>
<p>18–24 Months 2. Expands relationships.</p>	
<p>24–36 Months 2. Engages in multiple productive relationships.</p>	

	<p>peer partner</p> <p>Responds well to positive feedback</p> <p>Engages in parallel play</p>
12–18 Months 3. Initiates more events.	<p><b>SO3</b> Begins to cooperate with others</p> <p><i>Indicators:</i></p> <p>Begins to cooperate, but may be reluctant</p> <p>Participates in simple back-and-forth interactions with others</p> <p>Interacts positively with other children and adults</p> <p>Participates in simple games</p>
18–24 Months 3. Initiates more complex interactions.	
24–36 Months 3. Initiates rich and varied events.	
<b>B. CONCEPT DEVELOPMENT AND MEMORY</b>	
12–18 Months 1. Responds in varied ways to people and objects.	<p><b>IC1</b> Shows curiosity about new things and new experiences</p> <p><i>Indicators:</i></p> <p>Joins in new activities and explores new materials or events</p> <p>Asks questions</p> <p>Makes independent choices</p> <p><b>SK1</b> Observes and describes things in the environment</p> <p><i>Indicators:</i></p> <p>Names a few living things (dog, flower, etc.)</p> <p>Shows interest in things in the environment (clouds, rocks, etc.)</p> <p>Recognizes ways living things interact with the environment</p> <p>Describes things in the environment by one or two characteristics</p> <p>Begins to classify things that belong together</p> <p><b>SO2</b> Engages in social interactions</p> <p><i>Indicators:</i></p> <p>Focuses on play object in give-and-take with a trusted adult or peer partner</p> <p>Responds well to positive feedback</p> <p>Engages in parallel play</p> <p><b>SL2</b> Begins to understand and follow simple rules</p> <p><i>Indicators:</i></p> <p>Responds appropriately to reminders</p> <p>Able to follow simple rules, but may not do so all the time</p> <p><b>VA2</b> Notices elements of art</p> <p><i>Indicators:</i></p> <p>Enjoys looking at various types of art on display (mobiles, painting, sculpture, etc.)</p> <p>Notices different shapes, lines, colors, forms, and materials</p> <p>Notices people and their expressions</p> <p><b>GS1</b> Explores spatial relationships</p> <p><i>Indicators:</i></p> <p>Moves self over, under, through, and in objects</p> <p>Fills and dumps objects</p> <p>Explores how objects fit together and can be taken apart</p> <p><b>GS2</b> Recognizes and begins to identify shapes</p> <p><i>Indicators:</i></p> <p>Matches like shapes</p> <p>Sorts items by shape</p> <p>Begins to identify basic shapes</p>
18–24 Months 1. Shows more complex responses to people and objects.	
24–36 Months 1. Demonstrates discriminating responses to people and objects.	
12–18 Months 2. Establishes more complex relationships.	<p><b>SO1</b> Demonstrates trusting attachments with adults</p> <p><i>Indicators:</i></p> <p>Seeks comfort from and calms with a recognized adult</p>
18–24 Months	

<p>2. Expands relationships.</p> <p>24–36 Months</p> <p>2. Engages in multiple productive relationships.</p>	<p>Engages in play with toys or others, “checking in” with trusted adult</p> <p>Seeks help from a trusted adult when needed</p> <p>Plays independently for increasingly long periods of time</p> <p><b>SO2</b> Engages in social interactions</p> <p><i>Indicators:</i></p> <p>Focuses on play object in give-and-take with a trusted adult or peer partner</p> <p>Responds well to positive feedback</p> <p>Engages in parallel play</p>
<p>12–18 Months</p> <p>3. Initiates more events.</p>	<p><b>SO3</b> Begins to cooperate with others</p> <p><i>Indicators:</i></p> <p>Begins to cooperate, but may be reluctant</p> <p>Participates in simple back-and-forth interactions with others</p> <p>Interacts positively with other children and adults</p> <p>Participates in simple games</p> <p><b>SS2</b> Understands cause and effect</p> <p><i>Indicators:</i></p> <p>Repeats actions in attempt to repeat effect</p> <p>Tries different methods to get the same result</p> <p>Notices different results</p> <p><b>PM2</b> Begins to understand the concept of time</p> <p><i>Indicators:</i></p> <p>Begins to understand time words such as before and after</p> <p>Begins to understand time sequence of daily routines</p> <p>Identifies times of daily routines (time to eat, time to nap, etc.)</p>
<p>18–24 Months</p> <p>3. Initiates more complex interactions.</p>	
<p>24–36 Months</p> <p>3. Initiates rich and varied events.</p>	

### C. PROBLEM-SOLVING AND CREATIVE EXPRESSION

<p>12–18 Months</p> <p>1. Responds in varied ways to people and objects</p>	<p><b>IC1</b> Shows curiosity about new things and new experiences</p> <p><i>Indicators:</i></p> <p>Joins in new activities and explores new materials or events</p> <p>Asks questions</p> <p>Makes independent choices</p> <p><b>SK1</b> Observes and describes things in the environment</p> <p><i>Indicators:</i></p> <p>Names a few living things (dog, flower, etc.)</p> <p>Shows interest in things in the environment (clouds, rocks, etc.)</p> <p>Recognizes ways living things interact with the environment</p> <p>Describes things in the environment by one or two characteristics</p> <p>Begins to classify things that belong together</p> <p><b>SO2</b> Engages in social interactions</p> <p><i>Indicators:</i></p> <p>Focuses on play object in give-and-take with a trusted adult or peer partner</p> <p>Responds well to positive feedback</p> <p>Engages in parallel play</p> <p><b>SL2</b> Begins to understand and follow simple rules</p> <p><i>Indicators:</i></p> <p>Responds appropriately to reminders</p> <p>Able to follow simple rules, but may not do so all the time</p> <p><b>VA2</b> Notices elements of art</p> <p><i>Indicators:</i></p>
<p>18–24 Months</p> <p>1. Shows more complex responses to people and objects.</p>	
<p>24–36 Months</p> <p>1. Demonstrates discriminating responses to people and things.</p>	

	<p>Enjoys looking at various types of art on display (mobiles, painting, sculpture, etc.)</p> <p>Notices different shapes, lines, colors, forms, and materials</p> <p>Notices people and their expressions</p>
<p>12–18 Months</p> <p>2. Establishes more complex relationships.</p>	<p><b>SO1</b> Demonstrates trusting attachments with adults</p> <p><i>Indicators:</i></p> <p>Seeks comfort from and calms with a recognized adult</p> <p>Engages in play with toys or others, “checking in” with trusted adult</p> <p>Seeks help from a trusted adult when needed</p> <p>Plays independently for increasingly long periods of time</p> <p><b>SO2</b> Engages in social interactions</p> <p><i>Indicators:</i></p> <p>Focuses on play object in give-and-take with a trusted adult or peer partner</p> <p>Responds well to positive feedback</p> <p>Engages in parallel play</p>
<p>18–24 Months</p> <p>2. Expands relationships.</p>	
<p>24–36 Months</p> <p>2. Engages in multiple productive relationships.</p>	
<p>12–18 Months</p> <p>3. Initiates more events.</p>	<p><b>SO3</b> Begins to cooperate with others</p> <p><i>Indicators:</i></p> <p>Begins to cooperate, but may be reluctant</p> <p>Participates in simple back-and-forth interactions with others</p> <p>Interacts positively with other children and adults</p> <p>Participates in simple games</p> <p><b>PM1</b> Demonstrates an awareness of patterns</p> <p><i>Indicators:</i></p> <p>Shows interest in colors, patterns, and textures</p> <p>Uses simple nesting and stacking toys</p> <p>Matches like objects</p> <p>Sorts objects by color, size, or shape</p> <p><b>GS1</b> Explores spatial relationships</p> <p><i>Indicators:</i></p> <p>Moves self over, under, through, and in objects</p> <p>Fills and dumps objects</p> <p>Explores how objects fit together and can be taken apart</p>
<p>18–24 Months</p> <p>3. Initiates more complex interactions.</p>	
<p>24–36 Months</p> <p>3. Initiates rich and varied events.</p>	

# Motor Development

Florida Birth to Three Learning and Developmental Standards	HighReach Learning Curriculum Alignment with Standards
<b>A. GROSS MOTOR DEVELOPMENT</b>	
12–18 Months 1. Demonstrates increased balance, control, and coordination.	<b>GM1</b> Improves gross motor skills and strength <i>Indicators:</i> Walks with help Walks without help Begins to climb Runs Kicks a ball Demonstrates increasing balance Climbs up and down stairs with increasing skill Shows stamina and energy during daily activities
18–24 Months 1. Demonstrates improved balance, control, and coordination.	
24–36 Months 1. Demonstrates advancing balance, control, and coordination.	
<b>B. FINE MOTOR DEVELOPMENT</b>	
12–18 Months 1. Demonstrates increased strength, control, and eye-hand coordination.	<b>FM1</b> Improves fine motor coordination by manipulating materials <i>Indicators:</i> Picks up objects Explores textures with hands Makes marks with writing materials Stacks blocks or toys Begins to use a spoon or other utensil to feed self Uses crayons, markers, and paintbrushes with increasing control Builds simple block structures Puts connecting toys together and takes them apart Begins to work simple puzzles
18–24 Months 1. Demonstrates improved strength, control, and eye-hand coordination.	
24–36 Months 1. Demonstrates advancing strength, control, and eye-hand coordination.	
<b>C. DEVELOPMENT OF SELF-HELP SKILLS</b>	
12–18 Months 1. Demonstrates increased participation in self-care.	<b>HS2</b> Builds self-help skills (eating, drinking, toileting, tooth brushing) <i>Indicators:</i> Drinks from a cup Uses a spoon or other utensil to feed self Takes off clothes Begins to put on clothes Washes hands with assistance Attempts to clean self when toileting Uses a tissue
18–24 Months 1. Demonstrates active participation in self-care.	
24–36 Months 1. Demonstrates active participation in self-care.	

For more information, visit the HighReach Learning, Inc., Web site at [www.highreach.com](http://www.highreach.com); contact the Jenn Siegfried, at [jsiegfried@highreach.com](mailto:jsiegfried@highreach.com); or call (800) 729-9988, ext. 5164.