

Galileo® G3 Scales Alignment with Colorado State Early Learning Standards



**Assessment
Technology
Incorporated**

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I. Galileo® G3 Scales Alignment with Colorado State Early Learning Standards

State early learning standards provide early childhood programs with important guidance for the provision of standards-aligned learning opportunities via a comprehensive curriculum integrated with assessment activities. The guidance provided by the state early learning standards can inform and facilitate developmentally appropriate practice leading to early learners' success now, and in the future as these children make the transition to the early grades. The standards can be used by programs in a number of ways to guide everyday local decision-making and action leading to positive outcomes for children. They can be included in:

- the selection and use of quality curriculum and assessment tools as part of an overall approach to promoting positive outcomes for children;
- the selection and implementation of developmentally appropriate learning opportunities in a variety of developmental domains;
- the establishment of school readiness goals consistent with state and local expectations;
- the monitoring of children's progress;
- the integration of child assessment data with various aspects of early childhood program planning and design;
- the collection of child assessment data for other early childhood reporting systems; and
- the promotion of child well-being, success and continuous quality improvement in programs.

Galileo Pre-K Online is uniquely designed to support systemic implementation of Colorado early learning standards. Galileo Pre-K Online is a complete, fully integrated, research-based, and standards-aligned curriculum, assessment, and reporting system. Galileo Pre-K Online includes a comprehensive curriculum with an empirically based scope and sequence as well as tools supporting planning, individualization, assessment, and the documentation of progress. Since 1987, Galileo Pre-K has been successfully implemented by Head Start, public-school preschool, and proprietary early childhood programs. Galileo Pre-K Online is currently used in early childhood programs to support a collaborative, data-driven, and goal-directed approach to promoting positive outcomes for children.

A. Alignment with Colorado Early Learning Standards

The Galileo G3 scales for ages 3 through 5 provided by ATI to early childhood programs are aligned with, and reflect the scope and intent of, state early learning standards for children ages 3 through 5. These reliable, valid scales form the basis for the comprehensive Galileo curriculum as well as the integrated Galileo assessment tools by defining research-based and empirically based developmental sequences in 12 domains of knowledge. This alignment document is organized into sections displaying the state standards along with the aligned capabilities from the Galileo G3 scales. The Galileo G3 scales represent 12 domains of knowledge. In addition, the *Galileo School Readiness Scale* draws capabilities from across these domains to provide information about child progress towards mastery of the essential capabilities for school readiness. The following table indicates the number of capabilities included in each of the Galileo G3 scales.

TABLE 1
Galileo® G3 Scales

3-5 Galileo G3 Scales	Capabilities
Physical Development and Health	74
Social and Emotional Development	47
Approaches to Learning	30
Language Development	33
Literacy Knowledge and Skills	50
Mathematics Knowledge and Skills	47
Nature and Science	56
Creative Arts	36
Logic and Reasoning	36
Social Studies	45
English Language Acquisition	30
Technology	33
School Readiness	88

B. Comprehensive Coverage to Support the Provision of Learning Opportunities and the Assessment of Children’s Progress

The knowledge areas comprising the Galileo G3 scales for ages 3 through 5 provide comprehensive coverage of a domain of knowledge in a way that makes it possible to implement a comprehensive curriculum, effectively assess children’s learning, and provide meaningful developmentally appropriate learning opportunities. Overall, the state early learning standards are comprehensively represented through the wide variety of knowledge areas comprising the 12 developmental domains. These knowledge areas make it possible for preschool programs to effectively assess the broad range and depth of knowledge and skills acquired by young children during the early years of learning, including capabilities important for school readiness. The knowledge areas within the Galileo *G3 Nature and Science Scale*, for example, are indicated in Table 2.

TABLE 2

Galileo® G3 Nature and Science Scale Knowledge Areas

3-5 Galileo G3 Nature and Science Knowledge Areas

Using Senses and Scientific Devices to Learn

Observing and Describing Living Things

Observing and Describing Physical Phenomena

Classifying Living Things

Classifying Physical Phenomena

Predicting Outcomes About Living Things

Predicting Physical Phenomena

Gathering and Presenting Data

Explaining Events and Outcomes

Questioning and Developing Hypotheses

As you read through the alignment in this document, you will note that the domain from Colorado’s early learning standards is labeled at the top of each table. The knowledge areas/concepts of Colorado standards are then listed, as well as any subcategories in Colorado standards. In the left column are the details of how the Galileo G3 scales and the included capabilities correspond to the state standards. The column on the right side of each section also details how the Galileo *School Readiness Scale* capabilities (which are a compilation of select Galileo G3 capabilities) correspond to the state standards.

C. Comprehensive, Validated Development Sequences Extending Key Knowledge, Behaviors, and Skills

The state early learning standards provide important information about key knowledge, behaviors, and skills acquired by young children and serve as a useful guide for the selection of a comprehensive curriculum as well as assessment instruments to assess children’s progress. The Galileo G3 scales illustrated in this document are comprised of in-depth, comprehensive, and empirically based developmental sequences for Galileo knowledge areas and capabilities, reflecting the state early learning standards. In this regard, the Galileo G3 scales make it possible for early childhood programs to implement a research-based, standards-aligned, comprehensive, and developmentally appropriate approach to the provision of learning opportunities and the assessment of young children. As just one example of this capability, each Galileo knowledge area is comprised of a full range of capabilities forming empirically based developmental sequences. These empirically based sequences make it possible for early childhood programs to implement a comprehensive curriculum and to effectively and confidently use the results of assessment to provide developmentally appropriate learning opportunities to children based on individual abilities, strengths, interests, and needs. Moreover, the Galileo G3 scales can be effectively utilized to measure growth over an extended period of time and to document program impact on children’s learning.



Galileo® G3 Scales Alignment with Colorado Early Learning Standards, 3 Through 5 Years

II. Dance

Note: Underlined capabilities are reflected in the School Readiness Scale.

3-5: Galileo® G3 Assessment Scale Goal

1. Movement, Technique, and Performance

1. Demonstrate simple phrases of movement in time and space

Creative Arts (CA)

9. Synchronizes movements to different patterns of beat/tempo, most of the time.

2. Create, Compose and Choreograph

1. Translate simple ideas and stories into movement

Creative Arts (CA)

4. Uses movement to express what is being felt/heard in various songs or tunes. -3-5 SR67.

9. Synchronizes movements to different patterns of beat/tempo, most of the time.

III. Drama and Theater Arts

3-5: Galileo® G3 Assessment Scale Goal

1. Create

1. Demonstrate emotions and feelings in dramatic play

Creative Arts (CA)

30. Uses dramatic play to express feelings (e.g., fear).

2. Perform

1. Use dramatic play to imitate characters

Creative Arts (CA)

31. Acts out a real or make-believe character during dramatic play.

IV. Visual Arts

Note: Underlined capabilities are reflected in the School Readiness Scale.

3-5: Galileo® G3 Assessment Scale Goal

2. Envision and Critique to Reflect

1. Works of art can represent people, places, and things

Creative Arts (CA)

- 18. Draws representations of human and animal figures. -3-5 SR65
- 20. Draws recognizable environmental objects (e.g., house, trees, ball).
- 23. Draws some details in representations of animals, people, or objects.

3. Invent and Discover to Create

1. Create works of art based on personal relevance

Creative Arts (CA)

- 22. Selects materials that will be needed for a self-initiated art project.
- 28. Uses a variety of colors to create moods or feelings in artwork.
- 29. Draws a series of pictures that depict a story.

4. Relate and Connect to Transfer

1. Artists have an important role in communities

Creative Arts (CA)

- 15. Works with other children on a cooperative art project (e.g., mural).

V. Music

3-5: Galileo® G3 Assessment Scale Goal

1. Expression of Music

1. Perform expressively

Creative Arts (CA)

- 6. Experiments with singing/humming in different ways (e.g., loud/soft, fast/slow).
- 11. Uses instruments/songs to express feelings (e.g., happy, sad, angry, scared).

2. Respond to rhythmic patterns and elements of music using expressive movement

Creative Arts (CA)

- 9. Synchronizes movements to different patterns of beat/tempo, most of the time.

3-5: Galileo® G3 Assessment Scale Goal

2. Creation of Music

1. Improvise movement and sound responses to music

Creative Arts (CA)

- 6. Experiments with singing/humming in different ways (e.g., loud/soft, fast/slow).
- 9. Synchronizes movements to different patterns of beat/tempo, most of the time.
- 10. Invents songs or tunes using voice or musical instruments.
- 11. Uses instruments/songs to express feelings (e.g., happy, sad, angry, scared).
- 13. Uses instruments or songs to represent events (e.g., thunder, animal sounds).
- 14. Matches pitch and tempo during a singing activity most of the time.

3. Theory of Music

1. Describe and respond to musical elements

Creative Arts (CA)

- 2. Shows an interest in listening to short musical selections.
- 5. Talks about the kinds of music enjoyed (e.g., favorites).

2. Recognition of a wide variety of sounds and sound sources

Creative Arts (CA)

- 8. Matches the type of sound to a particular instrument.
- 14. Matches pitch and tempo during a singing activity most of the time.

4. Aesthetic Valuation of Music

1. Express feeling responses to music

Creative Arts (CA)

- 5. Talks about the kinds of music enjoyed (e.g., favorites).

VI. Comprehensive Health

Note: Underlined capabilities are reflected in the School Readiness Scale.

3-5: Galileo® G3 Assessment Scale Goal

2. Physical and Personal Wellness

1. Develop self-management skills and personal hygiene skills to promote healthy habits

Physical Development & Health (PDH)

- 6. Washes and dries hands with some supervision.
- 7. Insists on washing and drying own hands.
- 8. Brushes teeth with help.
- 9. Begins to independently brush his/her teeth with supervision.
- 10. Disposes of tissues appropriately in a container.
- 11. Covers mouth with hand/tissue when coughing or sneezing.
- 12. Brushes teeth in a correct fashion, without assistance.
- 13. Uses tissues properly to blow/wipe nose, without assistance.
- 14. Requests or initiates hand washing when needed (e.g., before eating). -3-5 SR76.
- 43. Tells why basic health practices are necessary (e.g., why people have to brush teeth, wash hands).

4. Prevention and Risk Management

1. Identify ways to be safe while at play

Physical Development & Health (PDH)

- 36. Follows fire safety/fire drill rules, without assistance. -3-5 SR79.
- 37. Follows outdoor and indoor play rules, without prompts.
- 38. Knows to stay away from harmful objects (e.g., broken glass, holes, rusty iron). -3-5 SR80.
- 39. Describes basic traffic safety rules, without assistance.
- 40. Identifies nonedible/poisonous substances, without assistance.
- 41. Identifies potentially dangerous situations/activities, without assistance. -3-5 SR81.
- 42. Tells why classroom rules are important (e.g., walk in the classroom, keep hands and feet to oneself). -3-5 SR82.

VII. Physical Education

Note: Underlined capabilities are reflected in the School Readiness Scale.

3-5: Galileo® G3 Assessment Scale Goal

1. Movement Competence and Understanding

1. Travel in a variety of directions using basic locomotor skills, and demonstrate understanding of personal and general space

Physical Development & Health (PDH)

- 45. Walks to a destination without help.
- 46. Jumps in place and off low objects, such as a step.
- 47. Moves around obstacles with balance and direction.
- 48. Stops and turns while running.
- 49. Walks along a line on the floor, most of the time.
- 50. Climbs up and down stairs. -3-5 SR83.
- 52. Climbs a short ladder (e.g., on playground toys). -3-5 SR84.
- 56. Hops with direction and control, most of the time.
- 58. Skips with direction and control, most of the time. -3-5 SR85.
- 59. Gallops maintaining direction and control, most of the time.

2. Demonstrate balance

Physical Development & Health (PDH)

- 51. Walks along a wide beam, most of the time.
- 54. Balances on one foot for five seconds.
- 57. Jumps backward without losing balance.

2. Physical and Personal Wellness

1. Recognize the positive feelings experienced during and after physical activity

Physical Development & Health (PDH)

- 16. Participates actively in outdoor group games (e.g., kickball). -3-5 SR77.
- 17. Identifies a variety of games/exercises that help enhance fitness.
- 18. Talks about ways exercise keeps us healthy, with assistance.

4. Prevention and Risk Management

1. Apply safe practices, rules, and procedures

Physical Development & Health (PDH)

- 35. Understands that parents and teachers are helpful resources.
- 36. Follows fire safety/fire drill rules, without assistance. -3-5 SR79.
- 37. Follows outdoor and indoor play rules, without prompts.
- 38. Knows to stay away from harmful objects (e.g., broken glass, holes, rusty iron). -3-5 SR80.
- 39. Describes basic traffic safety rules, without assistance.
- 40. Identifies nonedible/poisonous substances, without assistance.
- 41. Identifies potentially dangerous situations/activities, without assistance. -3-5 SR81.
- 42. Tells why classroom rules are important (e.g., walk in the classroom, keep hands and feet to oneself). -3-5 SR82.

VIII. Reading, Writing, and Communication

Note: Underlined capabilities are reflected in the School Readiness Scale.

3-5: Galileo® G3 Assessment Scale Goal

1. Oral Expression and Listening

1. Conceptual understanding conveyed through vocabulary words can occur using a variety of modalities

Language Development (LD)

- 15. Uses appropriate words or gestures to share information or experiences.
- 17. Uses appropriate words or gestures to relate feelings, needs, or opinions.
- 24. Uses negative words (e.g., not, no).
- 25. Uses descriptive words with objects (e.g. pretty flowers).
- 27. Uses pronouns to refer to people and things (e.g., she, he, it).
- 28. Uses past and future tenses (e.g., went, will).
- 29. Uses possessive endings (e.g., Jose's, Emma's).
- 30. Uses compound sentences (e.g., sentences joined by and, but, or).

2. Listening and comprehension skills are required to be clearly understood

Language Development (LD)

- 1. Listens attentively to a conversation, story, poem, or song.

3. Early knowledge of phonemic awareness is the building block of understanding language

Literacy Knowledge & Skills (LK)

- 7. Distinguishes between some vowel sounds in spoken language.
- 8. Puts sounds together to make short words (e.g., k-a-t, cat). -3-5 SR40.
- 9. Segments short words into their component sounds (e.g., trick, t-r-i-k). -3-5 SR41.

2. Reading for All Purposes

1. Print conveys meaning

Literacy Knowledge & Skills (LK)

- 22. Recognizes that a spoken word/speech can be written and read. -3-5 SR46.
- 23. Knows that print conveys information to the reader (e.g., a message, facts, how to do something). -3-5 SR47.

2. Symbol, object, and letter recognition is a fundamental of reading and requires accuracy and speed

Literacy Knowledge & Skills (LK)

- 33. Reads familiar words in a sentence from a book/poem, with assistance. -3-5 SR51.
- 45. Identifies all the letters in her/his name. -3-5 SR56.
- 47. Points to and names the first letter in familiar words. -3-5 SR57.
- 48. Names 10 or more letters. -3-5 SR58.

3-5: Galileo® G3 Assessment Scale Goal

3. Writing and Composition

1. Pictures express ideas

Literacy Knowledge & Skills (LK)

11. Predicts story events using picture or verbal cues-3-5 SR43.

2. Letters are formed with accuracy

Literacy Knowledge & Skills (LK)

41. Writes some letters.

43. Write her/his name, without assistance. -3-5 SR55.

44 Communicates by writing complete words.

4. Research and Reasoning

2. Problems can be identified and possible solutions can be created

Logic & Reasoning (LR)

17. Reorganizes objects to solve a problem (e.g., stacking so blocks don't fall).

18. Uses concrete materials to solve a problem (e.g., blocks to count). -3-5 SR14.

19. Tries out new ideas to see if they will work.

20. Suggests an alternative solution to solve a problem, without assistance.

21. Acts out a simple word problem using objects (e.g., shows 3 toy lizards takes one away).

22. Draws a picture of a simple word problem (e.g., draws three dogs and then draws three more).

IX. Mathematics

Note: Underlined capabilities are reflected in the School Readiness Scale.

3-5: Galileo® G3 Assessment Scale Goal

1. Number Sense, Properties, and Operations

1. Quantities can be represented and counted (PFL)

Mathematics Knowledge & Skills (MK)

1. Uses one-to-one correspondence when counting objects.

2. Counts to find how many are in a group up to 5.-3-5 SR1.

3. Counts forward from a number > 1 to find how many are in a group. -3-5 SR2.

4. Counts to find how many are in a group up to 10. -3-5 SR3.

5. Counts to find out how many are in a group greater than 10.

6. Counts backward to find how many are left.

7. Writes numerals to indicate 6 or less objects. -3-5 SR4.

8. Writes numerals to indicate between 7 and 10 objects. -3-5 SR5.

9. Writes numerals to indicate between 11 and 20 objects. -3-5 SR6.

2. Patterns, Functions, and Algebraic Structures

Expectations for this standard are integrated into the other standards at this grade level.

3-5: Galileo® G3 Assessment Scale Goal

3. Data Analysis, Statistics, and Probability

Expectations for this standard are integrated into the other standards at this grade level.

4. Shape, Dimension, and Geometric Relationships

1. Shapes can be observed in the world and described in relation to one another

Mathematics Knowledge & Skills (MK)

- 34. Identifies familiar shapes (e.g., circle, square, triangle, diamond) by name.
- 35. Places a circle, square, or triangle appropriately on a foam board.
- 36. Creates new shapes from familiar shapes by folding, cutting, or twisting.
- 37. Identifies the sides and corners in a shape.

2. Measurement is used to compare objects (PFL)

Mathematics Knowledge & Skills (MK)

- 10. Answers questions about two sets of items using comparison terminology (e.g., more, less, greater than, fewer than, equal to).
- 44. Uses non-standard unit (e.g., cut-out paper squares) to measure area.
- 45. Uses non-standard units (e.g., paper cups) to measure volume.
- 46. Uses non-standard units (e.g., paper clips) to measure length. -3-5 SR12.
- 47. Uses a familiar measuring device (e.g., ruler, scale, measuring cups).

X. Science

Note: Underlined capabilities are reflected in the School Readiness Scale.

3-5: Galileo® G3 Assessment Scale Goal

1. Physical Science

1. Objects have properties and characteristics

Science Knowledge & Skills (SK)

- 15. Associates objects/events with different temperatures (e.g., ice-low temp.).
- 22. Classifies objects by their state (e.g., liquid, solid, gas).
- 23. Classifies objects into living and non-living categories. -3-5 SR17.
- 24. Classifies objects based on whether they are found in nature or made by people.
- 25. Classifies objects based on their physical composition (e.g., metal, rock, soil).
- 26. Classifies objects based on whether or not they require electricity/battery.
- 37. Predicts changes in objects when heat/cold is applied (e.g., ice melts).
- 38. Predicts changes in objects when liquid is added (e.g., sand, paper).

3-5: Galileo® G3 Assessment Scale Goal

2. There are cause-and-effect relationships in everyday experiences

Science Knowledge & Skills (SK)

- 35. Predicts which way a scale will tip when a weight is added to one side. -3-5 SR19.
- 36. Predicts direction of an object when acted upon directly (e.g., thrown, pushed). -3-5 SR20.
- 37. Predicts changes in objects when heat/cold is applied (e.g., ice melts).
- 38. Predicts changes in objects when liquid is added (e.g., sand, paper).
- 39. Predicts that the steeper the incline, the faster an object will move.

Logic & Reasoning (LR)

- 27. Observes the effects of an action.
- 28. Predicts the effects of an action.
- 29. States the cause of an effect (e.g., what caused the tricycle to stop).

2. Life Science

1. Living things have characteristics and basic needs

Science Knowledge & Skills (SK)

- 4. Describes what an animal is doing as it is being observed.
- 5. Talks about characteristics of living things (e.g., leaf is soft).
- 6. Describes the typical behaviors/habits of a familiar animal.
- 7. Draws/talks about changes in her/himself over time.
- 8. Describes/draws the type of shelter used by familiar animals.
- 9. Draws/talks about what living things need to survive (e.g., plants need water).
- 10. Draws/talks about observed life cycle changes in a familiar plant.
- 11. Draws/talks about observed life cycle changes in a familiar animal.
- 17. Distinguishes plants from animals.
- 18. Distinguishes between land and water animals.
- 19. Classifies animals into groups by the way they move (e.g., flying, running).
- 20. Classifies animals into those that are domestic and those that are wild.
- 21. Classifies animals based on their habitat (e.g., ground vs. tree dwelling).

2. Living things develop in predictable patterns

Science Knowledge & Skills (SK)

- 27. Predicts what might come next in a life cycle sequence (e.g., seed to plant).
- 28. Predicts that a plant will die if it does not receive water.
- 29. Predicts that an animal will seek shelter in bad weather.
- 30. Predicts that a plant will die if it does not receive sufficient light.
- 31. Predicts that human activity may threaten animal habitat/survival (e.g., logging, mining, introducing invasive species).
- 32. Predicts that extreme weather (drought, freeze) will injure plants/wildlife.
- 33. Predicts that plants may be destroyed when an animal population increases.

3-5: Galileo® G3 Assessment Scale Goal

3. Earth Systems Science

1. Earth's materials have properties and characteristics that affect how we use those materials

Science Knowledge & Skills (SK)

- 16. Draws/talks about aspects of Earth (e.g., soil, trees, mountains, ocean).
- 24. Classifies objects based on whether they are found in nature or made by people.
- 25. Classifies objects based on their physical composition (e.g., metal, rock, soil).

2. Events such as night, day, the movement of objects in the sky, weather, and seasons have patterns

Science Knowledge & Skills (SK)

- 12. Draws/talks about different weather conditions (e.g., sunny, rainy).
- 14. Draws/talks about patterns in the physical world (e.g., seasons, day/night).

XI. Social Studies

Note: Underlined capabilities are reflected in the School Readiness Scale.

3-5: Galileo® G3 Assessment Scale Goal

1. History

1. Change and sequence over time

Social Studies Knowledge & Skills (SSK)

- 38. Shares episodes of personal history from birth to present, through personal memorabilia or connected to stories.
- 39. Arranges sequences of personal and shared events through pictures, growth charts, and other media.
- 40. Predicts future career or what life will be like as an adult (e.g., "I will be a fireman when I grow up.").

2. Geography

1. Develop spatial understanding, perspectives, and connections to the world

Social Studies Knowledge & Skills (SSK)

- 14. Demonstrates and uses terms related to location, direction, and distance. -3-5 SR28.
- 15. Demonstrates an understanding of how to get around in familiar environments such as home, neighborhood, or school, under supervision.
- 16. Describes and represents the inside and outside of familiar environments such as home, school, or playground.
- 17. Demonstrates the ways that streets and buildings can be identified by symbols, such as letters, numbers or logos (e.g., addresses, street signs).
- 18. Demonstrates how maps can be useful to finding places such as streets, homes, and places to visit.

3. Economics

1. People work to meet want

Social Studies Knowledge & Skills (SSK)

- 40. Predicts future career or what life will be like as an adult (e.g., "I will be a fireman when I grow up.").

3-5: Galileo® G3 Assessment Scale Goal

4. Civics

1. Individuals have unique talents but also work with others in groups

Social Studies Knowledge & Skills (SSK)

4. Demonstrates cooperative behaviors such as helping, turn-taking, sharing, comforting, and compromising. -3-5 SR31.

2. Rules and their purpose in allowing groups to work effectively

Physical Development & Health (PDH)

36. Follows fire safety/fire drill rules, without assistance. -3-5 SR79.

37. Follows outdoor and indoor play rules, without prompts.

42. Tells why classroom rules are important (e.g., walk in the classroom, keep hands and feet to oneself). -3-5 SR82.

