

	Outcome Language on Gender	Outcome Language on Family Structure/Composition/Roles
Alabama	No outcomes available for review	No outcomes available for review
Alaska	“Develops awareness, knowledge, and appreciation of own gender and cultural identity” (36-60 months) (p. 80)	“Tell stories and read books with child and elicit responses to characters, including stories from diverse cultures and family structures (e.g., single parent, same sex parents)” (p. 78)
Arizona	None – refers to Head Start standard on gender	“Child identifies similarities and differences in her family composition and the families of others.”
Arkansas	“Include props for dramatic play that reflect diversity in gender, culture, ability, and occupations.” “Allow children to dress in clothing of their choice. For example, a child may choose to dress in clothing specific to the opposite gender.”	“Attention to the child’s family (structure, circumstances, relationships) cannot be separated from the success of a quality early childhood program.” “Include props such as sets of small figures that represent families of different structures and cultures, males and females in diverse roles, and individuals with different abilities.” “Get to know each family: its structure, occupations, celebrations, activities, holidays or family events that are important to the family.”
California	“Identifies self by categories of gender, age, or social group”	“Children show awareness, acceptance, understanding, and appreciation of others’ special needs, genders, family structures, ethnicities, cultures, and languages.”
Colorado	“Progress toward identifying self according to gender, community membership, ethnicity, ability and family membership.”	Progress toward identifying self according to gender, community membership, ethnicity, ability and family membership.
Connecticut	“Educational experiences will assure that preschool children will: identify themselves by family and by gender.”	“State at least two ways in which children are similar and two ways in which they are different Children notice similarities and differences between themselves and others. Children verbalize these similarities and differences. Examples: Children recognize similarities in eye color, favorite activities, gender and family make-up (e.g., younger brothers or sisters).
Delaware	“Begin to identify their own gender, family, and culture” (p. 11) “Develop an understanding of similarities and respect for differences among people, such as gender, race, special needs, culture, language, and family structures.” (p. 11)	“Develop an understanding of similarities and respect for differences among people, such as gender, race, special needs, culture, language, and family structures.”
District of Columbia	None	None

Florida	None	<p>“Begins to understand family structures and roles.”</p> <p>“Begins to understand family needs, roles, and relationships.”</p> <p>“Examples include...looking at classmates’ family photos and discussing the variety of family structures.”</p>
Georgia	<p>“Uses multicultural dolls/books/materials. Materials should represent differing ethnicity, culture, ages, ability, and gender.”</p>	<p>“Begins to understand family structures and roles.”</p> <p>“Identifies different family structures”</p> <p>“Reads stories about different family structures.”</p>
Hawaii	<p>“Have knowledge of own characteristics such as name, gender, age, physical traits and family roles (I am a son/daughter, brother/sister etc.)”</p>	<p>“Have knowledge of own characteristics such as name, gender, age, physical traits and family roles (I am a son/daughter, brother/sister etc.)”</p>
Idaho	<p>“Describe personal characteristics including first and last name, gender and family composition, including different family structures.”</p> <p>“Recognize gender differences. - Identify that a boy doesn’t become a girl if he wears girl’s clothes, that roles can be changed during play, but the roles do not change whom you are.”</p>	<p>“Describe personal characteristics including first and last name, gender and family composition, including different family structures.”</p>
Illinois	None	<p>“Understand that each of us belongs to a family and recognize that families vary.”</p>
Indiana	<p>“Young children are learning when they:</p> <ul style="list-style-type: none"> ...Recognize gender differences... ...Give name, age, and gender upon request... ...Attend to and comment on gender differences...” <p>“A child can be supported by an adult who:</p> <ul style="list-style-type: none"> ...Provides opportunities for the child to engage in gender non-stereotypic activities...” 	<p>“Young children are learning when they:</p> <ul style="list-style-type: none"> ...Play the role of different family members through dramatic play..”. <p>“A child can be supported by an adult who:</p> <ul style="list-style-type: none"> ...Helps the child identify and name family members and their relationships and roles...”
Iowa	None	None
Kansas	None	None
Kentucky	<p>“Describes self using several basic characteristics (first and last name, gender, age, family, talents, skills, etc.)”</p> <p>“Identifies and recognizes gender.”</p>	<p>“Understands the roles and relationships within his/her family”</p> <p>“Recognizes the roles within his/her home.</p> <p style="padding-left: 40px;">In dramatic play, Misha takes the role of mom and Sheila plays the step mom.”</p> <p>“Knows place in family structure.”</p>
Louisiana	<p>“Share their gender verbally or demonstrate it in a variety of ways.”</p>	<p>“Identify family composition and describes roles of family members.”</p>

Maine	None in outcomes	<p>“Develops understanding of self as part of a family, group, community, and culture.”</p> <p>“Demonstrates a beginning understanding family/non-family”</p>
Maryland	None	<p>“Sensitivity to cultural diversity and varied family background is vital.” (Explanatory text)</p> <p>“Identifies similarities and differences in personal and family characteristics.”</p> <p>“Begins to understand family needs, roles, and relationships.”</p>
Massachusetts	<p>Discuss gender and growth in age appropriate ways.</p> <p>“Talk about the differences between boys and girls, boys/men, girls/women as questions arise “.</p> <p>“Talk about the constancy of gender throughout life (e.g., boys grow up to be men, girls to be women; girls will be the mommies, boys will be the daddies).</p>	<p>Discuss roles and responsibilities of family or community members who promote the welfare and safety of children and adults.</p> <p>“Talk about and dramatize roles of family members (e.g., create a chart listing each child’s family members, and the jobs each person does such as shopping, cooking, cleaning, reading bedtime stories, washing clothes, taking out the trash, mowing the lawn, etc.).”</p> <p>“Use props and costumes to act out family roles individually or in small groups in dramatic play.”</p> <p>“Listen to stories about all types of families.”</p>
Michigan	<p>“A quality program... Avoids activities and materials that stereotype or limit children according to their gender, age, disability, race, ethnicity, or family composition...”</p> <p>“Recognize and have positive feelings about their own gender, family, race, culture and language.”</p> <p>“Recognize similarities and differences in people (gender, family, race, culture, language).”</p>	<p>“A quality program... Avoids activities and materials that stereotype or limit children according to their gender, age, disability, race, ethnicity, or family composition...”</p> <p>“Demonstrate an increasing sense of belonging and awareness of their role as a member of a family, classroom, and community.”</p>
Minnesota	“Begin to develop awareness, knowledge, and acceptance of own gender and cultural identity”	“Begin to understand various family roles, jobs, and rules.”
Mississippi	None	<p>“Shows acceptance of individuals from different family configurations, cultural, and/or racial groups through positive interactions with class members and school staff”</p> <p>“Invite family members to share their family culture and history with students and celebrate diversity.”</p>
Missouri	<p>“The child... ...includes children with differences (e.g., gender, race, special needs, culture and language) in play.”</p> <p>... describes self using several basic characteristics (e.g., gender, age, hair color, eye color)</p>	None

Montana	<p>“You may see the child begin to... Explore and engage in role playing (such as family roles, gender, jobs, animals)... Identify gender differences... Explore various gender roles through dramatic play (dressing as the opposite sex)...”</p> <p>“A child can be supported by an adult who... Provides the child with accurate and compassionate information to help the child develop respect for the differences of others... Provides opportunities for the child to engage in non-stereotypic activities...”</p>	<p>“You may see the child begin to... Explore and engage in role playing (such as family roles, gender, jobs, animals)... Play the role of different family members through dramatic play... Recognize similarities and differences between his/her family and friends’ families... “A child can be supported by an adult who... Provides props that reflect a variety of cultural, family and ethnic backgrounds... Appreciates the values, beliefs, and background experiences of the child and the child’s family...”</p>
Nebraska	<p>“Child identifies own characteristics (name, age, gender, family members, etc.)”</p> <p>“The adult...supports children’s developing appreciation of their gender and cultural identity.”</p>	<p>“Begins to understand various family roles, jobs, and rules”</p> <p>“Diversity – Recognizing and valuing differences; includes the belief that each family has its own structure, roles, values, beliefs, and coping styles. Respect for and acceptance of this diversity is a cornerstone of high quality, family-centered programs.”</p>
Nevada	<p>“Interact positively with others regardless of personal differences (e.g., skill level, gender, race, and disability).”</p>	<p>“Share information about their family practices, customs and culture.”</p> <p>“Be exposed to diverse family practices, customs and culture.”</p>
New Hampshire	None	<p>“Family: the primary social group of people who share common beliefs; the definition of “family” varies across culture and according to social norms.”</p>
New Jersey	<p>“These past experiences have been nurtured in home environments where racial, physical, ethnic, gender, and socio-economic diversities and biases are present.”</p> <p>“Incorporate books, materials and activities that support diversity, including ethnicity, culture, age, abilities, gender, race and non-stereotypic roles (e.g., multicultural and bilingual music and literature, dramatic play props, puzzles, displays, etc.)”</p>	<p>“Children communicate about their family, family roles and family traditions.”</p> <p>“Dramatizes roles and responsibilities of different family members.”</p> <p>“Illustrates representations of families, roles and traditions through different media (e.g., paints, crayons, play dough, collage, cut-outs, etc.)”</p> <p>“Support and recognize differences in family structures, routines, and traditions through discussions, literature and activities (e.g., diverse articles of clothing in housekeeping area, etc.)”</p> <p>“The uniqueness of each family is recognized and respected by all members of the school community (e.g., language, dress, structure, customs).”</p>
New Mexico	Materials and equipment, such as books, dolls, toys, and wall displays represent diverse cultures, ethnic groups, gender roles, family configurations, and abilities.	Materials and equipment, such as books, dolls, toys, and wall displays represent diverse cultures, ethnic groups, gender roles, family configurations, and abilities.

New York	“The State Education Department does not discriminate on the basis of age, color, religion, creed, disability, marital status, veteran status, national origin, race, gender, genetic predisposition or carrier status, or sexual orientation in its educational programs, services and activities.”	None
North Carolina	“Identify, value, and respect similarities and differences between themselves and others (gender, race, special needs, culture, language, history, and family structures).”	“Provide materials reflective of diverse cultures, abilities, and family structures.” “Identify, value, and respect similarities and differences between themselves and others (gender, race, special needs, culture, language, history, and family structures).”
North Dakota	No outcomes available for review	No outcomes available for review
Ohio	None	“Understanding people and how they live within a social unit includes physical characteristics of people; similarities and differences in habits, traditions, homes and work; family structures and roles.”
Oklahoma	None	“Recognizes the importance of his/her role as a member of the family, the class, and the community.”
Oregon	No outcomes available for review	No outcomes available for review
Pennsylvania	None	None
Rhode Island	“Progress toward identifying self according to gender, community membership, ethnicity, ability and family membership.”	None
South Carolina	Begin recognizing at least one familiar logo or printed sign. Snapshots: Goes to the correct bathroom based on the gender signs on the doors	None
South Dakota	“Express ways in which others are similar and different, such as eye color, gender, and favorite activities.” “Play with a variety of children, regardless of gender, race, or ability.” “Do activities to help children get to know each other and help them recognize similarities and differences, including discussions on favorite foods, colors, holidays. Graph eye color, hair color, gender, and how they get to school.”	“Children’s development reflects their cultural, linguistic, individual, family, and community diversity. Early childhood environments honor, respect and support the child’s culture, language, family and community throughout the curriculum.” “Identify themselves as individuals and as belonging to a family.” “Describe what a family is and roles that family members can play.” “Demonstrate understanding that there are diverse families and cultures and all have value.”
Tennessee	“Recognizes own gender.”	“Begins to understand family structures and roles”
Texas	None	None

<p>Vermont</p>	<p>“Identify self according to such things as: gender, ethnicity and family membership.” “Demonstrate progress toward an understanding and valuing of similarities and differences among people, including gender, race, culture, special needs, language and family membership”</p>	<p>“Begins to understand family structure and roles.”</p>
<p>Virginia</p>	<p>“Demonstrate knowledge of personal information including first and last name, gender, age, and birthday.”</p>	<p>“Provide dramatic play opportunities for children to act out roles of various family members.”</p>
<p>Washington</p>	<p>“Interacts with others who are of different ethnic and cultural backgrounds, of a different gender, who speak other languages, or have special needs” “Includes other children in his/her activities who are of a different gender, ethnic background, who speak other languages, or who have special needs, with guidance...” “Identifies gender and other basic similarities and differences between self and others.” “Develops awareness, knowledge, and appreciation of own gender and cultural identity”</p> <p>Strategies for Caregivers: ...Demonstrate and explain how to be inclusive based on gender, culture, language, and abilities... ...Be aware of cultural and gender differences in expressing feelings... ...Accept each child’s unique expression of gender...</p>	<p>“Talks about how other children have different family compositions than own</p> <p>Some Strategies for Caregivers: “...Read stories with child and elicit responses to characters, including stories from diverse cultures and family structures (e.g., single parent, same sex parents)...” “...Provide props and dress-up clothes for child to play different family roles (both male and female)...” “...Provide opportunities for child to make friends with children who have different family compositions (e.g., children whose grandparents live with them)...”</p>

West Virginia	“Understands similarities and respects differences among people, such as genders, race, special needs, cultures, language, and family structures”	“Understands similarities and respects differences among people, such as genders, race, special needs, cultures, language, and family structures.”
Wisconsin	None in outcomes	None
Wyoming	Plays well with various children. Snapshot: Vickie plays with a small group following social rules and showing acceptance of peers regardless of race, gender, ethnicity or abilities.	Identifies family composition and personal characteristics including gender, address, phone number and last name. Identifies roles and relationships within different family structures and cultures.