

Appleton Area School District Birth Through Age Three Early Childhood Standards & Curriculum



Description

Since a young child's learning is best accomplished through play, developmentally appropriate practice forms the backbone of our environments and interactions for our birth to age three students. Appropriate practices must be in place to facilitate the learning potential of each of our students assuring the balance necessary between the communication, social-emotional, motor and cognition domains of development. A high quality environment, within which a young child learns, is crucial to accomplishing the milestones put forth through our supports. Learning experiences from birth are driven by the individual child's interests and encourage creativity, curiosity, exploration and problem solving, and foster a love of learning.

AASD Birth Through Age Three Guiding Principles

The principles are guided by the current Wisconsin Model Early Learning Standards and specifically represent the beliefs and values we hold regarding young children.

- All children are capable and competent learners. Learning begins at birth for all children in all settings.
- A child's early learning and development is multidimensional.
- Children are individuals who develop at various rates.
- Children learn best in a high quality environment. The context of a high quality environment includes organization of space, interactions, learning experiences and a schedule for children.
- Children learn through play and the active exploration of their environment.
- Children develop through individual stages immersed with culture, diversity and ability.
- Children exhibit a range of skills and competencies within any domain of development.
- Relationships with adults and others are critical beginning at birth.
- Children learn best when the adult instructing them has knowledge of child growth and development and consistent expectations which are essential to maximizing educational experiences.
- Parents are children's primary and most important caregivers and educators.

Developmental Domains & Subdomains - Wisconsin Model Early Learning Standards (Fifth Edition; October 2017):

- I. Health and Physical Development - Physical Health and Development, Motor Development, Sensory Organization
- II. Social and Emotional Development - Emotional Development, Self-Concept, Social Competence III.
- III. Language Development and Communication - Listening and Understanding, Speaking and Communicating, Early Literacy
- IV. Approaches to Learning - Curiosity, engagement, and persistence; Creativity and Imagination; Diversity in Learning
- V. Cognition and General Knowledge - Exploration, discovery, and problem solving; Mathematical Thinking, Scientific Thinking

Instructional Materials/Resources **Creative Curriculum**

Required Assessment **TS GOLD**

Board Approved **August 2017**

Board Revised **August 2021**

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In the 2020-2021 school year the AASD Birth Through Age Three Curriculum, which was adopted by the Board of Education in August of 2017, went through a review/revise process. Essential Standards were identified based on the Wisconsin Model Early Learning Standards (WMELS), current Birth-Three Curriculum Essential Learning Objectives and the TS GOLD Objectives for Development and Learning (assessment). Essential Learning Objectives from the original Birth-Three Curriculum were then aligned to their representative Essential Standard. Revisions were then made to Essential Learning Objectives in which revisions to WMELS and current Appleton Community 4K content area curriculums have been made since the 2017 adoption.

Birth Through Age Three - Social and Emotional Development Essential Standards and Learning Objectives

Essential Standards (WMELS/TS GOLD)	Expresses and displays a variety of emotions, and regulates own emotions and behaviors	Demonstrates self-awareness	Establishes and sustains positive relationships	Demonstrates understanding of rules and social expectations
Essential Learning Objectives	RB.1 Displays a variety of emotions WMELS (II A.EL.1)	DSA.1 Displays personal preferences and individual temperament. WMELS (II B.EL.2)	EPR.1 Shows interest in being with others WMELS (II C.EL.2)	DRS.1 Tests adult reactions to his/her behavior and understands what “no” means WMELS (II C.EL.3)
	RB.2 Identify emotions and uses appropriate language or gestures to express emotions WMELS (II A.EL.1)	DSA.2 Becomes aware of oneself as an individual while still connected to others. WMELS (II B.EL.2)	EPR.2 Shows interest, imitates and participates in cooperative play WMELS (II C.EL.2)	DRS.2 Beginning to understand simple rules and social expectations WMELS (II C.EL.3)
	RB.3 Respond to other’s emotions (show empathy) WMELS (II A.EL.2)	DSA.3 Shows awareness of being part of a family and a larger community. WMELS (II B.EL.2)	RB.3 Beginning to demonstrate attachment, trust, and autonomy with adults WMELS (II C.EL.1)	DRS.3 Remembers and follows simple rules and displays appropriate social behavior WMELS (II C.EL.3)
	RB.4 Regulate emotions with prompting and/or with assistance WMELS (II A.EL.1)	DSA. 4 Develop self esteem and self-awareness. WMELS (II B.EL.1) WMELS (II B.EL.2)	EPR.4 Engages in social problem-solving behavior and resolve conflict WMELS (II C.EL.4)	

Birth Through Age Three - Mathematical Thinking Essential Standards and Learning Objectives

Essential Standards (WMELS/TS GOLD)	Demonstrates an understanding of numbers and counting	Explores and manipulates spatial relationships and shapes	Compares, measures, and classifies	Demonstrates knowledge of patterns and uses classification skills
Essential Learning Objectives	UNC.1 Explores numbers and imitates counting. Arranges set of objects; 1:1 correspondence WMELS (V B.EL.1)	EDS.1 Explores and recognizes shapes and spatial relationships WMELS (V B.EL.3) WMELS (V B.EL.4)	CM.1 Begins to understand and determine more, less or same WMELS (V B.EL.2)	KP.1 Identifying and generalizing objects based on similarities WMELS (V B.EL.4)
	UNC.2 Can rote count and counts concrete objects to 5 and beyond WMELS (V B.EL.1)	EDS.2 Solves puzzles of increasing difficulty WMELS (V B.EL.3)	CM.2 Begins to put groups together and take groups apart WMELS (V B.EL.2)	KP.2 Uses the attributes of objects for comparison and patterning WMELS (V B.EL.4)
	UNC.3 Knows numbers names in the counting sequence. Understands the relationship between numbers and quantities WMELS (V B.EL.2)	EDS.3 Creates and builds shapes from components WMELS (V B.EL.3)	CM.3 Understands the concept of measurement WMELS (V B.EL.5)	

Birth Through Age Three - ELA Essential Standards and Learning Objectives - EARLY LITERACY

Essential Standards (WMELS/TS GOLD)	Shows an appreciation of books and how print works	Demonstrates knowledge of the alphabet	Demonstrates knowledge of print and its uses	Responds to books and other texts	Demonstrates writing skills
Essential Learning Objectives	SA.1 Explores and appreciates books. Interacts during reading experiences WMELS (III C.EL.3) WMELS (III C.EL.1)	DA. 1 Explores, repeats, imitates alphabet related songs and games WMELS (III C.EL.2)	DKP.2 Explores and shows interest in how print works and that it carries a message WMELS (III C.EL.3)	BT.1 Interacts during reading experiences WMELS (III C.EL.3)	WS.1 Begins to use writing tools to make marks. Scribbles to make shapes WMELS (III C.EL.4)
	SA.2 Points to and names pictures in a book when asked WMELS (III C.EL.3)	DA. 2 Recognizes the difference between letters and symbols WMELS (III C.EL.2)	DKP. 3 Recognize and reads words/print from their environment WMELS (III C. EL. 2)	BT.2 With prompting and support, ask and answer questions, through conversation and stories WMELS (III A.EL.1) WMELS (III C.EL.3)	WS.2 Deliberately scribbles or marks to convey message WMELS (III C.EL.4)
	SA.3 Looks at picture books and asks questions or make comments. Interacts with books through conversations, text reflections WMELS (III C.EL.3)	DA. 3 Recognizes letters and their sounds in familiar words, especially in own name WMELS (III C.EL.2)		BT.2 Understands how stories work through retelling and responding WMELS (III C.EL.3)	WS.2 Uses drawing/writing to represent thoughts or ideas WMELS (III C.EL.4)
		DA. 4 Understands concept that the alphabet represents the sounds of spoken language and the letters of written language WMELS (III C.EL.2)		BT.3 Actively engages in reading activities with purpose and understanding in a variety of settings WMELS (III C.EL.3)	WS.3 Recognizes and writes words/print from their environment WMELS (III C.EL.4)

Birth Through Age Three - ELA Essential Standards and Learning Objectives - LANGUAGE

Essential Standards (WMELS/TS GOLD)	Uses language to express thoughts and needs	Derives meaning and listens to and follows direction of complex language	Uses appropriate conversations and other communication skills
Essential Learning Objectives	UL.1 Uses gestures and movements (non verbal) to communicate WMELS (III B.EL.1)	LCL.1 Responds to sound or simple verbal requests accompanied by gestures or tone of voice WMELS (III A.EL.3)	UCC.1 Uses movement or behavior to initiate interaction. Uses vocalizations, spoken language, gestures to communicate in conversation WMELS (III B. EL.1) WMELS (III B. EL.2a)
	UL.2 Uses language to communicate (i.e. language form-syntax, content -semantics, function-pragmatics) WMELS (III B.EL.2a) WMELS (III B.EL.2b) WMELS (III B.EL.2c)	LCL.2 Follows directions of increasing complexity WMELS (III A.EL.3)	UCC.2 Beginning to participate in discussion turn-taking, alternating listening and responding WMELS (III C.EL.2)
	UL.3 With prompting and support, describe familiar people, places, things and events WMELS (III B.EL.2b)	LCL.3 Derives meaning through listening, asking and answering questions WMELS (III A.EL.1) WMELS (III B.EL.2b)	UCC.3 Responds to increasingly complex language structures, including comments, requests, and questions WMELS (III C.EL.2)
	UL.4 Speak audibly and express thoughts, feelings, and ideas clearly WMELS (III B.EL.2c)	LCL.4 Develops increasingly complex vocabulary (receptive vocabulary) WMELS (III C.EL.1) WMELS (III A.EL.3)	UCC.4 Uses the conventions of standard English grammar and usage when speaking WMELS (III B.EL.2a) WMELS (III B.EL.2c)

Birth Through Age Three - Approaches to Learning Essential Standards Objectives - COGNITIVE

Essential Standards (WMELS/TS GOLD)	Demonstrates positive approaches to learning	Uses multi-sensory abilities to process information	Remembers and connects experiences	Uses symbols and images to represent something not present
Essential Learning Objectives	<p>PA.1 Exhibits interest in people and things in their environment and watches and imitates the actions of others WMELS (IV A.EL.1) WMELS (IV B.EL.1)</p>	<p>MS.1 Attends to sights and sounds; Uses senses to explore the environment; Experiments with new materials in a safe and secure environment WMELS (IV A.EL.1) WMELS (IV A.EL.3) WMELS (V A.EL.1)</p>	<p>RCA.1 Observes and imitates sounds and movements WMELS (V A.EL.1)</p>	<p>USI.1 Watches and imitates actions of others during play WMELS (IV B.EL.1)</p>
	<p>PA.2 Shows growing eagerness and delight in self, others and the environment and attends for longer periods of time WMELS (IV A.EL.1)</p>	<p>MS.2 Uses senses to investigate information and apply prior learning WMELS (IV A.EL.1)</p>	<p>RCA.2 Understands object permanence WMELS (V A.EL.2)</p>	<p>USI.2 Use objects/props in pretend play and substitutes one object for another WMELS (IV B.EL.1)</p>
	<p>PA.3 Attempts new skills when encouraged by an adult in a safe environment and demonstrates awareness of a problem WMELS (IV A.EL.2) WMELS (IV A.EL.3) WMELS (V A.EL.3)</p>	<p>MS.3 Expresses self creatively through music, movement and art WMELS (IV B.EL.2)</p>	<p>RCA.3 Remembers and recalls events and makes connections (i.e. through play or story) WMELS (V A.EL.2)</p>	<p>USI.3 Engages in imaginative play and inventive thinking through interactions with people, materials and the environment WMELS (IV B.EL.1)</p>
	<p>PA.4 Exhibits persistence and flexibility in learning WMELS (IV A.EL.3)</p>		<p>RCA.4 Uses past knowledge to build new knowledge through exploration, discovery and problem solving WMELS (IV A.EL.1) WMELS (IV A.EL.2) WMELS (IV A.EL.3)</p>	

Birth Through Age Three - Health and Physical Development Essential Standards and Learning Objectives

Essential Standards (WMELS/TS GOLD)	Demonstrates gross motor skills, strength, control, balance, coordination, traveling, and endurance skills	Demonstrates fine motor strength, coordination, control, object manipulation and eye-hand coordination	Demonstrates behaviors to meet self-help, physical needs, safety and management
Essential Learning Objectives	DGM.1 Gross Motor: Reaches and grasps large objects with hands, rolls over, crawls, walks, climbs, sits, stands and squats WMELS (I B.EL.1a) WMELS (I B.EL.1b)	DFM.1 Fine Motor: Tracks visually, focuses on object or person WMELS (I B.EL.2)	DSM.1 Self-help: Indicates needs/wants. Participates as adult attends. Recognizes physical needs and cares for own needs WMELS (I A.EL.1a) WMELS (I A.EL.1b)
	DGM.2 Gross Motor: Move purposely with strength, control, balance, coordination, locomotion, and endurance WMELS (I B.EL.1a) WMELS (I B.EL.1b)	DFM.2 Fine Motor: Manipulates, grasps releases objects. Eye-hand coordination with intent and purpose WMELS (I B.EL.2)	DSM.2 Safety: Shows preference for caregiver. Demonstrates behaviors to meet safety needs WMELS (I A.EL.2)
		DFM.3 Fine Motor: Performs simple skills with increasing control. Uses strength and control to perform fine motor tasks WMELS (I B.EL.2)	DSM.3 Sensory: Uses senses to take in, experience, integrate, and regulate responses to the environment WMELS (I C.EL.1)
			DSM.4 Healthy Lifestyle: Depends on adult for personal health, hygiene and exercise. Begins to independently or with few reminders take responsibility WMELS (I A.EL.3)

Birth Through Age Three Scientific Thinking Essential Standards and Learning Objectives

<p>Essential Standard (WMELS/TS GOLD)</p>	<p>Uses scientific Inquiry skills</p>
<p>Essential Learning Objectives</p>	<p><u>INQ.1</u> Uses multi-sensory abilities to process information WMELS (V A.EL.1)</p>
	<p><u>INQ.2</u> Through exploration, active investigation and prompting gathers information, compares, observes and seeks answers to questions WMELS (V C.EL.2)</p>
	<p><u>INQ.3</u> Beginning to make predictions WMELS (V C.EL.3)</p>