

| Arizona Early Learning Standards rev. 2018 | Teaching Strategies GOLD Objectives | STAR Lessons and Activities | Themes First Lessons | Routine Essentials Lessons |
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| PHYSICAL DEVELOPMENT, HEALTH, AND SAFETY | | | | |
| Strand 1: Physical Health and Development | | | | |
| Concept 1: Gross Motor Development | | | | |
| a. Moves with maturing balance skills. | 1. Regulates own emotions and behaviors 1b. Follows limits and expectations 5. Demonstrates balancing skills | L1 Receptive Language Lesson 5, 6 L1 Functional Routines 1-3 | | Circle: PE |
| b. Moves with maturing locomotor skills (e.g., walks, runs, skips, jumps, gallops, hops, slides, leaps). | 1. Regulates own emotions and behaviors 1b. Follows limits and expectations 4. Demonstrates traveling skills | L1 Receptive Language Lesson 1-3 L2 Functional Routines 3-6, 11 L3 Functional Routines 3, 4, 15 | | Circle: PE |
| c. Moves with maturing coordination (e.g., reach, grasp, throw, catch). | 1. Regulates own emotions and behaviors 1b. Follows limits and expectations 4. Demonstrates traveling skills | L2 Receptive Language Lesson 5, 6 L3 Functional Routines 3, 4, 15 | | Circle: PE |
| d. Demonstrates an understanding of movement concepts including body awareness, spatial awareness, and directional awareness. | 1. Regulates own emotions and behaviors 1b. Follows limits and expectations 4. Demonstrates traveling skills 26. Demonstrates knowledge of the physical properties of objects and materials 37. Demonstrates progress in listening to and understanding English | L1 Receptive Language Lesson 5, 13 L2 Functional Routines 4, 5 L3 Functional Routines 3, 4, 15 | | Circle: PE |

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| Concept 2: Fine Motor Development | | | | |
| a. Uses fingers, hands, and wrists to manipulate a variety of tools and materials, (e.g., crayons, markers, chalk, sponges, paint brushes, scissors, pencils, silverware). | 7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 11. Demonstrates positive approaches to learning 11a. Attends and engages 11d. Shows curiosity and motivation | L1 Receptive Language Lesson 6-14 L1 Pre-academic Lesson 4 L1 Functional Routines 9-13 | Independent Work: Writing | Independent Work Systems |
| b. Uses eye-hand coordination to perform simple tasks. | 7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 11. Demonstrates positive approaches to learning 11a. Attends and engages | L1 Pre-academic Lesson 4 L1 Play & Social Interaction Lesson 2 | Independent Work: Writing | Independent Work Systems |
| c. Manipulates smaller objects, tools, and instruments that require wrist and squeezing motions. | 7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 7b. Uses writing and drawing tools 11. Demonstrates positive approaches to learning 11a. Attends and engages 11b. Persists | L1 Pre-academic Lesson 4 L2 Pre-academic Lesson 12, 13 | Group Work: Cooking Group Work: Games Independent Work: Writing | Independent Work Systems PE |
| d. Uses fine motor skills in daily living. | 1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 29. Demonstrates knowledge about self | L1 Functional Routines 4-7 L2 Functional Routines 6-8 L3 Functional Routines 7, 8 | Group Work: Cooking Group Work: Games Independent Work: Writing | Independent Work Systems |

Strand 2: Health**Concept 1: Personal Health and Hygiene Practices**

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| a. Demonstrates hygiene practices and personal care tasks with increasing independence. | 1. Regulates own emotions and behaviors 1b. Follows limits and expectations 1c. Takes care of own needs appropriately 28. Uses tools and other technology to perform tasks 29. Demonstrates knowledge about self | L1 Functional Routines 4-7 L2 Functional Routines 6-8 L3 Functional Routines 7, 8 | Group Work: Social Studies Group Work: Science | Independent Work Systems |
| b. Demonstrates healthy nutrition practices: 1. Nutrition knowledge 2. Nutrition choices | 1. Regulates own emotions and behaviors 1b. Follows limits and expectations 1c. Takes care of own needs appropriately 29. Demonstrates knowledge about self 30. Shows basic understanding of people and how they live | L1 Functional Routines 5 L2 Functional Routines 7 L3 Functional Routines 7 | Group Work: Social Studies Group Work: Science | Independent Work Systems PE |
| c. Demonstrates active physical play and rest. | 1. Regulates own emotions and behaviors 1b. Follows limits and expectations 4. Demonstrates traveling skills 5. Demonstrates balancing skills | L1 Functional Routines 7, 10 L1 Play & Social Interaction Lesson 3, 4 L2 Functional Routines 12 L2 Play & Social Interaction Lesson 4, 5 L3 Functional Routines 11 L3 Play & Social Interaction Lesson 4, 5 | | Circle: PE |
| d. Demonstrates emerging knowledge of wellness. | 1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 25. Demonstrates knowledge of the characteristics of living things 29. Demonstrates knowledge about self | L1 Functional Routines 4, 5, 6 L2 Functional Routines 7, 8 L3 Functional Routines 7, 8 | Group Work: Social Studies Group Work: Science | Independent Work Systems Circle: PE |
| e. Demonstrates emerging knowledge of oral health. | 1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 28. Uses tools and other technology to perform tasks 29. Demonstrates knowledge about self | L1 Functional Routines 5 L2 Functional Routines 7 L3 Functional Routines 7 | Group Work: Social Studies Group Work: Science | Independent Work Systems |

| Strand 3: Safety | | | | |
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| Concept 1: Safety and Injury Prevention | | | | |
| a. Identifies and follows basic safety rules with guidance and support (e.g., sun safety, animal and plant safety, outdoor and indoor safety). | 1. Regulates own emotions and behaviors 1b. Follows limits and expectations 2. Establishes and sustains positive relationships 2a. Forms relationships with adults 8. Listens to and understands increasingly complex language 8b. Follows directions 37. Demonstrates progress in listening to and understanding English 38. Demonstrates progress in speaking English | L1 Functional Routines 5, 7 L2 Functional Routines 4, 5, 7, 10 L3 Functional Routines 3, 4, 7, 10 L3 Play & Social Interaction Lesson 4, 5 | Group Work: Social Studies Group Work: Science | Independent Work Systems PE |
| b. Identifies basic signs and symbols that indicate danger (e.g., stop sign, poison, exit, flammable, slippery when wet, railroad crossing). | 14. Uses symbols and images to represent something 14a. Thinks symbolically 17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 37. Demonstrates progress in listening to and understanding English 38. Demonstrates progress in speaking English | L1 Receptive Language Lesson 1-4 L2 Receptive Language Lesson 1, 2 L2, L3 Functional Routines 1, 2 | Group Work: Social Studies | Independent Work Systems |
| c. Demonstrates transportation and street safety practices. | 1. Regulates own emotions and behaviors 1b. Follows limits and expectations 4. Demonstrates traveling skills 8. Listens to and understands increasingly complex language 8b. Follows directions | L1 Receptive Language Lesson 1-4 L1, L2, L3 Functional Routines 1, 2 | Group Work: Social Studies | Independent Work Systems |
| d. Enforces personal boundaries (safety, self-advocacy, and boundary awareness). | 1. Regulates own emotions and behaviors 1b. Follows limits and expectations 29. Demonstrates knowledge about self | L1 Play & Social Interaction Lesson 3 L2 Play & Social Interaction Lesson 3-5 L3 Play & Social Interaction Lesson 4, 5 | | Circle: PE |
| e. Knows personal information. | 1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 12. Recognizes and connects experiences 12b. Makes connections 29. Demonstrates knowledge about self 37. Demonstrates progress in listening to and understanding English 38. Demonstrates progress in speaking English | L2 Expressive Language Lesson 11 L3 Expressive Language Lesson 8 | | Independent Work Systems |
| f. Demonstrates emergency safety practices. | 1. Regulates own emotions and behaviors 1b. Follows limits and expectations 12. Recognizes and connects experiences 12a. Recognizes and recalls | L2 Expressive Language Lesson 11 L3 Expressive Language Lesson 8 | | Independent Work Systems |
| g. Demonstrates ways to tell a trusted adult if threatened or harmed. | 2. Establishes and sustains positive relationships 2a. Forms relationships with adults 9. Uses language to express thoughts and needs 9c. Uses conventional grammar 11. Demonstrates positive approaches to learning a. Attends and engages c. Solves problems 37. Demonstrates progress in listening to and understanding English 38. Demonstrates progress in speaking English | L1 Expressive Language Lesson 3 L2 Receptive Language Lesson 11 L2 Expressive Language Lesson 10 L3 Expressive Language Lesson 7, 8 L3 Spontaneous Language Lesson 3 | | Independent Work Systems |
| h. Identifies how adults help to keep us safe. | 1. Regulates own emotions and behaviors 1a. Manages feelings 1b. Follows limits and expectations 2. Establishes and sustains positive relationships 2a. Forms relationships with adults | L3 Receptive Language Lesson 1 L3 Expressive Language Lesson 1 | Group Work: Social Studies | Independent Work Systems |