

**Ohio Early Learning and Development Standards**  
**Domain: Cognition and General Knowledge**

<b>Strand: Cognitive Skills</b>			
<b>Topic: Memory</b>			
<b>Infants (birth-8 months)</b>	<b>Young Toddlers (6-18 months)</b>	<b>Older Toddlers (16-36 months)</b>	<b>Pre-Kindergarten (3-5 years)</b>
<p>Exhibit differentiated responses to familiar and unfamiliar people, events, objects and their features.</p> <p>Mirror simple actions and facial expressions of others previously experienced.</p> <p>Anticipates next steps in simple familiar routines and games.</p>	<p>Recall information over a period of time with contextual cues.</p> <p>Mirror and repeat something seen at an earlier time.</p> <p>Anticipate the beginning and ending of activities, songs and stories.</p>	<p>Recall information over a longer period of time without contextual cues.</p> <p>Reenact a sequence of events accomplished or observed at an earlier time.</p> <p>Anticipate routines.</p> <p>Link past and present activities.</p>	<p>Communicate about past events and anticipate what comes next during familiar routines and experiences.</p> <p>With modeling and support remember and use information for a variety of purposes.</p> <p>Recreate complex ideas, events/situations with personal adaptations.</p>
<b>Topic: Symbolic Thought</b>			
<p>Explore real objects, people and actions.</p>	<p>Use one or two simple actions or objects to represent another in pretend play.</p>	<p>Engage in pretend play involving several sequenced steps and assigned roles.</p>	<p>Demonstrate understanding that symbols carry meaning and use symbols to represent thinking (e.g., drawings, construction or movement).</p> <p>Participate cooperatively in complex pretend play, involving assigned roles and an overall plan.</p>
<b>Topic: Reasoning and Problem-Solving</b>			
<p>Actively use the body to find out about the world.</p>	<p>With modeling and support, use simple strategies to solve problems.</p>	<p>In familiar situations, solve problems without having to try every possibility, while avoiding solutions that clearly will not work.</p>	<p>Demonstrate ability to solve everyday problems based upon past experience.</p> <p>Solve problems by planning and carrying out a sequence of actions.</p>

			<p>Seek more than one solution to a question, problem or task.</p> <p>Explain reasoning for the solution selected.</p>
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**Sub-Domain: Mathematics**

**Strand: Number Sense**

**Topic: Number Sense and Counting**

Explore objects and attend to events in the environment.	Pay attention to quantities when interacting with objects.	<p>Show understanding that numbers represent quantity and demonstrate understanding of words that identify how much.</p> <p>Use number words to indicate the quantity in small sets of objects (e.g., 2, 3), and begin counting aloud.</p>	<p>Count to 20 by ones with increasing accuracy.</p> <p>Identify and name numerals 1-9.</p> <p>Identify without counting small quantities of up to 3 items. (Subitize)</p> <p>Demonstrate one-to-one correspondence when counting objects up to 10.</p> <p>Understand that the last number spoken tells the number of objects counted.</p> <p>Identify whether the number of objects in one group is greater than, less than or equal to the number of objects in another group up to 10.</p>
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**Strand: Number Relationships and Operations**

**Topic: Number Relationships**

Explore objects and attend to events in the environment.	Notice changes in quantity of objects (especially ones that can be detected visually with ease).	<p>Demonstrate an understanding that <i>adding to</i> increases the number of objects in the group.</p> <p>Place objects in one-to-one</p>	Count to solve simple addition and subtraction problems with totals smaller than 8, using concrete objects.
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		correspondence relationships during play.	
<b>Strand: Algebra</b>			
<b>Topic: Group and Categorize</b>			
Notice differences between familiar and unfamiliar people, objects and places.	Match two objects that are the same and select similar objects from a group.	Sort objects into two or more groups by their properties and uses.	Sort and classify objects by one or more attributes (e.g., size, shape).
<b>Topic: Patterning</b>			
Imitate repeated movements.	Participate in adult-initiated movement patterns.	Copy and anticipate a repeating pattern.	Recognize, duplicate and extend simple patterns using attributes such as color, shape or size.  Create patterns.
<b>Strand: Measurement and Data</b>			
<b>Topic: Describe and Compare Measureable Attributes</b>			
Explore properties of objects.	Show awareness of the size of objects.	Demonstrate awareness that objects can be compared by attributes (e.g., size, weight, capacity), and begin to use words such as bigger, smaller and longer.	Describe and compare objects using measureable attributes (e.g., length, size, capacity and weight).  Order objects by measureable attribute (e.g., biggest to smallest, etc.).  Measure length and volume (capacity) using non-standard or standard measurement tools.
<b>Topic: Data Analysis</b>			
			Collect data by categories to answer simple questions.

<b>Strand: Geometry</b>			
<b>Topic: Spatial Relationships</b>			
Explore the properties of objects.	Explore how things fit and move in space.	Demonstrate how things fit together and/or move in space with increasing accuracy.	Demonstrate understanding of the relative position of objects using terms such as in/on/under, up/down, inside/outside, above/below, beside/between, in front of/behind and next to.
<b>Topic: Identify and Describe Shapes</b>			
		Recognize basic shapes.	Understand and use names of shapes when identifying objects.  Name three-dimensional objects using informal, descriptive vocabulary (e.g., “cube” for box, “ice cream cone” for cone, “ball” for sphere, etc.).
<b>Topic: Analyze, Compare and Create Shapes</b>			
			Compare two-dimensional shapes, in different sizes and orientations, using informal language.  Create shapes during play by building, drawing, etc.  Combine simple shapes to form larger shapes.

## Sub-Domain: Social Studies

### Strand: Self

#### Topic: Social Identity

Show awareness of self and awareness of other people.

Prefer familiar adults and recognize familiar actions and routines.

Identify self and others as belonging to one or more groups by observable characteristics.

### Strand: History

#### Topic: Historical Thinking and Skills

Demonstrate an understanding of time in the context of daily experiences.

Develop an awareness of his/her personal history.

#### Topic: Heritage

Develop an awareness and appreciation of family cultural stories and traditions.

### Strand: Geography

#### Topic: Spatial Thinking and Skills

Demonstrate a beginning understanding of maps as actual representations of places.

#### Topic: Human Systems

Identify similarities and differences of personal, family and cultural characteristics, and those of others.

<b>Strand: Government</b>			
<b>Topic: Civic Participation and Skills</b>			
			<p>Understand that everyone has rights and responsibilities within a group.</p> <p>Demonstrate cooperative behaviors and fairness in social interactions.</p> <p>With modeling and support, negotiate to solve social conflicts with peers.</p> <p>With modeling and support, demonstrate an awareness of the outcomes of choices.</p>
<b>Topic: Rules and Laws</b>			
			<p>With modeling and support, demonstrate understanding that rules play an important role in promoting safety and protecting fairness.</p>
<b>Strand: Economics</b>			
<b>Topic: Scarcity</b>			
			<p>With modeling and support, recognize that people have wants and must make choices to satisfy those wants because resources and materials are limited.</p>
<b>Topic: Production and Consumption</b>			
			<p>With modeling and support, demonstrate understanding of where goods and services originate and how they are acquired.</p> <p>With modeling and support, demonstrate responsible consumption and conservation of resources.</p>

## Sub-Domain: Science

### Strand: Science Inquiry and Application

#### Topic: Inquiry

Examine objects with lips and tongue.

Observe, hold, touch and manipulate objects.

Try different things with objects to see what happens or how things work.

Observe the physical and natural world around them.

Engage in sustained and complex manipulation of objects.

Engage in focused observations of objects and events in the environment.

Ask questions about objects and events in the environment.

With modeling and support, use simple tools to explore the environment.

Explore objects, materials and events in the environment.

Make careful observations.

Pose questions about the physical and natural environment.

Engage in simple investigations.

Describe, compare, sort, classify, and order.

Record observations using words, pictures, charts, graphs, etc.

Use simple tools to extend investigation.

Identify patterns and relationships.

Make predictions.

Make inferences, generalizations and explanations based on evidence.

Share findings, ideas and explanations (may be correct or incorrect) through a variety of methods (e.g., pictures, words, dramatization).

<b>Topic: Cause and Effect</b>			
Use simple actions to make things happen.	Purposefully combine actions to make things happen.	Demonstrate understanding that events have a cause.  Make predictions.	
<b>Strand: Earth and Space Science</b>			
<b>Topic: Explorations of the Natural World</b>			
			<p>With modeling and support, recognize familiar elements of the natural environment and understand that these may change over time (e.g., soil, weather, sun and moon).</p> <p>With modeling and support, develop understanding of the relationship between humans and nature; recognizing the difference between helpful and harmful actions toward the natural environment.</p>
<b>Strand: Physical Science</b>			
<b>Topic: Explorations of Energy</b>			
			<p>With modeling and support, explore the properties of objects and materials (e.g., solids and liquids).</p> <p>With modeling and support, explore the position and motion of objects.</p> <p>With modeling and support, explore the properties and characteristics of sound and light.</p>



**Strand: Life Science**

**Topic: Explorations of Living Things**

With modeling and support, identify physical characteristics and simple behaviors of living things.

With modeling and support, identify and explore the relationship between living things and their environments (e.g., habitats, food, eating habits, etc.).

With modeling and support, demonstrate knowledge of body parts and bodily processes (e.g., eating, sleeping, breathing, walking) in humans and other animals.

With modeling and support, demonstrate an understanding that living things change over time (e.g., life cycle).

With modeling and support, recognize similarities and differences between people and other living things.