

Correlation of GA Early Learning Standards, GA Pre-K Content Standards and Kindergarten Standards with Work Sampling System
Health and Physical Development

Adapted* by Elise Bellair, Cobb County School District

Pre-K HPD 1 Children will participate in a variety of gross-motor activities to develop control, balance, strength and coordination

Infants Indicators • Sample Behaviors	1 Year Olds Indicators • Sample Behaviors	2 Year Olds Indicators • Sample Behaviors	3 Year Olds Indicators • Sample Behaviors	4 Year Olds GA Pre-K Perf. Indicators • Sample Behaviors	Work Sampling System Preschool 4 Component: Indicator	Kdg. GPS
Demonstrates beginning coordination and balance, often with support P0G2 <ul style="list-style-type: none"> Reaches Grabs toes Scoots on tummy Crawls Pulls up Holds onto adult's fingers and walks a few steps Holds onto the edge of furniture as walks to adult Walks a few steps 	Demonstrates beginning coordination and balance P1G2 <ul style="list-style-type: none"> Squats down Walks using an adaptive walker Walks by himself Walks backwards a few steps Throws a large ball Runs and sometimes falls down Stands on tiptoes to reach for object Holding adult's hand, kicks beach ball a short distance 	Demonstrates coordination and balance P2G2 <ul style="list-style-type: none"> Sits on floor and catches a rolled ball with arms and body Jumps up and down in place Runs with ease, chasing friend around playground Walks along a curb while holding adult's hand Walks on tiptoes for a short distance Throws a ball toward small basketball hoop Kicks a ball forward 	Demonstrates coordination and balance P3G2 <ul style="list-style-type: none"> Walks on low balance beam a few steps, watching her feet as she goes Stands with both feet together and jumps forward Moves all around the living room without bumping into furniture Stands in place and kicks a soccer ball a few feet Throws ball a short distance Catches a large ball against body when bounced to her 	Develops coordination and balance HPD 1 a <ul style="list-style-type: none"> Carries a glass of water across the room without spilling it Peddles and steers a tricycle Walks on balance beam Balances on one foot 	<u>Gross Motor Development:</u> Moves with balance and control A 1 Coordinates movements to perform simple tasks A 2	Kindergarten GPS Standards are not yet available for this domain.
Demonstrates beginning coordination and balance, often with support P0G2 <i>Refer to Sample Behaviors above</i>	Demonstrates beginning coordination and balance P1G2 <i>Refer to Sample Behaviors above</i>	Demonstrates coordination and balance P2G2 <i>Refer to Sample Behaviors above</i>	Demonstrates coordination and balance P3G2 <i>Refer to Sample Behaviors above</i>	Coordinates movements to perform tasks HPD 1 b <ul style="list-style-type: none"> Walks, gallops, jumps and runs in rhythm to simple tunes and music patterns Climbs a slide ladder using arms and feet Moves body into position to catch or kick a ball Builds strength and stamina in movement activities 	<u>Gross Motor Development:</u> Moves with balance and control A 1 Coordinates movements to perform simple tasks A 2	
Gains control of head and body P0G1 <ul style="list-style-type: none"> Turns head Turns his head from one side to the other Rolls over Lifts head and chest off floor Sits up Sits in a high chair with trunk supports and holds his head up 	Begins to control movements using arms and legs P1G1 <ul style="list-style-type: none"> Climbs up on sofa and gets back down Climbs up stairs on hands and knees Pushes a toy Pulls a wagon Sits on riding toy and tries to move it using both feet at same time 	Controls body movements P2G1 <ul style="list-style-type: none"> Climbs up steps on slide and slides down Walks up and down stairs, putting both feet on each step, holding adult's hand Sits on riding toy and moves it around using both feet at same time Uses arms to move around in wheelchair Puts feet on pedals to try to ride tricycle P2G1e 	Controls body movements P3G1 <ul style="list-style-type: none"> Lifts and carries large hollow blocks Climbs on low outdoor equipment with ease Jumps down into sandbox from the short ledge Hops in place Goes upstairs and downstairs; sometimes holding onto the handrail Pedals her tricycle and goes forward Walks around room wearing his leg braces and crutches 	Participates in a variety of indoor and outdoor activities that increase strength, endurance, and flexibility HPD 1 c <ul style="list-style-type: none"> Uses outdoor large motor equipment daily 	<u>Gross Motor Development:</u> Coordinates movements to perform simple tasks A 2	

Pre-K HPD 2 Children will participate in activities that foster fine motor development

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Gains control of hands and fingers P0F1 <ul style="list-style-type: none"> • Puts fingers in mouth. • Brings a rattle placed in hand to mouth • Grasps favorite blanket, lets go, grasps it again, and lets go again. • Transfers object from one hand to the other. • Dumps out objects from a container. • Visually impaired child reaches out and feels 	Gains control of hands and fingers P1F1 <ul style="list-style-type: none"> • Pushes joystick of wheelchair • Scribbles using crayons and markers • Squeezes sponge 	Controls hands and fingers P2F1 <ul style="list-style-type: none"> • Scribbles on paper, making vertical, horizontal, and circular strokes • Begins to use thumb and fingertips when working w/ crayons, markers, pegs, beads • Turns the pages as looks through picture book • Twists wrist to screw and unscrew jar lids • Uses both hands as tries to use scissors to cut paper 	Controls hands and fingers P3F1 <ul style="list-style-type: none"> • Holds markers and crayons with thumb and fingers instead of fist • Uses scissors to snip pieces of paper • Copies lines and circles • Squeezes the turkey baster while playing at the water table • Turns each page of the paper book 	Performs fine-motor tasks that require small-muscle strength and control HPD 2 a <ul style="list-style-type: none"> • Tears a piece of tape off a roll of tape • Uses paper punch or stapler • Works with play dough • Uses writing tools 	Fine Motor Development: Uses strength and control to perform simple tasks B 1 Shows beginning control of writing, drawing and art tools B 3	Kindergarten GPS Standards are not yet available for this domain
Begins to coordinate motions using eyes and hands P0F2 <ul style="list-style-type: none"> • Looks at fingers and hands. • Reaches for teething ring and brings it to mouth. • Holds a block in each hand and bangs them together. • Crawls towards stuffed toy and picks it up • Puts a one-piece puzzle together 	Shows eye-hand coordination P1F2 <ul style="list-style-type: none"> • Puts large round pegs into pegboard • Pulls apart chain made with large pop beads • Stacks a few blocks on top of each other • Uses fingers to pick up small pieces of cereal • Puts large circle, square, triangle pieces in simple shape puzzle with knobs 	Shows eye-hand coordination P2F2 <ul style="list-style-type: none"> • Builds a tower using several blocks, boxes, and upside down pots and pans • Completes a simple puzzle with pieces that represent whole figures • Puts cap back on big marker • Hits the pegs in pound board with toy hammer • Holds a container in one hand and uses the other to put small objects in 	Shows eye-hand coordination P3F2 <ul style="list-style-type: none"> • Puts together and pulls apart small interconnecting blocks • Threads laces in and out of the holes in a sewing card • Puts a puzzle together with several connecting pieces • Builds a bridge out of wooden blocks 	Uses eye-hand coordination to perform fine-motor tasks HPD 2 b <ul style="list-style-type: none"> • Puts together puzzles • Strings beads or puts pegs into boards 	Fine Motor Development: Uses eye-hand coordination to perform tasks B 2	
Gains control of hands and fingers P0F1 <i>Refer to Sample Behaviors above</i>	Gains control of hands and fingers P1F1 <i>Refer to Sample Behaviors above</i>	Controls hands and fingers P2F1 <i>Refer to Sample Behaviors above</i>	Controls hands and fingers P3F1 <i>Refer to Sample Behaviors above</i>	Exhibits manual coordination HPD 2 c <ul style="list-style-type: none"> • Uses scissors and art materials • Uses hands and fingers to act out finger plays and songs • Begins to practice self-help skills in zipping and buttoning 	Fine Motor Development: Uses eye-hand coordination to perform tasks B 2	

Pre-K HPD 3 Children understand healthy and safe living practices

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<p>Begins to help with personal hygiene P0S3</p> <ul style="list-style-type: none"> • Sometimes cries when diapers are wet or soiled. 	<p>Shows beginning awareness of personal health needs P1H2</p> <ul style="list-style-type: none"> • Points to crib when tired <p>Helps with personal hygiene P1S3</p> <ul style="list-style-type: none"> • Sometimes points or says something when his diaper is wet or soiled • Washes hands with help • Tries to brush his teeth 	<p>Begins to attend to personal health needs P2H2</p> <ul style="list-style-type: none"> • When not feeling well, gets favorite stuffed animal and lies down • Tells adult when thirsty and wants a drink • Covers self with blanket when cold <p>Helps with personal hygiene P2S3</p> <ul style="list-style-type: none"> • Helps take diaper off • Lets adult know when needs to use bathroom • Uses bathroom when placed on toilet; needs help with clothing and cleaning • Washes and dries hands by self but may need help turning water on and off • Get a tissue when needing to wipe nose • Begins to brush teeth independently 	<p>Attends to personal health needs P3H2</p> <ul style="list-style-type: none"> • Lies down when tired • Goes to water fountain and drinks when thirsty • Tells adult she needs her sweater on a cold day <p>Attends to personal hygiene P3S3</p> <ul style="list-style-type: none"> • Takes care of own toileting needs with minimal help • Brushes teeth independently • Washes and dries hands 	<p>Participates in activities related to health and personal care routine HPD 3 a</p> <ul style="list-style-type: none"> • Washes hands after toileting and before eating • Dramatizes health care professional roles • Uses the tooth model to demonstrate how to properly brush teeth 	<p>Personal Health and Safety: Performs some self-care tasks independently C 1</p> <p>Follows basic health and safety rules C 2</p>	Kindergarten GPS Standards are not yet available for this domain
		<p>Names different foods P2H3</p> <ul style="list-style-type: none"> • Uses sign language to tell adult he wants some apple for snack • Tastes a few bites of broccoli and calls it by name • Tells adult he wants some chicken for dinner 	<p>Identifies healthy food choices P3H3</p> <ul style="list-style-type: none"> • Chooses pictures of healthy foods • Chooses healthy snacks to eat 	<p>Participates in activities related to nutrition HPD 3 b</p> <ul style="list-style-type: none"> • Identifies healthy foods • Sorts the plastic food in the dramatic play area into groups of fruits and vegetables 	<p>Personal Health and Safety: Follows basic health and safety rules C 2</p>	
<p>Responds to verbal or physical signal of danger P0H1</p> <ul style="list-style-type: none"> • Backs away from stove w/ adult's help as he says "Hot!" • Hearing impaired child, holds himself closer to mother when sees her expression of alarm in the face of danger 	<p>Responds to verbal or physical signal of danger P1H1</p> <ul style="list-style-type: none"> • Stops playing when adult says, "Stop!" • Offers hand to adult at the top of stairs to ask for help walking down 	<p>Pays attention to safety instructions P2H1</p> <ul style="list-style-type: none"> • Cooperates with safety instructions such as holding adult's hand when crossing street 	<p>Pays attention to safety instructions P3H1</p> <ul style="list-style-type: none"> • Follows fire drill procedures when teacher gives directions • Says, "Stop!" when his cousin Nick throws sand 	<p>Discusses and utilizes appropriate safety procedures HPD 3 c</p> <ul style="list-style-type: none"> • Knows to call 911 in an emergency • Discusses safety rules for playground • Participates in activities to learn to avoid dangerous situations 	<p>Personal Health and Safety: Follows basic health and safety rules C 2</p>	

Not Correlated to GA Pre-K Standard

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Begins to help with feeding P0S1 <ul style="list-style-type: none"> • Moves head around to get into position for breast/bottle feeding. • Puts hands on the bottle while adult is feeding him • Holds own bottle • Feeds self some finger foods. Holds a spoon and tries to get some food into mouth. • Starting to drink from training cup 	Helps with feeding P1S1 <ul style="list-style-type: none"> • Drinks from sippy cup with little spilling • Uses a spoon but may spill food • Still uses fingers sometimes when eating 	Feeds self P2S1 <ul style="list-style-type: none"> • Uses spoon to feed self independently • Drinks from open cup and may spill a little sometimes • Tries to use fork to pick up some food • Tries to pour milk from small pitcher into cup using both hands 	Feeds self P3S1 <ul style="list-style-type: none"> • Eats meals without spilling food on self • Uses a spoon and fork to feed self • Pours milk from small pitcher and usually stops before it spills • Spreads peanut butter on a cracker with a spreader 	Not correlated to GA Pre-K Standard	N/A	
Begins to help with dressing P0S2 <ul style="list-style-type: none"> • Pulls socks off • Raises arms when adult puts his shirt on 	Helps with dressing P1S2 <ul style="list-style-type: none"> • Puts arm into sleeve with help • Is beginning to undress by pulling off large items of clothing • Puts hat on head • Helps take coat off 	Helps with dressing P2S2 <ul style="list-style-type: none"> • Unzips jacket • Zips his jacket with assistance • May need help with shirt when undressing • Tries to dress self but needs help • Helps get jacket on • Puts socks and shoes on with help 	Dresses self P3S2 <ul style="list-style-type: none"> • Unsnaps shirt when getting undressed • Buttons the large buttons on sweater • Undresses before bath • Dresses with minimal help • Puts socks and shoes on with minimal help 	Not correlated to GA Pre-K Standard	N/A	