

Documentation of Curriculum Alignment to Ohio's Early Learning and Development Standards

Directions: List and/or describe the elements from the Curriculum that align to each specific standard. Provide at least one example from your curriculum for each standard. This form will be posted on the Ohio Department of Education's Webpage. Provide sufficient references for each standard so that a program that is using this curriculum can find it.

Name of Curriculum: Experience Early Learning Curriculum

Type of Curriculum: Infant Toddler Preschool Family Child Care

Content includes all domains? Yes No

If No, select specific domains included in the curriculum:

Approaches to Learning Cognitive Development Creative Development Language and Literacy Mathematics

Physical Development and Wellness Science Social and Emotional Development Social Studies

Describe the research base of the curriculum including references:

Experience Curriculum is a comprehensive curriculum that is based on the latest research in the field of early childhood education. Experience Curriculum supports the development of 35 skills across 7 domains of learning. Each skill includes a set of observable learning goals. We believe child development is a dynamic and gradual process. Experience Curriculum uses open-ended activities that can incorporate the diversity of children's skill levels.

The Experience Early Learning Developmental Continuum outlines a series of observable benchmarks for each skill from birth through age eight. Throughout the curriculum, we identify which skills the activity may trigger and model how to scaffold activities and support a child according to his or her zone of proximal development (Vygotsky, 1978).

See: [Developmental Continuum of Skills](#)

The Experience Curriculum System supports the on-going growth and development of children along the Experience Early Learning Developmental Continuum of Skills with sequenced benchmark indicators from birth through level 8. The Experience Curriculum System includes the Experience Baby Curriculum, Experience Toddler Curriculum, and the Experience Preschool Curriculum. Each curriculum program is written to support a child's development of the 35 skills along 2 developmental benchmarks within Experience Early Learning Developmental Skill Continuum.

- Experience Baby Curriculum provides scaffolded supports for skill benchmarks 1 and 2.
- Experience Toddler Curriculum provides scaffolded supports for skill benchmarks 2 and 3.
- Experience Preschool Curriculum provides scaffolded supports for skill benchmarks 3 and 4.

Each program is based on developmental levels rather than age because age is not always an indicator of a child's level. Each program

intentionally overlaps within the developmental continuum so that children have a smooth transition from one program to the next and also can be supported even if their development in one domain is different than another domain. This allows educators to select a curriculum level based on development rather than on age. This is important for educators serving multi-age groups or children with diverse needs including dual-language learners, children with disabilities or special needs.

Experience Curriculum is grounded in child development research and shaped by constructivist learning theories. Experience Curriculum offers educators practical methods for engaging children in the learning process and supports educators to observe children, document learning, identify a child's interests and cultural background, and then adapt suggested activities and experiences to best connect with the child's strengths, needs and interests. Theories that guide our approach to curriculum design include:

- John Dewey's Research: Children learn best when they interact with the materials and world around them. Curriculum should offer structure while embracing the unique interests and abilities of the children.
- Urie Bronfenbrenner's Ecological Systems Theory: Various environmental systems influence the development of an individual.
- Jean Piaget's Developmental Stage Theory: Children are active learners and the way they understand develops as they interact with the world around them.
- Howard Gardner's Theory of Multiple Intelligences: Intelligence is represented in various sensory modalities. Teaching content should employ the use of diverse methods, such as music, art, social, and nature-based experiences, to support learning amongst children who favor different intelligences.
- Brain-based Learning Theory: The brain develops over time by making connections between past and present knowledge. The brain is a parallel processor, meaning it can perform several activities at once, like tasting and smelling. Learning is enhanced by challenge and inhibited by threat.
- R.N. Emde and Louis Sanders on the Importance of Relationship: The child-caregiver relationship is central to development. The research highlights the role of the caregiver's personality in child development.
- Barbara Rogoff on Culture: Child development is shaped by the culture and the community goals and expectations. Educators must seek to understand their own culture as well as the culture of each child's family.

For more information on other theorists and research that forms the research basis of Experience Curriculum, refer to the [Experience Early Learning Research Foundation](#).

Alignment

This document details the alignment of the Ohio Early Learning and Development Standards (birth - kindergarten entry) with the Developmental Continuum of the Experience Early Learning Skills. For questions or comments about this alignment, contact Katelyn@experienceearlylearning.com or Caitlin@experienceearlylearning.com.

For references and more information, please visit our [Experience Curriculum Framework](#) document (2023).

Visit www.experienceearlylearning.com to learn how each Experience Early Learning tool supports developmentally appropriate practice and child skill development.

Standard	Curriculum Alignment
Approaches to Learning	
AL 1.a. Engages in new and unfamiliar experiences and activities.	<p>SED 3 Attention & Persistence <i>Attends and engages. Shows flexibility and inventiveness.</i> SED 3a.1 Focuses for a short time on a person, sound or thing. SED 3a.2 Attends to what others are looking at or pointing to. SED 3a.3 Focuses on an engaging activity for a short period of time independently or with an adult. SED 3a.4 Practices or repeats an activity many times until successful. Expresses delight over a successful project. SED 3a.5 Sustains focus for at least five minutes, persisting even if there are problems or distractions.</p> <p>SED 3b.1 Shifts attention from one person or thing to another. SED 3b.2 Repeats actions to gain a result. SED 3b.3 Asserts a desire to start or end an activity. Asks for help as needed. SED 3b.4 Initiates an activity and seeks help to complete it. SED 3b.5 Demonstrates flexibility and imagination while working on a task.</p> <p>SCI 1 Investigation & Inquiry <i>Observes, inquires and investigates objects and events to gain understanding.</i> SCI 1.1 Looks for a person or toy that has moved out of sight. Uses senses to explore an environment. SCI 1.2 Demonstrates curiosity about objects by touching and manipulating them. Asks one- to two-word questions. SCI 1.3 Investigates an object or group of objects in multiple ways. Recognizes a problem and asks for help. SCI 1.4 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others. SCI 1.5 Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.</p> <p>MR 7 Logic & Reasoning <i>Recalls information, builds memory, reasoning and problem-solving skills.</i> MR 7.2 Experiments with cause and effect.</p>

AL 1.b. Completes activities with increasingly complex steps.

SED 2 Self-Regulation

SED 2b. Manages feelings and behavior

SED 2b. 1 Calms with support from caregiver.

SED 3 Attention & Persistence

Attends and engages. Shows flexibility and inventiveness.

SED 3a.1 Focuses for a short time on a person, sound or thing.

SED 3a.2 Attends to what others are looking at or pointing to.

SED 3a.3 Focuses on an engaging activity for a short period of time independently or with an adult.

SED 3a.4 Practices or repeats an activity many times until successful. Expresses delight over a successful project.

SED 3a.5 Sustains focus for at least five minutes, persisting even if there are problems or distractions.

SED 3b.1 Shifts attention from one person or thing to another.

SED 3b.2 Repeats actions to gain a result.

SED 3b.3 Asserts a desire to start or end an activity. Asks for help as needed.

SED 3b.4 Initiates an activity and seeks help to complete it.

SED 3b.5 Demonstrates flexibility and imagination while working on a task.

MR 7 Logic & Reasoning

Recalls information, builds memory, reasoning and problem-solving skills.

MR 7.5 Uses previous knowledge to determine which solution to try first when solving a problem or planning how to accomplish a task.

SCI 1 Investigation & Inquiry

Observes, inquires and investigates objects and events to gain understanding.

SCI 1.1 Looks for a person or toy that has moved out of sight. Uses senses to explore an environment.

SCI 1.2 Demonstrates curiosity about objects by touching and manipulating them. Asks one- to two-word questions.

SCI 1.3 Investigates an object or group of objects in multiple ways. Recognizes a problem and asks for help.

SCI 1.4 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.

SCI 1.5 Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.

<p>AL 1.c. Persists in completing a task with increasing concentration.</p>	<p>SED 3 Attention & Persistence <i>Attends and engages. Shows flexibility and inventiveness.</i> SED 3a.1 Focuses for a short time on a person, sound or thing. SED 3a.2 Attends to what others are looking at or pointing to. SED 3a.3 Focuses on an engaging activity for a short period of time independently or with an adult. SED 3a.4 Practices or repeats an activity many times until successful. Expresses delight over a successful project. SED 3a.5 Sustains focus for at least five minutes, persisting even if there are problems or distractions. SED 3b.1 Shifts attention from one person or thing to another. SED 3b.2 Repeats actions to gain a result. SED 3b.3 Asserts a desire to start or end an activity. Asks for help as needed. SED 3b.4 Initiates an activity and seeks help to complete it. SED 3b.5 Demonstrates flexibility and imagination while working on a task.</p>
<p>AL 2.a. Develops a growth mindset.</p>	<p>SCI 1 Investigation & Inquiry <i>Observes, inquires and investigates objects and events to gain understanding.</i> SCI 1.1 Looks for a person or toy that has moved out of sight. Uses senses to explore an environment. SCI 1.2 Demonstrates curiosity about objects by touching and manipulating them. Asks one- to two-word questions. SCI 1.3 Investigates an object or group of objects in multiple ways. Recognizes a problem and asks for help. SCI 1.4 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others. SCI 1.5 Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.</p>
<p>Cognitive Development</p>	

CO 1.a. Develops the ability to recall information about objects, people, and past experiences.

SED 4 Social Relationships

Identifies and respects differences in others.

SED 4c.1 Adjusts behavior in a situation based on emotional or facial response of a familiar person.

MR 7 Logic & Reasoning

Recalls information, builds memory, reasoning and problem-solving skills.

MR 7.1 Reacts to unexpected noises, lights or sights and determines if safe or scary.

MR 7.2 Experiments with cause and effect.

MR 7.3 Asks why. Begins to understand how things are connected. Recognizes a problem and asks for help.

MR 7.4 Plans steps to accomplish tasks and explores many possible solutions to a problem.

MR 7.5 Uses previous knowledge to determine which solution to try first when solving a problem or planning how to accomplish a task.

SS 4 History & Sense of Time

Develops sense of time

SS 4.1 Focuses on interactions with others for a short time.

SS 4.2 Observes events and begins to participate.

SS 4.3 Describes events as they happen. Uses words such as first, then.

SS 4.4 Recalls information and events from the past.

CA 4 Drama

Participates in dramatic and symbolic play. Uses and creates props to represent other objects or ideas.

CA 4a.1 Imitates simple movements and facial expressions.

CA 4a.2 Mimics observed behaviors and words.

CA 4a.3 Uses words, actions and props to pretend.

CA 4a.4 Plays a role in group dramatic play

CA 4a.5 Assigns roles and plays out unscripted scenes in dramatic play.

CA 4b.1 Responds to props or puppets.

CA 4b.2 Mimics the use of familiar objects.

CA 4b.3 Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.

CA 4b.4 Uses an object as a realistic replacement for a prop or real object.

CA 4b.5 Uses a combination of real and imaginary props or characters to play out a scene.

CO 2.a. Demonstrates increasing ability to think symbolically.

CA 4 Drama

Participates in dramatic and symbolic play. Uses and creates props to represent other objects or ideas.

CA 4a.1 Imitates simple movements and facial expressions.

CA 4a.2 Mimics observed behaviors and words.

CA 4a.3 Uses words, actions and props to pretend.

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CA 4b.4 Uses an object as a realistic replacement for a prop or real object.

CA 4b.5 Uses a combination of real and imaginary props or characters to play out a scene.

CO 3.a. Uses increasingly complex strategies to solve problems.

SCI 1 Investigation & Inquiry

Observes, inquires and investigates objects and events to gain understanding.

SCI 1.1 Looks for a person or toy that has moved out of sight. Uses senses to explore an environment.

SCI 1.2 Demonstrates curiosity about objects by touching and manipulating them. Asks one- to two-word questions.

SCI 1.3 Investigates an object or group of objects in multiple ways. Recognizes a problem and asks for help.

SCI 1.4 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.

SCI 1.5 Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.

MR 7 Logic & Reasoning

Recalls information, builds memory, reasoning and problem-solving skills.

MR 7.1 Reacts to unexpected noises, lights or sights and determines if safe or scary.

MR 7.2 Experiments with cause and effect.

MR 7.3 Asks why. Begins to understand how things are connected. Recognizes a problem and asks for help.

MR 7.4 Plans steps to accomplish tasks and explores many possible solutions to a problem.

MR 7.5 Uses previous knowledge to determine which solution to try first when solving a problem or planning how to accomplish a task.

SS 4 History & Sense of Time

Develops sense of time

SS 4.1 Focuses on interactions with others for a short time.

SS 4.2 Observes events and begins to participate.

SS 4.3 Describes events as they happen. Uses words such as first, then.

SS 4.4 Recalls information and events from the past.

CO 4.a. Develops ability to be flexible in own thinking and behavior.

CA 2 Dance & Movement

Expresses through dance. Develops movement techniques.

CA 2a.1 Uses body language to express feelings.

CA 2a.2 Uses purposeful gestures and body language to communicate.

CA 2a.3 Moves in its own way to music and rhythm.

CA 2a.4 Demonstrates different levels of energy in dance, e.g., gentle versus explosive or small versus large movements.

CA 2a.5 Demonstrates the difference between spontaneous and planned movement.

Creates movements based on own ideas.

CA 2b.1 Moves body in a variety of ways.

CA 2b.2 Moves body purposely. Sways or bounces to music.

CA 2b.3 Follows the movements of others. Explores personal space and direction.

CA 2b.4 Describes and demonstrates multiple ways to move body parts. Moves to the beat.

CA 2b.5 Follows a leader to perform a simple movement pattern.

CA 4 Drama

Participates in dramatic and symbolic play. Uses and creates props to represent other objects or ideas.

CA 4a.1 Imitates simple movements and facial expressions.

CA 4a.2 Mimics observed behaviors and words.

CA 4a.3 Uses words, actions and props to pretend.

CA 4a.4 Plays a role in group dramatic play

CA 4a.5 Assigns roles and plays out unscripted scenes in dramatic play.

CA 4b.1 Responds to props or puppets.

CA 4b.2 Mimics the use of familiar objects.

CA 4b.3 Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.

CA 4b.4 Uses an object as a realistic replacement for a prop or real object.

CA 4b.5 Uses a combination of real and imaginary props or characters to play out a scene.

Creative Development

CR 1.a. Expresses ideas and feelings through visual art.

CA 3 Visual Arts

Expresses through 2D and 3D visual art and develops visual art techniques.

CA 3a.1 Expresses emotions while exploring materials.

CA 3a.2 Scribbles, colors or paints intentionally on paper.

CA 3a.3 Explores a variety of artistic tools and media.

CA 3a.4 Makes choices throughout the artistic process.

CA 3a.5 Plans, designs and seeks materials to make a creation.

CA 3b.1 Explores materials using gross motor movements and senses.

CA 3b.2 Uses hands and feet to explore a variety of media.

CA 3b.3 Uses materials to create shapes and symbols.

CA 3b.4 Chooses an object or art tool to use with a given medium for a desired effect.

CA 3b.5 Uses artistic tools and media to create intentional designs or images.

CR 1.b. Expresses self creatively through music and dance.

CA 1 Music

Expresses through music. Develops rhythm and tone.

CA 1a.1 Responds to sounds.

CA 1a.2 Repeats words in familiar songs and attempts to sing.

CA 1a.3 Expresses likes and dislikes of familiar songs. Explores shaking, pounding and tapping various instruments.

CA1a.4 Uses voice, common objects or instruments to create music. Identifies self as a musician.

CA1a.5 Uses voice or instruments to express feelings or to mimic sound effects.

CA 1b.1 Makes sounds to communicate feelings.

CA 1b.2 Responds to changes in sound, rhythm, volume or melody.

CA 1b.3 Claps to beat (not always consistently). Understands difference between singing and speaking voices.

CA 1b.4 Claps along to simple rhythm patterns. Controls voice to mimic the melodic direction.

CA 1b.5 Repeats simple rhythm patterns. Hears the change of musical phrases in a song. Sings along to familiar songs.

CA 2 Dance & Movement

Expresses through dance. Develops movement techniques.

CA 2a.1 Uses body language to express feelings.

CA 2a.2 Uses purposeful gestures and body language to communicate.

CA 2a.3 Moves in own way to music and rhythm.

CA 2a.4 Demonstrates different levels of energy in dance, e.g., gentle versus explosive or small versus large movements.

CA 2a.5 Demonstrates the difference between spontaneous and planned movement. Creates movements based on own ideas.

CA 2b.1 Moves body in a variety of ways.

CA 2b.2 Moves body purposely. Sways or bounces to music.

CA 2b.3 Follows the movements of others. Explores personal space and direction.

CA 2b.4 Describes and demonstrates multiple ways to move body parts. Moves to the beat.

CA 2b.5 Follows a leader to perform a simple movement pattern.

<p>CR 2.a. Develops ability to express new ideas through imaginative and inventive play.</p>	<p>CA 4 Drama <i>Participates in dramatic and symbolic play. Uses and creates props to represent other objects or ideas.</i> CA 4a.1 Imitates simple movements and facial expressions. CA 4a.2 Mimics observed behaviors and words. CA 4a.3 Uses words, actions and props to pretend. CA 4a.4 Plays a role in group dramatic play CA 4a.5 Assigns roles and plays out unscripted scenes in dramatic play. CA 4b.1 Responds to props or puppets. CA 4b.2 Mimics the use of familiar objects. CA 4b.3 Uses realistic toys as replacements for real objects. Distinguishes between real and pretend. CA 4b.4 Uses an object as a realistic replacement for a prop or real object. CA 4b.5 Uses a combination of real and imaginary props or characters to play out a scene.</p>
<p>Language and Literacy</p>	
<p>LL 1.a. Demonstrates understanding of increasingly complex language.</p>	<p>LLD 1 Listening (Receptive Language) <i>Understands and interprets language (both words and gestures). Follow directions.</i> LLD 1a.1 Turns head toward the person speaking and makes gestures and/or vocalizations in response. LLD 1a.2 Shows understanding of a variety of single familiar words. Points at named objects or body parts. LLD 1a.3 Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions. LLD 1a.4 Listens then responds appropriately. Shows understanding of some complex vocabulary. Asks for clarification when doesn't understand. LLD 1a.5 Listens and understands inferred requests. LLD 1b.1 Responds to conversation in environment and imitates actions. LLD 1b.2 With prompts and gestures, follows a one-step direction. LLD 1b.3 Follows related two-step directions given verbally. LLD 1b.4 Follows unrelated two-step directions given verbally. LLD 1b.5 With prompting, follows multi-step directions given verbally.</p>

LL 1.b. Develops and expands understanding of vocabulary and concepts.

LLD 2 Communication (Expressive Language)

Uses verbal and nonverbal communication to express ideas . Uses conversational skills.

Uses and expands vocabulary. Hears small units of sound.

LLD 2a.1 Uses vocalizations and gestures to communicate.

LLD 2a.2 Uses a few words, signs or word-like sounds to communicate.

LLD 2a.3 Communicates needs, desires and ideas. Asks and responds to questions.

LLD 2a.4 Asks simple questions and stays on topic for two to three exchanges.

LLD 2a.5 Tells stories and engages in conversations through multiple exchanges.

LLD 2b.1 Mimics single sounds.

LLD 2b.2 Says one- to two-word sentences.

LLD 2b.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille or verbalized words.

LLD 2b.4 Speaks in sentences (with words, sign language) but does not always follow grammatical rules.

LLD 2b.5 Speaks in simple complete sentences using sign language, braille, a second language or technology. Uses question words in speech.

LLD 2c.1 Makes noises and gestures to communicate.

LLD 2c.2 Repeats words heard frequently in environment.

LLD 2c.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.

LLD 2c.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.

LLD 2c.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.

LL 1.c. Communicates using increasingly complex language.

LLD 2 Communication (Expressive Language)

Uses verbal and nonverbal communication to express ideas . Uses conversational skills. Uses and expands vocabulary. Hears small units of sound.

LLD 2a.1 Uses vocalizations and gestures to communicate.

LLD 2a.2 Uses a few words, signs or word-like sounds to communicate.

LLD 2a.3 Communicates needs, desires and ideas. Asks and responds to questions.

LLD 2a.4 Asks simple questions and stays on topic for two to three exchanges.

LLD 2a.5 Tells stories and engages in conversations through multiple exchanges.

LLD 2b.1 Mimics single sounds.

LLD 2b.2 Says one- to two-word sentences.

LLD 2b.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille or verbalized words.

LLD 2b.4 Speaks in sentences (with words, sign language) but does not always follow grammatical rules.

LLD 2b.5 Speaks in simple complete sentences using sign language, braille, a second language or technology. Uses question words in speech.

LLD 2c.1 Makes noises and gestures to communicate.

LLD 2c.2 Repeats words heard frequently in environment.

LLD 2c.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.

LLD 2c.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.

LLD 2c.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.

<p>LL 1.d. Participates in conversations with increasing application of turn-taking skills.</p>	<p>LLD 2 Communication (Expressive Language) <i>Uses verbal and nonverbal communication to express ideas . Uses conversational skills. Uses and expands vocabulary. Hears small units of sound.</i></p> <p>LLD 2a.1 Uses vocalizations and gestures to communicate. LLD 2a.2 Uses a few words, signs or word-like sounds to communicate. LLD 2a.3 Communicates needs, desires and ideas. Asks and responds to questions. LLD 2a.4 Asks simple questions and stays on topic for two to three exchanges. LLD 2a.5 Tells stories and engages in conversations through multiple exchanges.</p> <p>LLD 2b.1 Mimics single sounds. LLD 2b.2 Says one- to two-word sentences. LLD 2b.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille or verbalized words. LLD 2b.4 Speaks in sentences (with words, sign language) but does not always follow grammatical rules. LLD 2b.5 Speaks in simple complete sentences using sign language, braille, a second language or technology. Uses question words in speech.</p> <p>LLD 2c.1 Makes noises and gestures to communicate. LLD 2c.2 Repeats words heard frequently in environment. LLD 2c.3 Identifies familiar people, places and objects. Asks what a specific person or object is called. LLD 2c.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe. LLD 2c.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.</p>
<p>LL 1.e. Develops comprehension of read-aloud text.</p>	<p>LLD 6 Reading Comprehension <i>Understands concepts of text. Retells, asks and answers questions about a text or story.</i></p> <p>LLD 6a.1 Interacts by reaching for or patting when a book is read. LLD 6a.2 Points to pictures and repeats words from familiar stories. LLD 6a.3 Talks about pictures and ideas in familiar stories. LLD 6a.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story. LLD 6a.5 Relates to the characters or events of the story and shares a similar experience or object from own life.</p> <p>LLD 6b.1 Holds book and looks intently at each page. LLD 6b.2 Answers “where” questions by pointing. LLD 6b.3 Answers “what” questions about stories and books. Recalls the name of the main character. LLD 6b.4 Asks and answers questions about text or new vocabulary and retells a story by pointing at pictures or role-playing with props. LLD 6b.5 Retells portions of a story. Asks and answers simple questions about characters, setting, events and complex vocabulary.</p>

LL 2.a. Develops awareness of syllables in spoken words.

LLD 4 Alphabetic Knowledge

Identifies letters and words. Makes letter-sound connections and decodes words.

LLD 4a.1 Looks for familiar people and objects when given their names.

LLD 4a.2 Identifies a familiar object or person when shown a drawing or photo.

LLD 4a.3 Recognizes the difference between pictures, letters and numbers in print.

LLD 4a.4 Recognizes some common words in print, such as his/her name, mom, dad.

LLD 4a.5 Names upper- and lowercase letters when

presented in random order. When shown a two-or three-letter word, can find it in print.

LLD 4b.1 Babbles or repeats sounds.

LLD 4b.2 Points at words printed on a page and pretends to read aloud.

LLD 4b.3 Recognizes the sound of the first letter in his/her name.

LLD 4b.4 Identifies six to seven letters and their sounds.

LLD 4b.5 Identifies 12 to 15 letters and their sounds. Recognizes that letters make up words.

LLD 5 Concepts of Print

Uses print concepts and explores books and other text.

LLD 5.1 Looks at or points to pictures. Opens and closes books.

LLD 5.2 Recognizes if pictures are right-side up. Turns pages from front to back of book.

LLD 5.3 Identifies the front/back and top/ bottom of a book. Indicates where to start reading on each page.

LLD 5.4 Identifies letters, words, spaces and some punctuation. Follows the direction of text.

LLD 5.5 Touches a written word on the page for each spoken word (but not necessarily the correct word). Tracks print from the end of one line to the beginning of the next line.

<p>LL 2.b. Develops awareness of initial sounds, onsets, and rimes in spoken words.</p>	<p>LLD 1 Listening (Receptive Language) <i>Understands and interprets language (both words and gestures). Follow directions.</i></p> <p>LLD 1a.1 Turns head toward the person speaking and makes gestures and/or vocalizations in response.</p> <p>LLD 1a.2 Shows understanding of a variety of single familiar words. Points at named objects or body parts.</p> <p>LLD 1a.3 Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions.</p> <p>LLD 1a.4 Listens then responds appropriately. Shows understanding of some complex vocabulary. Asks for clarification when doesn't understand.</p> <p>LLD 1a.5 Listens and understands inferred requests.</p> <p>LLD 1b.1 Responds to conversation in environment and imitates actions.</p> <p>LLD 1b.2 With prompts and gestures, follows a one-step direction.</p> <p>LLD 1b.3 Follows related two-step directions given verbally.</p> <p>LLD 1b.4 Follows unrelated two-step directions given verbally.</p> <p>LLD 1b.5 With prompting, follows multi-step directions given verbally.</p> <p>LLD 3 Phonological Awareness <i>Hears small units of sound.</i></p> <p>LLD 3.1 Babbles and vocalizes using sound, volume and inflection.</p> <p>LLD 3.2 Imitates sounds and tones. Repeats the last word in familiar rhymes when prompted.</p> <p>LLD 3.3 Shows awareness of separate words in spoken language. Suggests a missing rhyming word within a poem or song.</p> <p>LLD 3.4 Identifies words that have a similar beginning sound. Identifies when two words rhyme. Shows awareness of separate syllables in a word.</p> <p>LLD 3.5 Identifies the beginning and ending sounds of words. Suggests a series of rhyming words when given a word.</p>
<p>LL 2.c. Develops understanding of rhyme.</p>	<p>LLD 3 Phonological Awareness <i>Hears small units of sound.</i></p> <p>LLD 3.1 Babbles and vocalizes using sound, volume and inflection.</p> <p>LLD 3.2 Imitates sounds and tones. Repeats the last word in familiar rhymes when prompted.</p> <p>LLD 3.3 Shows awareness of separate words in spoken language. Suggests a missing rhyming word within a poem or song.</p> <p>LLD 3.4 Identifies words that have a similar beginning sound. Identifies when two words rhyme. Shows awareness of separate syllables in a word.</p> <p>LLD 3.5 Identifies the beginning and ending sounds of words. Suggests a series of rhyming words when given a word.</p>

<p>LL 3.a. Develops knowledge of print organization.</p>	<p>LLD 5 Concepts of Print <i>Uses print concepts and explores books and other text.</i> LLD 5.1 Looks at or points to pictures. Opens and closes books. LLD 5.2 Recognizes if pictures are right-side up. Turns pages from front to back of book. LLD 5.3 Identifies the front/back and top/ bottom of a book. Indicates where to start reading on each page. LLD 5.4 Identifies letters, words, spaces and some punctuation. Follows the direction of text. LLD 5.5 Touches a written word on the page for each spoken word (but not necessarily the correct word). Tracks print from the end of one line to the beginning of the next line.</p>
<p>LL 3.b. Develops knowledge of the alphabet.</p>	<p>LLD 4 Alphabetic Knowledge <i>Identifies letters and words. Makes letter-sound connections and decodes words.</i> LLD 4a.1 Looks for familiar people and objects when given their names. LLD 4a.2 Identifies a familiar object or person when shown a drawing or photo. LLD 4a.3 Recognizes the difference between pictures, letters and numbers in print. LLD 4a.4 Recognizes some common words in print, such as his/her name, mom, dad. LLD 4a.5 Names upper- and lowercase letters when presented in random order. When shown a two- or three-letter word, can find it in print. LLD 4b.1 Babbles or repeats sounds. LLD 4b.2 Points at words printed on a page and pretends to read aloud. LLD 4b.3 Recognizes the sound of the first letter in his/her name. LLD 4b.4 Identifies six to seven letters and their sounds. LLD 4b.5 Identifies 12 to 15 letters and their sounds. Recognizes that letters make up words.</p>
<p>LL 4.a. Develops understanding that writing represents spoken language.</p>	<p>LLD 7 Writing <i>Uses writing to represent meaning.</i> LLD 7.1 Explores writing materials. LLD 7.2 Makes random marks with writing tools. Make handprints or fingerprints. LLD 7.3 Writes letter-like forms and creates his/ her own symbols. Scribbles or draws marks as a representation of an object or person. LLD 7.4 Attempts to print or copy familiar symbols and letters, especially those that are in own name. Draws and explains who or what it represents. LLD 7.5 Prints first name. Copies print. Uses inventive spelling. Uses a combination of drawing, dictating and writing to express and record an event or idea.</p>

<p>LL 4.b. Draws and writes using increasingly sophisticated grasp.</p>	<p>LLD 5 Concepts of Print <i>Uses print concepts and explores books and other text.</i> LLD 5.1 Looks at or points to pictures. Opens and closes books. LLD 5.2 Recognizes if pictures are right-side up. Turns pages from front to back of book. LLD 5.3 Identifies the front/back and top/ bottom of a book. Indicates where to start reading on each page. LLD 5.4 Identifies letters, words, spaces and some punctuation. Follows the direction of text. LLD 5.5 Touches a written word on the page for each spoken word (but not necessarily the correct word). Tracks print from the end of one line to the beginning of the next line.</p> <p>CA 3 Visual Arts <i>Expresses through 2D and 3D visual art and develops visual art techniques.</i> CA 3a.1 Expresses emotions while exploring materials. CA 3a.2 Scribbles, colors or paints intentionally on paper. CA 3a.3 Explores a variety of artistic tools and media. CA 3a.4 Makes choices throughout the artistic process. CA 3a.5 Plans, designs and seeks materials to make a creation. CA 3b.1 Explores materials using gross motor movements and senses. CA 3b.2 Uses hands and feet to explore a variety of media. CA 3b.3 Uses materials to create shapes and symbols. CA 3b.4 Chooses an object or art tool to use with a given medium for a desired effect. CA 3b.5 Uses artistic tools and media to create intentional designs or images.</p>
<p>Mathematics</p>	
<p>MA 1.a. Develops understanding of the stable order of the counting sequence and learns to recite numbers in order.</p>	<p>MR 1 Number Sense <i>Identifies numerals. Determines quantity.</i> MR 1a.1 Hears numbers in everyday context. MR 1a.2 Recognizes the numeral one and sees other numerals around the room. MR 1a.3 Recognizes numerals to three. MR 1a.4 Identifies numerals to five. MR 1a.5 Identifies numerals to 10. MR 1b.1 Hears rote counting. MR 1b.2 Repeats number words when heard. MR 1b.3 Points to one object at a time while counting (not always in correct order). MR 1b.4 Counts up to ten objects. MR 1b.5 Counts up to 20 objects.</p>

<p>MA 1.b. Develops understanding of one-to-one correspondence and cardinality.</p>	<p>MR 1 Number Sense <i>MR 1c: Understands operations.</i> MR 1c.1 Looks for an object that is taken out of sight. MR 1c.2 Demonstrates an understanding of one, two and more. MR 1c.3 Creates groups of objects. Adds to and removes from group as prompted. MR 1c.4 Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts. MR 1c.5 Solves addition and subtraction problems within ten.</p>
<p>MA 1.c. Develops ability to subitize small quantities.</p>	<p>MR 1 Number Sense <i>MR 1c: Understands operations.</i> MR 1c.2 Demonstrates an understanding of one, two and more. MR 1c.3 Creates groups of objects. Adds to and removes from group as prompted.</p>
<p>MA 1.d. Develops ability to recognize and name written numerals.</p>	<p>MR 1 Number Sense <i>Identifies numerals.</i> MR 1a.1 Hears numbers in everyday context. MR 1a.2 Recognizes the numeral one and sees other numerals around the room. MR 1a.3 Recognizes numerals to three. MR 1a.4 Identifies numerals to five. MR 1a.5 Identifies numerals to 10.</p>
<p>MA 2.a. Develops understanding of number relationships and operations.</p>	<p>MR 1 Number Sense <i>MR 1c: Understands operations.</i> MR 1c.1 Looks for an object that is taken out of sight. MR 1c.2 Demonstrates an understanding of one, two and more. MR 1c.3 Creates groups of objects. Adds to and removes from group as prompted. MR 1c.4 Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts. MR 1c.5 Solves addition and subtraction problems within ten.</p>

<p>MA 3.a. Develops knowledge of measurement to compare and describe objects.</p>	<p>MR 4 Measurement <i>Estimates and measures. Compares and seriates.</i> MR 4a.1 Recognizes when to use whole hand or just two fingers to pick up an object. MR 4a.2 Explores size and weight of objects in relation to self. MR 4a.3 Determines which object is bigger (heavier, longer) when given two objects. MR 4a.4 Uses nonstandard measurement tools to estimate approximate size or volume. Verifies estimation with help. MR 4a.5 Estimates (not always logically) size and volume. Measures and describes findings. MR 4b.1 Picks up and puts down objects. Demonstrates an understanding of “more.” MR 4b.2 Places objects in a line. Demonstrates an understanding of more, none and one. MR 4b.3 Compares and orders two to three objects according to size, length, hue or weight. MR 4b.4 Orders multiple objects by one feature using process of elimination. Describes order using words like first, then and last. MR 4b.5 Arranges and orders multiple objects by size, length, hue or weight.</p>
<p>MA 3.b. Develops the ability to sort.</p>	<p>MR 6 Classification <i>Matches and sorts.</i> MR 6.1 Recognizes familiar people and objects. MR 6.2 When shown one object, finds the match. MR 6.3 Sorts objects by one feature, such as size or color. Groups objects by common characteristics. MR 6.4 After sorting objects by one feature, sorts again by a different feature. MR 6.5 Sorts objects by more than one feature and explains why.</p>
<p>MA 3.c. Develops understanding of patterns.</p>	<p>MR 5 Patterns <i>Identifies, reproduces and creates patterns.</i> MR 5.1 Plays predictable activities with caregivers such as pat-a-cake and peekaboo. MR 5.2 Attempts to mimic vocal and physical patterns. MR 5.3 Copies patterns with two steps, such as red-blue, red-blue. MR 5.4 Creates and extends two-step patterns. MR 5.5 Creates and extends three- and four-step patterns and plays complex memory games.</p>
<p>MA 4.a. Develops ability to recognize shapes and their attributes.</p>	<p>MR 3 Shapes <i>Identifies shapes and their characteristics.</i> MR 3.1 Manipulates objects that are a variety of shapes. MR 3.2 Matches two identical shapes. MR 3.3 Identifies a few basic shapes. MR 3.4 Identifies four to six basic geometric shapes. MR 3.5 Describes basic and complex two- and three-dimensional shapes using own words.</p>

<p>MA 4.b. Develops understanding of spatial relationships.</p>	<p>MR 2 Spatial Awareness <i>Understands how objects move in space. Determines object location.</i> MR 2a.1 Tries to put one object inside another. MR 2a.2 Purposely turns or spins objects. Fills container then dumps out the contents. MR 2a.3 Recognizes objects that are upside-down and turns them right-side up. Puts together three pieces to create a whole object. MR 2a.4 Matches two objects even if turned different ways. Uses a guide to assemble 12 puzzle pieces. MR 2a.5 Identifies and corrects the orientation of familiar objects and symbols. Assembles a puzzle without using a guide. MR 2b.1 Participates as caregiver raises arms or legs and says up/down. MR 2b.2 Follows simple positional directions such as on/off, over/under and up/down. MR 2b.3 Finds or places objects next to, between, in front of or behind self. MR 2b.4 When prompted, places objects next to, between, in front of or behind objects not related to self. MR 2b.5 Explains the location of an object in relation to another object.</p> <p>SS 3 Geography <i>Identifies types of places and interacts with maps.</i> SS 3.1 Responds to changes in the immediate environment. Navigates within a familiar environment. SS 3.2 Recognizes familiar places. Finds ways to move around obstacles in a familiar environment. SS 3.3 Identifies a variety of familiar places such as home, church, stores. Follows a path. SS 3.4 Identifies different types of water bodies, streets, buildings and landmarks in own community. Recognizes symbols and landmarks. SS 3.5 Explains the purpose for different types of structures, such as bridges and buildings. Asks questions about landmarks. Identifies what is represented on a map. Draws pictures of current location.</p>
Physical Development and Wellness	
<p>PW 1.a. Develops competency in a variety of locomotor skills and non-locomotor skills.</p>	<p>PD 1 Gross Motor <i>Builds strength, coordination and balance of large muscles.</i> PD 1.1 Sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position. PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects. PD 1.3 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body. PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects. PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences.</p>

PW 1.b. Demonstrates developing control of fundamental fine motor skills, including hand-eye coordination.

PD 2 Fine Motor

Builds strength and coordination of small movements.

PD 2.1 Reaches for objects in sight. Uses hands or feet to make contact with an object.

PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self.

PD 2.3 Opens, closes, twists and pulls objects with one or both hands.

PD 2.4 Manipulates objects with hands doing different things. Snips with scissors. Begins to string large beads.

PD 2.5 Follows a straight line when cutting and drawing. Buttons, zips, buckles and laces.

PW 1.c. Develops oral motor skills.

SED 1 Self-Awareness

Knows self and increases confidence. Expresses curiosity, preference and initiative.

SED 1a.1 Responds to name, explores hands and looks in mirror.

SED 1a.2 Recognizes self in photos or in a mirror.

SED 1a.3 Expresses ideas about self in relation to others. Expresses interests in trying tasks with help.

SED 1a.4 Expresses interest in doing familiar tasks by self and expresses confidence in own abilities.

SED 1a.5 Takes risks and pushes self to accomplish new tasks independently.

SED 1b.1 Vocalizes or moves to express wants and needs.

SED 1b.2 Seeks out or responds to favorite or preferred toys, objects or people.

SED 1b.3 Expresses likes and dislikes.

SED 1b.4 When given two to three options, chooses his/her most desired option.

SED 1b.5 Takes initiative to pursue interests. Describes and compares preferences of self and others.

LLD 2 Communication (Expressive Language)

Uses verbal and nonverbal communication to express ideas . Uses conversational skills.

Uses and expands vocabulary. Hears small units of sound.

LLD 2a.1 Uses vocalizations and gestures to communicate.

LLD 2a.2 Uses a few words, signs or word-like sounds to communicate.

LLD 2a.3 Communicates needs, desires and ideas. Asks and responds to questions.

LLD 2a.4 Asks simple questions and stays on topic for two to three exchanges.

LLD 2a.5 Tells stories and engages in conversations through multiple exchanges.

LLD 2b.1 Mimics single sounds.

LLD 2b.2 Says one- to two-word sentences.

LLD 2b.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille or verbalized words.

LLD 2b.4 Speaks in sentences (with words, sign language) but does not always follow grammatical rules.

LLD 2b.5 Speaks in simple complete sentences using sign language, braille, a second language or technology. Uses question words in speech.

LLD 2c.1 Makes noises and gestures to communicate.

LLD 2c.2 Repeats words heard frequently in environment.

LLD 2c.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.

LLD 2c.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.

LLD 2c.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.

LLD 3 Phonological Awareness

Hears small units of sound.

LLD 3.1 Babbles and vocalizes using sound, volume and inflection.

LLD 3.2 Imitates sounds and tones. Repeats the last word in familiar rhymes when prompted.

LLD 3.3 Shows awareness of separate words in spoken language. Suggests a missing rhyming word within a poem or song.

LLD 3.4 Identifies words that have a similar beginning sound. Identifies when two words rhyme. Shows awareness of separate syllables in a word.

LLD 3.5 Identifies the beginning and ending sounds of words. Suggests a series of rhyming words when given a word.

SCI 4 Technology

Uses tools and technology to perform tasks.

SCI 4.1 Explores simple tools such as toys and spoons.

SCI 4.2 Begins to use simple tools purposefully, such as using a spoon to feed self.

<p>PW 1.d. Uses senses and movement to guide motions and interactions with objects and other people.</p>	<p>SED 3 Attention & Persistence <i>Attends and engages. Shows flexibility and inventiveness.</i> SED 3a.1 Focuses for a short time on a person, sound or thing. SED 3a.2 Attends to what others are looking at or pointing to. SED 3a.3 Focuses on an engaging activity for a short period of time independently or with an adult. SED 3a.4 Practices or repeats an activity many times until successful. Expresses delight over a successful project. SED 3a.5 Sustains focus for at least five minutes, persisting even if there are problems or distractions. SED 3b.1 Shifts attention from one person or thing to another. SED 3b.2 Repeats actions to gain a result. SED 3b.3 Asserts a desire to start or end an activity. Asks for help as needed. SED 3b.4 Initiates an activity and seeks help to complete it. SED 3b.5 Demonstrates flexibility and imagination while working on a task.</p> <p>SCI 1 Investigation & Inquiry <i>Observes, inquires and investigates objects and events to gain understanding.</i> SCI 1.1 Looks for a person or toy that has moved out of sight. Uses senses to explore an environment. SCI 1.2 Demonstrates curiosity about objects by touching and manipulating them. Asks one- to two-word questions. SCI 1.3 Investigates an object or group of objects in multiple ways. Recognizes a problem and asks for help. SCI 1.4 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others. SCI 1.5 Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.</p>
<p>PW 2.a. Develops knowledge about the body, its parts, and how it functions in relation to health and well-being.</p>	<p>PD 4 Personal Care <i>Implements self-help routines for hygiene and dressing.</i> PD 4.1 Receives appropriate healthcare from caregivers. Cries or moves body when physical needs are not met. PD 4.2 Recognizes the difference between dirty and clean. Begins to participate in self-care activities. Points to body parts when prompted. PD 4.3 With help, participates in healthcare routines. Identifies body parts. Describes basic personal needs. PD 4.4 Describes the function of basic body parts. Can locate body pain. Regulates toileting and handwashing needs. Follows a routine of rest and active play. Meets most personal needs. PD 4.5 Explains how germs spread and describes simple strategies for preventing the spread. Distinguishes between basic needs and wants for living creatures.</p>

<p>PW 2.b. Demonstrates personal health and self-care practices with increasing independence.</p>	<p>PD 3 Safety <i>Demonstrates safe practices.</i> PD 3.1 Expresses distress when needs are not met. PD 3.2 Responds to possible dangers in environment and avoids them when prompted. PD 3.3 Follows simple safety rules and avoids danger. PD 3.4 Follows safety rules and help others follow rules. Identifies dangerous situations and seeks help. PD 3.5 Describes reasons for safety rules and reminds others to follow them.</p> <p>PD 4 Personal Care <i>Implements self-help routines for hygiene and dressing.</i> PD 4.1 Receives appropriate healthcare from caregivers. Cries or moves body when physical needs are not met. PD 4.2 Recognizes the difference between dirty and clean. Begins to participate in self-care activities. Points to body parts when prompted. PD 4.3 With help, participates in healthcare routines. Identifies body parts. Describes basic personal needs. PD 4.4 Describes the function of basic body parts. Can locate body pain. Regulates toileting and handwashing needs. Follows a routine of rest and active play. Meets most personal needs. PD 4.5 Explains how germs spread and describes simple strategies for preventing the spread. Distinguishes between basic needs and wants for living creatures.</p>
<p>PW 2.c. Consumes healthy food and develops healthy eating habits.</p>	<p>PD 5 Nutrition <i>Follows healthy nutrition routines.</i> PD 5.1 Cries when hungry or tired. PD 5.2 Communicates the need to eat, rest and drink. Feeds self some finger foods. PD 5.3 Anticipates the need to eat, rest and drink. Feeds self with spoon or other utensil. PD 5.4 Identifies food and serves a portion into bowl or plate. Feeds self. PD 5.5 Identifies food groups and sorts food. Chooses between two appropriate foods.</p>
<p>PW 2.d. Develops healthy sleep and rest behaviors.</p>	<p>PD 4 Personal Care <i>Implements self-help routines for hygiene and dressing.</i> PD 4.1 Receives appropriate healthcare from caregivers. Cries or moves body when physical needs are not met. PD 4.2 Recognizes the difference between dirty and clean. Begins to participate in self-care activities. Points to body parts when prompted. PD 4.3 With help, participates in healthcare routines. Identifies body parts. Describes basic personal needs. PD 4.4 Describes the function of basic body parts. Can locate body pain. Regulates toileting and handwashing needs. Follows a routine of rest and active play. Meets most personal needs. PD 4.5 Explains how germs spread and describes simple strategies for preventing the spread. Distinguishes between basic needs and wants for living creatures.</p>

<p>PW 2.e. Participates in preferred physical activities and develops understanding that being physically active is healthy.</p>	<p>PD 1 Gross Motor <i>Builds strength, coordination and balance of large muscles.</i> PD 1.1 Sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position. PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects. PD 1.3 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body. PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects. PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences.</p>
<p>PW 2.f. Demonstrates increasing understanding of safety practices and behaviors.</p>	<p>PD 3 Safety <i>Demonstrates safe practices.</i> PD 3.1 Expresses distress when needs are not met. PD 3.2 Responds to possible dangers in environment and avoids them when prompted. PD 3.3 Follows simple safety rules and avoids danger. PD 3.4 Follows safety rules and help others follow rules. Identifies dangerous situations and seeks help. PD 3.5 Describes reasons for safety rules and reminds others to follow them.</p>
<p>Science</p>	

SC 1.a. Explores and investigates objects and events in the environment.

SCI 1 Investigation & Inquiry

Observes, inquires and investigates objects and events to gain understanding.

SCI 1.1 Looks for a person or toy that has moved out of sight. Uses senses to explore an environment.

SCI 1.2 Demonstrates curiosity about objects by touching and manipulating them. Asks one- to two-word questions.

SCI 1.3 Investigates an object or group of objects in multiple ways. Recognizes a problem and asks for help.

SCI 1.4 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.

SCI 1.5 Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.

SCI 2 Natural & Earth Science

Understanding living and nonliving things. Demonstrates knowledge of Earth's environment.

SCI 2a.1 Explores immediate environment using senses.

SCI 2a.2 Plays with rocks, sand, dirt or water. Reacts to animals or insects in the immediate environment.

SCI 2a.3 Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics.

SCI 2a.4 Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move.

SCI 2a.5 Recognizes that all living things have similar basic needs. Sorts organisms as living or nonliving and explains why.

SCI 2b.1 Reacts to weather changes in immediate environment.

SCI 2b.2 Understands hot and cold. Points at clouds and explores the feel of rain and wind.

SCI 2b.3 Notices changes in temperature or weather.

SCI 2b.4 Identifies the climate and weather in the immediate environment.

SCI 2b.5 Identifies current season and explains how weather affects personal life.

SCI 3 Physical Science

Explores forces, motion and physical properties of materials.

SCI 3.1 Uses senses to explore objects in an immediate environment. Kicks feet or shakes arms to make other objects move.

SCI 3.2 Reacts to changes in texture, smell, sound or sight. Uses body to push or pull toys.

SCI 3.3 Explores motion by moving, rolling, blowing on or dropping a toy. Begins to name colors.

SCI 3.4 Explains how common vehicles, animals and people move. Sorts objects by type of movement. Describes basic physical properties of objects including textures and colors.

SCI 3.5 Experiments with and explains invisible forces, e.g., ramps, magnets. Manipulates matter and observes any physical changes that may occur.

	<p>SCI 4 Technology <i>Uses tools and technology to perform tasks.</i> SCI 4.1 Explores simple tools such as toys and spoons. SCI 4.2 Begins to use simple tools purposefully, such as using a spoon to feed self. SCI 4.3 Explores movable parts on toys and tools. Uses on and off switches. SCI 4.4 Explores simple machines and interacts with simple electronic and screen toys. SCI 4.5 Experiments with simple technology to solve problems or accomplish tasks.</p>
<p>SC 1.b. Develops ability to reason about cause and effect.</p>	<p>MR 7 Logic & Reasoning <i>Recalls information, builds memory, reasoning and problem-solving skills.</i> MR 7.1 Reacts to unexpected noises, lights or sights and determines if safe or scary. MR 7.2 Experiments with cause and effect. MR 7.3 Asks why. Begins to understand how things are connected. Recognizes a problem and asks for help. MR 7.4 Plans steps to accomplish tasks and explores many possible solutions to a problem. MR 7.5 Uses previous knowledge to determine which solution to try first when solving a problem or planning how to accomplish a task.</p> <p>SCI 1 Investigation & Inquiry <i>Observes, inquires and investigates objects and events to gain understanding.</i> SCI 1.1 Looks for a person or toy that has moved out of sight. Uses senses to explore an environment. SCI 1.2 Demonstrates curiosity about objects by touching and manipulating them. Asks one- to two-word questions. SCI 1.3 Investigates an object or group of objects in multiple ways. Recognizes a problem and asks for help. SCI 1.4 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others. SCI 1.5 Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.</p>
<p>Social Emotional Development</p>	

SE 1.a. Develops and expands understanding of oneself as a unique person.

SED 1 Self-Awareness

Knows self and increases confidence. Expresses curiosity, preference and initiative.

SED 1a.1 Responds to name, explores hands and looks in mirror.

SED 1a.2 Recognizes self in photos or in a mirror.

SED 1a.3 Expresses ideas about self in relation to others. Expresses interests in trying tasks with help.

SED 1a.4 Expresses interest in doing familiar tasks by self and expresses confidence in own abilities.

SED 1a.5 Takes risks and pushes self to accomplish new tasks independently.

SED 1b.1 Vocalizes or moves to express wants and needs.

SED 1b.2 Seeks out or responds to favorite or preferred toys, objects or people.

SED 1b.3 Expresses likes and dislikes.

SED 1b.4 When given two to three options, chooses his/her most desired option.

SED 1b.5 Takes initiative to pursue interests. Describes and compares preferences of self and others.

SED 2 Self-Regulation

Identifies emotions. Manages feelings and behavior. Follows routines and transitions.

SED 2a.1 Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort.

SED 2a.2 Show a range of emotions with facial expressions and gestures.

SED 2a.3 Experiments and role-plays with a range of emotions.

SED 2a.4 Recognizes and names a few personal feelings.

SED 2a.5 Identifies and describes personal feelings.

SED 2b.1 Calms with support from caregiver.

SED 2b.2 Soothes self by seeking a familiar adult or thing.

SED 2b.3 Mimics breathing and calming strategies. Practices waiting for a turn.

SED 2b.4 Controls impulses with reminders.

SED 2b.5 Uses strategies to manage behavior. Anticipates a change in routine and begins to prepare self by finding a desired thing or person.

SED 2c.1 Reacts to changes in tone of voice or expression.

SED 2c.2 Cooperates during familiar routines and familiar activities.

SED 2c.3 Recognizes a familiar activity or routine. Redirects to a new activity with help.

SED 2c.4 Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change.

SED 2c.5 Follows daily routines on own. With support, negotiates ways to hand nonroutine transitions.

SE 1.b. Develops understanding of emotions.

SED 1 Self-Awareness

Knows self and increases confidence. Expresses curiosity, preference and initiative.

SED 1a.1 Responds to name, explores hands and looks in mirror.

SED 1a.2 Recognizes self in photos or in a mirror.

SED 1a.3 Expresses ideas about self in relation to others. Expresses interests in trying tasks with help.

SED 1a.4 Expresses interest in doing familiar tasks by self and expresses confidence in own abilities.

SED 1a.5 Takes risks and pushes self to accomplish new tasks independently.

SED 1b.1 Vocalizes or moves to express wants and needs.

SED 1b.2 Seeks out or responds to favorite or preferred toys, objects or people.

SED 1b.3 Expresses likes and dislikes.

SED 1b.4 When given two to three options, chooses his/her most desired option.

SED 1b.5 Takes initiative to pursue interests. Describes and compares preferences of self and others.

SED 2 Self-Regulation

Identifies emotions. Manages feelings and behavior. Follows routines and transitions.

SED 2a.1 Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort.

SED 2a.2 Show a range of emotions with facial expressions and gestures.

SED 2a.3 Experiments and role-plays with a range of emotions.

SED 2a.4 Recognizes and names a few personal feelings.

SED 2a.5 Identifies and describes personal feelings.

SED 2b.1 Calms with support from caregiver.

SED 2b.2 Soothes self by seeking a familiar adult or thing.

SED 2b.3 Mimics breathing and calming strategies. Practices waiting for a turn.

SED 2b.4 Controls impulses with reminders.

SED 2b.5 Uses strategies to manage behavior. Anticipates a change in routine and begins to prepare self by finding a desired thing or person.

SED 2c.1 Reacts to changes in tone of voice or expression.

SED 2c.2 Cooperates during familiar routines and familiar activities.

SED 2c.3 Recognizes a familiar activity or routine. Redirects to a new activity with help.

SED 2c.4 Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change.

SED 2c.5 Follows daily routines on own. With support, negotiates ways to hand nonroutine transitions.

SE 2.a. Begins to manage emotions and actions.

SED 1 Self-Awareness

Knows self and increases confidence. Expresses curiosity, preference and initiative.

SED 1a.1 Responds to name, explores hands and looks in mirror.

SED 1a.2 Recognizes self in photos or in a mirror.

SED 1a.3 Expresses ideas about self in relation to others. Expresses interests in trying tasks with help.

SED 1a.4 Expresses interest in doing familiar tasks by self and expresses confidence in own abilities.

SED 1a.5 Takes risks and pushes self to accomplish new tasks independently.

SED 1b.1 Vocalizes or moves to express wants and needs.

SED 1b.2 Seeks out or responds to favorite or preferred toys, objects or people.

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SED 2c.1 Reacts to changes in tone of voice or expression.

SED 2c.2 Cooperates during familiar routines and familiar activities.

SED 2c.3 Recognizes a familiar activity or routine. Redirects to a new activity with help.

SED 2c.4 Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change.

SED 2c.5 Follows daily routines on own. With support, negotiates ways to hand nonroutine transitions.

SE 3.a. Develops empathy toward and understanding of others.

SED 4 Social Relationships

Develops relationships with adults and peers. Participates cooperatively in groups. Identifies and respects differences in others.

SED 4a.1 Responds to primary caregivers through eye contact and gentle touch.

SED 4a.2 Greets and stays near familiar people.

SED 4a.3 Identifies and plays side by side with a new or familiar person.

SED 4a.4 Joins a group and participates in group play.

SED 4a.5 Initiates play, conversations and interactions with one or more persons.

SED 4b.1 Enjoys turn-taking games such as peekaboo.

SED 4b.2 Mimics actions of others.

SED 4b.3 Helps or participates in an activity when asked.

SED 4b.4 Plays cooperatively with others and begins to share. Asks adult to help solve social problems.

SED 4b.5 Identifies roles of self and others during tasks or pretend play. Offers to help others.

SED 4c.1 Adjusts behavior according to emotional or facial response of a familiar person.

SED 4c.2 Explores people and their features side by side in a book or a mirror.

SED 4c.3 Identifies emotions of others. Demonstrates concern for others.

SED 4c.4 Explains how and why someone may be feeling a certain emotion. Participates in group play with those different than self.

SED 4c.5 Shows interest in learning about and interacting with peers who look, learn, believe or move differently.

SE 4.a. Develops secure, trusting relationships with adults.

LLD 2 Communication (Expressive Language)

Uses verbal and nonverbal communication to express ideas . Uses conversational skills. Uses and expands vocabulary. Hears small units of sound.

LLD 2a.1 Uses vocalizations and gestures to communicate.

LLD 2a.2 Uses a few words, signs or word-like sounds to communicate.

LLD 2a.3 Communicates needs, desires and ideas. Asks and responds to questions.

LLD 2a.4 Asks simple questions and stays on topic for two to three exchanges.

LLD 2a.5 Tells stories and engages in conversations through multiple exchanges.

LLD 2b.1 Mimics single sounds.

LLD 2b.2 Says one- to two-word sentences.

LLD 2b.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille or verbalized words.

LLD 2b.4 Speaks in sentences (with words, sign language) but does not always follow grammatical rules.

LLD 2b.5 Speaks in simple complete sentences using sign language, braille, a second language or technology. Uses question words in speech.

LLD 2c.1 Makes noises and gestures to communicate.

LLD 2c.2 Repeats words heard frequently in environment.

LLD 2c.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.

LLD 2c.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.

LLD 2c.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.

SED 4 Social Relationships

Develops relationships with adults and peers. Participates cooperatively in groups. Identifies and respects differences in others.

SED 4a.1 Responds to primary caregivers through eye contact and gentle touch.

SED 4a.2 Greets and stays near familiar people.

SED 4a.3 Identifies and plays side by side with a new or familiar person.

SED 4a.4 Joins a group and participates in group play.

SED 4a.5 Initiates play, conversations and interactions with one or more persons.

SED 4b.1 Enjoys turn-taking games such as peekaboo.

SED 4b.2 Mimics actions of others.

SED 4b.3 Helps or participates in an activity when asked.

SED 4b.4 Plays cooperatively with others and begins to share. Asks adult to help solve social problems.

SED 4b.5 Identifies roles of self and others during tasks or pretend play. Offers to help others.

SED 4c.1 Adjusts behavior according to emotional or facial response of a familiar person.

SED 4c.2 Explores people and their features side by side in a book or a mirror.

	<p>SED 4c.3 Identifies emotions of others. Demonstrates concern for others.</p> <p>SED 4c.4 Explains how and why someone may be feeling a certain emotion. Participates in group play with those different than self.</p> <p>SED 4c.5 Shows interest in learning about and interacting with peers who look, learn, believe or move differently.</p>
<p>SE 4.b.Develops socially competent behaviors with peers.</p>	<p>SED 4 Social Relationships <i>Develops relationships with adults and peers. Participates cooperatively in groups. Identifies and respects differences in others.</i></p> <p>SED 4a.1 Responds to primary caregivers through eye contact and gentle touch.</p> <p>SED 4a.2 Greets and stays near familiar people.</p> <p>SED 4a.3 Identifies and plays side by side with a new or familiar person.</p> <p>SED 4a.4 Joins a group and participates in group play.</p> <p>SED 4a.5 Initiates play, conversations and interactions with one or more persons.</p> <p>SED 4b.1 Enjoys turn-taking games such as peekaboo.</p> <p>SED 4b.2 Mimics actions of others.</p> <p>SED 4b.3 Helps or participates in an activity when asked.</p> <p>SED 4b.4 Plays cooperatively with others and begins to share. Asks adult to help solve social problems.</p> <p>SED 4b.5 Identifies roles of self and others during tasks or pretend play. Offers to help others.</p> <p>SED 4c.1 Adjusts behavior according to emotional or facial response of a familiar person.</p> <p>SED 4c.2 Explores people and their features side by side in a book or a mirror.</p> <p>SED 4c.3 Identifies emotions of others. Demonstrates concern for others.</p> <p>SED 4c.4 Explains how and why someone may be feeling a certain emotion. Participates in group play with those different than self.</p> <p>SED 4c.5 Shows interest in learning about and interacting with peers who look, learn, believe or move differently.</p>

SE 4.c. Develops ability to use simple strategies to resolve conflicts with peers.

SED 4 Social Relationships

Develops relationships with adults and peers. Participates cooperatively in groups. Identifies and respects differences in others.

SED 4a.1 Responds to primary caregivers through eye contact and gentle touch.

SED 4a.2 Greets and stays near familiar people.

SED 4a.3 Identifies and plays side by side with a new or familiar person.

SED 4a.4 Joins a group and participates in group play.

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SED 4b.1 Enjoys turn-taking games such as peekaboo.

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SED 4c.5 Shows interest in learning about and interacting with peers who look, learn, believe or move differently.

Social Studies

SS 1.a. Develops awareness of own culture and other characteristics of groups of people.

SS 1 Culture & Community

Identifies community and family roles. Explores cultures and traditions. Respects diversity.

SS 1a.1 Responds to primary caregivers. Recognizes self as being separate from others.

SS 1a.2 Recognizes the difference between a familiar and unfamiliar person.

SS 1a.3 Identifies familiar people and pets.

SS 1a.4 Describes family members and their relationship to self. Identifies and role-plays familiar community helpers.

SS 1a.5 Identifies roles of self and others and describes the job each may do.

SS 1b.1 Is exposed to family traditions or cultural events.

SS 1b.2 With help, participates in family traditions and customs.

SS 1b.3 Recognizes familiar symbols or artifacts of family traditions or customs.

SS 1b.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community.

SS 1b.5 Explains the meaning and importance of their own traditions and customs. Begins to learn about other cultures.

SS1c.1 Sees diverse features of people in books, toys and media.

SS 1c.2 Explores people and their features side by side in a book or a mirror.

SS 1c.3 Identifies physical similarities and differences between self and others.

SS 1c.4 Interacts respectfully with people who look, learn, believe or move differently than self.

SS 1c.5 Asks questions about how others live, eat, play and believe.

SS 4 History & Sense of Time

Develops sense of time

SS 4.1 Focuses on interactions with others for a short time.

SS 4.2 Observes events and begins to participate.

SS 4.3 Describes events as they happen. Uses words such as first, then.

SS 4.4 Recalls information and events from the past. Recognizes sequence of events to establish a sense of order and time.

SS 4.5 Uses language of time to describe familiar sequences of events.

<p>SS 1.b. Develops a basic understanding of needs and wants.</p>	<p>SED 1 Self-Awareness <i>Knows self and increases confidence. Expresses curiosity, preference and initiative.</i> SED 1a.1 Responds to name, explores hands and looks in mirror. SED 1a.2 Recognizes self in photos or in a mirror. SED 1a.3 Expresses ideas about self in relation to others. Expresses interests in trying tasks with help. SED 1a.4 Expresses interest in doing familiar tasks by self and expresses confidence in own abilities. SED 1a.5 Takes risks and pushes self to accomplish new tasks independently. SED 1b.1 Vocalizes or moves to express wants and needs. SED 1b.2 Seeks out or responds to favorite or preferred toys, objects or people. SED 1b.3 Expresses likes and dislikes. SED 1b.4 When given two to three options, chooses his/her most desired option. SED 1b.5 Takes initiative to pursue interests. Describes and compares preferences of self and others.</p>
<p>SS 1.c. Develops understanding that everyone has rights and responsibilities within a group.</p>	<p>SS 2 Civics & Economics <i>Follows rules, limits and expectations. Understands concepts of money and economics.</i> SS 2a.1 Attends to others in immediate environment. SS 2a.2 Participates in communal activities. SS 2a.3 Recognizes and attends to authority figures. SS 2a.4 Follows familiar rules, routines and helps make group decisions. Expresses feelings about fairness. SS 2a.5 Applies familiar rules and suggests new rules in a variety of situations. SS 2b.1 Grasps and releases objects. SS 2b.2 Expresses a desire for an object or action. Says me, mine. SS 2b.3 Expresses choice or want and realizes s/he has interests and desires different from others. Recognizes ownership of familiar objects. Explores the concept of trade. SS 2b.4 Asks before taking an object that does not belong to self. Offers an object to another person to get what they want. Explores concept of money. SS 2b.5 Explores the use of trade of both goods and money to receive/buy objects or services.</p>

SS 1.d. Develops the ability to take care of the materials in the environment.

SS 2 Civics & Economics

Follows rules, limits and expectations. Understands concepts of money and economics.

SS 2a.1 Attends to others in immediate environment.

SS 2a.2 Participates in communal activities.

SS 2a.3 Recognizes and attends to authority figures.

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SS 2b.4 Asks before taking an object that does not belong to self. Offers an object to another person to get what they want. Explores concept of money.

SS 2b.5 Explores the use of trade of both goods and money to receive/buy objects or services.