

South Carolina Early Learning Standards

Health and Physical Development (HPD)

Physical Health and Growth

1 Children develop healthy eating habits. HPD-1

Infants Birth to 12 months

- a Show interest in feeding routines. HPD-1A
- b Help with feeding themselves (eat finger foods, hold bottle). HPD-1B
- c Show hunger or fullness using actions, sounds, or words (cry or search for food, turn away when full). HPD-1C
- d Indicate foods they like and do not like. HPD-1D
- e Respond to different textures of food in their mouth (wait for the next bite, spit out food, turn head away). HPD-1E
- f Eat different kinds of food such as liquids, pureed or soft foods, and finely chopped food. HPD-1F

Younger Toddlers 8 to 21 months

- g Try new foods. HPD-1G
- h Feed themselves with some assistance (may use hands, spoons, or cups with or without lids). HPD-1H
- i Ask for or accept food when hungry. HPD-1I
- j Eat enough to meet nutritional needs, even when the amount or type of food varies over time (eat a lot at one meal and little at the next, show interest in many foods but no interest in others). HPD-1J
- k Eat a variety of small pieces of ageappropriate table foods. HPD-1K

Older Toddlers 18 to 36 months

- l Try new foods. HPD-1L
- m Feed themselves using utensils and hands. HPD-1M
- n Eat foods depending on their appetite and personal preference (make food choices at a meal, leave unwanted food on plate, ask for seconds of favorite food). HPD-1N
- o Notice and talk about food preferences, textures, temperatures, and tastes (crunchy crackers, warm soup, sweet apples). HPD-1O

Younger Preschoolers 36 to 48 months

- p Try new foods. HPD-1P
- q Feed themselves independently with utensils. HPD-1Q
- r Communicate that some foods are good for them (fruits, vegetables, milk) and some are not healthy (potato chips, soda). HPD-1R

Older Preschoolers 48 to 60+ months

- s Try new foods. HPD-1S
- t Feed themselves independently with utensils. HPD-1T

- u** Given a selection of familiar foods, identify which foods are nutritious and which are not. **HPD-1U**
- v** Talk about variety and amount of foods needed to be healthy (can identify what is missing from their meal). **HPD-1V**
- w** Name foods and beverages that help to build healthy bodies. **HPD-1W**

2 Children engage in and sustain various forms of physical play indoors and out. HPD-2

Infants Birth to 12 months

- a Engage in physically active movements (spending time on their tummy, repeating actions, kicking, waving arms, rolling over). HPD-2A
- b Move their bodies to explore the indoor and outdoor environment. HPD-2B
- c Develop strength by continuing movements over short periods of time. HPD-2C

Younger Toddlers 8 to 21 months

- d Show they enjoy active play and seek to be physically active (choose to play often on climber, laugh and squeal while moving). HPD-2D
- e Anticipate and ask for outdoor play (point at door and say, “Out!”, resist coming indoors). HPD-2E
- f Engage in regular and sustained movement (push toys around play yard, go up and down slide over and over). HPD-2F
- g Develop strength and stamina as they use large muscles and participate in physical activity for longer periods of time. HPD-2G

Older Toddlers 18 to 36 months

- h Develop strength and stamina by spending moderate periods of time engaged in active physical play indoors and out. HPD-2H
- i Show satisfaction with new active skills and strengths (ask others to watch them, say, “I’m big and strong!”). HPD-2I
- j With guidance and support, transition from active to quiet activities. HPD-2J

Younger Preschoolers 36 to 48 months

- k Develop strength and stamina by spending moderate periods of time engaged in active physical play indoors and out. HPD-2K
- l Choose a variety of structured and unstructured physical activities indoors and outdoors. HPD-2L
- m Participate in simple games and other structured motor activities that enhance physical fitness (songs with movement, throwing and catching). HPD-2M
- n Transition from active to quiet activities with limited guidance and support. HPD-2N

Older Preschoolers 48 to 60+ months

- o Develop strength and stamina by spending extended periods of time engaged in active physical play indoors and out. HPD-2O
- p Communicate ways physical activity keeps us healthy and makes us feel good. HPD-2P
- q Participate in structured and unstructured motor activities that build strength, speed, flexibility, and coordination (red light, green light; chase; free play). HPD-2Q

r Transition independently from active to quiet activities most of the time. [HPD-2R](#)

3 Children develop healthy sleeping habits. [HPD-3](#)

Infants Birth to 12 months

- a Sleep for longer periods at a time (more at night, and less during the day). [HPD-3A](#)
- b Settle down and fall asleep after a routine that includes a familiar series of events. [HPD-3B](#)
- c Develop a personal sleep routine or pattern. [HPD-3C](#)

Younger Toddlers 8 to 21 months

- d Cooperate with sleep routines (choose a book, get preferred sleep toy). [HPD-3D](#)
- e Use simple sounds, gestures, or words to show they are tired (say, “Night, night.”). [HPD-3E](#)

Older Toddlers 18 to 36 months

- f Use language about sleep (say, “Time for bed,” after clearing lunch things; give sign for sleep). [HPD-3F](#)
- g With guidance, participate in sleep routines (wash hands after lunch, get blanket, lie down on bed or mat). [HPD-3G](#)
- h Learning to fall asleep on their own. [HPD-3H](#)

Younger Preschoolers 36 to 48 months

- i Recognize and communicate signs of being tired. [HPD-3I](#)
- j With increasing independence, start and participate in sleep routines. [HPD-3J](#)

Older Preschoolers 48 to 60+ months

- k Communicate ways sleep keeps us healthy and makes us feel good. [HPD-3K](#)
 - l Independently start and participate in sleep routines most of the time. [HPD-3L](#)
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Motor Development

4 Children develop the large muscle control and abilities needed to move through and explore their environment. HPD-4

Infants Birth to 12 months

- a Gain control of arm and leg movements. HPD-4A
- b Develop upright posture when sitting and standing. HPD-4B
- c Move in and out of various positions by rolling, pushing up, and pulling to stand. HPD-4C
- d Move from place to place as their abilities allow (squirm, roll, scoot, crawl, cruise, or walk). HPD-4D

Younger Toddlers 8 to 21 months

- e Develop strength, balance, and coordination by repeating movements (pull up and sit down; bend and straighten, squat to pick something up from the floor). HPD-4E
- f Move arms and legs together to climb, push, and pull (push a stroller, use riding toys, crawl up steps). HPD-4F
- g Move through the world with more independence (crawl, cruise, walk, run, use therapeutic walker). HPD-4G

Older Toddlers 18 to 36 months

- h Move arms and legs to complete a task (kick, jump, step, pedal, push away). HPD-4H
- i Move through the world with a variety of movements and with increasing independence (run, jump, pedal). HPD-4I
- j Use familiar objects that encourage large motor movements (riding toys, crawl tubes, large ball in basket, slide). HPD-4J
- k Perform actions smoothly with balance, strength, and coordination (dance, bend over to pick up a toy, reach up high on a shelf, walk up and down steps). HPD-4K

Younger Preschoolers 36 to 48 months

- l Demonstrate strength and balance by managing uneven surfaces such as hills, ramps, and steps. HPD-4L
- m Refine movements and show generally good coordination (e.g., throwing and catching). HPD-4M
- n Demonstrate large muscle control by throwing balls accurately, sliding down slides, pedaling riding toys, and using assistive technology effectively. HPD-4N
- o Move in space with good coordination (running, hopping in place, galloping). HPD-4O

Older Preschoolers 48 to 60+ months

- p Coordinate movement of upper and lower body. HPD-4P
- q Perform complex movements smoothly (skipping, balancing on beams, hopping from one place to another). HPD-4Q

- r Move quickly through the environment and stop (run fast, pedal fast). [HPD-4R](#)
 - s Show awareness of own body in relation to other people and objects while moving through space. [HPD-4S](#)
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5 Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools. [HPD-5](#)

Infants Birth to 12 months

- a Use both hands to swipe at, reach for, grasp, hold, shake, and release objects. [HPD-5A](#)
- b Transfer objects from one hand to the other. [HPD-5B](#)
- c Use a pincer grasp to pick up an object with finger and thumb. [HPD-5C](#)

Younger Toddlers 8 to 21 months

- d Use hands to manipulate objects (stack two or three large blocks, pick up or roll a ball). [HPD-5D](#)
- e Use hands and eyes together (put together and take apart toys, feed themselves finger foods, fill containers). [HPD-5E](#)
- f Use simple tools (spoon for feeding, hammer with pegs, crayon for scribbling), however imperfectly. [HPD-5F](#)

Older Toddlers 18 to 36 months

- g Use more complex, refined hand movements (stack a few small blocks, try to draw, turn pages one at a time). [HPD-5G](#)
- h Use hands and eyes together with a moderate degree of control (complete puzzles, thread beads with large holes, use shape sorters). [HPD-5H](#)
- i Use tools that require finger and hand control (large paintbrush, measuring cups, switches, shovel). [HPD-5I](#)

Younger Preschoolers 36 to 48 months

- j Draw simple shapes and figures (square for block, circles). [HPD-5J](#)
- k Engage in activities that require hand-eye coordination (build with manipulatives, mold Play-Doh®, work puzzles with smaller pieces). [HPD-5K](#)
- l Use tools that require strength, control, and dexterity of small muscles (forks, crayons, markers, safety scissors, adapted tools). [HPD-5L](#)

Older Preschoolers 48 to 60+ months

- m Draw and write smaller figures with more detail (faces with features, letters, or letter-like forms). [HPD-5M](#)
 - n Engage in complex hand-eye coordination activities with a moderate degree of precision and control (fasten clothing, cut shapes, put together small pieces). [HPD-5N](#)
 - o Use tools that require strength and dexterity of small muscles with a moderate degree of control (spray bottle, hole puncher). [HPD-5O](#)
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Self-Care

6 Children develop awareness of their needs and the ability to communicate their needs. **HPD-6**

Infants Birth to 12 months

- a Use different sounds to let caregivers know they need attention. **HPD-6A**
- b Begin to soothe themselves (suck thumb, find pacifier, reach for a security object). **HPD-6B**

Younger Toddlers 8 to 21 months

- c Use gestures, words, signs, or sign language to communicate what they need. **HPD-6C**
- d Use objects and follow routines that are comforting (get their blanket and lie down where they usually sleep, pick out favorite book to be read before lunch). **HPD-6D**

Older Toddlers 18 to 36 months

- e Use words, signs, or sign language to ask for the things they need (food when hungry, drink when thirsty, go outdoors when they need to be physically active). **HPD-6E**
- f Soothe themselves when needed (find a quiet area for alone time, look at book before nap). **HPD-6F**

Younger Preschoolers 36 to 48 months

- g Use words, signs, or sign language to ask for the things they need (food when hungry, drink when thirsty, go outdoors when they need to be physically active). **HPD-6G**
- h Use different strategies to calm themselves when needed (self-talk, deep breathing, cozy corner). **HPD-6H**

Older Preschoolers 48 to 60+ months

- i Use language to ask adults or peers specifically for the kind of help needed in a particular situation. **HPD-6I**
- j Consistently use strategies to calm themselves when needed. **HPD-6J**

7 Children develop independence in caring for themselves and their environment. HPD-7

Infants Birth to 12 months

- a** Accept care routines (mouth care, handwashing, diapering, dressing, and bathing). HPD-7A
- b** Show interest and assist in routines (open mouth for milk or spoon, raise arms for dressing). HPD-7B

Younger Toddlers 8 to 21 months

- c** Cooperate and help with care routines and cleanup (mouth care, hand-washing, diapering, dressing, bathing). HPD-7C
- d** Drink from a cup (with or without a lid) and feed themselves with their fingers or a spoon. HPD-7D

Older Toddlers 18 to 36 months

- e** Use adaptive equipment, ask for help with positioning and movement, and/or participate in medical care routines as needed. HPD-7E
- f** Initiate self-care routines and complete with guidance (put on some clothes, undress, throw away paper towel, begin to show an interest in toileting). HPD-7F
- g** Feed themselves with a spoon. HPD-7G
- h** Help with meal and snack routines. HPD-7H
- i** Begin to take care of objects (put toys away, handle materials carefully, water plants or garden). HPD-7I

Younger Preschoolers 36 to 48 months

- j** Use adaptive equipment, ask for help with positioning and movement, and/or participate in medical care routines as needed. HPD-7J
- k** Dress and undress themselves with occasional assistance. HPD-7K
- l** Follow basic hygiene practices with reminders (brush teeth, wash hands, use toilet, cough into elbow). HPD-7L
- m** Gain independence in hygiene practices (throw tissues away and wash hands, flush toilet). HPD-7M
- n** Serve food for themselves. HPD-7N
- o** Help with routine care of the indoor and outdoor learning environment (recycle, care for garden). HPD-7O
- p** Name people who help children stay healthy. HPD-7P

Older Preschoolers 48 to 60+ months

- q** Use adaptive equipment, ask for help with positioning and movement, and/or participate in medical care routines as needed. HPD-7Q
- r** Dress and undress themselves independently. HPD-7R

- s Perform tasks to maintain the indoor and outdoor learning environment independently. [HPD-7S](#)
 - t Describe the value of good health practices (wash hands to get rid of germs, drink milk to build strong bones). [HPD-7T](#)
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Safety Awareness

8 Children develop awareness of basic safety rules and begin to follow them. [HPD-8](#)

Infants Birth to 12 months

- a Show trust in familiar caregivers (calm down with adult help, make eye contact with caregivers). [HPD-8A](#)
- b Notice and imitate adults' reactions to new people and situations. [HPD-8B](#)

Younger Toddlers 8 to 21 months

- c Watch for adult reactions to unfamiliar things or situations that might be dangerous. [HPD-8C](#)
- d Show some caution about unfamiliar and/ or unsafe situations. [HPD-8D](#)
- e Respond to simple warnings that prevent harm (“Stop!” “Hot!” “Wait!”). [HPD-8E](#)

Older Toddlers 18 to 36 months

- f Remember cause and effect experiences and apply their experiences to future situations (avoid touching cold railing, walk slowly down steep hill where fall happened). [HPD-8F](#)
- g Increase self-control over their impulses (remind self not to touch something; wait for adult vs. running ahead). [HPD-8G](#)
- h With guidance, recognize and avoid situations that might cause harm. [HPD-8H](#)

Younger Preschoolers 36 to 48 months

- i Know what their bodies can do, and play within their abilities to avoid injury to self or others. [HPD-8I](#)
- j Usually recognize and avoid objects and situations that might cause harm. [HPD-8J](#)
- k Usually follow established safety rules. [HPD-8K](#)
- l Call a trusted adult when someone gets injured or is in an unsafe situation. [HPD-8L](#)

Older Preschoolers 48 to 60+ months

- m Avoid potentially dangerous behaviors. [HPD-8M](#)
- n Consistently recognize and avoid objects, substances, and activities within the environment that might cause harm. [HPD-8N](#)
- o Independently follow established safety rules. [HPD-8O](#)
- p Identify people who can help them in the community (police, firefighter, nurse). [HPD-8P](#)