



**Worthington City Schools Early Childhood Program
Curriculum
Implemented August 2023**

Curriculum Overview

Through a collaboration of 150 early childhood providers, content experts, agency staff, and various stakeholders, the State Board of Education passed new Early Learning and Development Standards (ELDS) in June 2022. Public preschool programs are required to implement these new standards and aligned assessments no later than August 2023. These standards place an emphasis on the whole child, focusing on all areas of development. A significant change in the standards include standard indicators. Indicators are listed for each standard in order of development, with the earliest developmental skill listed on top (infant) to the latest developmental skill at the bottom (end of preschool).

During the 2022-2023 school year, the Sutter Park Curriculum Team provided their extensive knowledge and insight to lead Sutter Park staff during Teacher Based Teams to discuss and analyze the old and new standards. In addition, the Curriculum Team modified and updated learning targets and vocabulary.

The curriculum is supported by four curriculum maps that include standards, learning targets, and vocabulary. These maps are aligned with the district's mission and vision, as well as ensuring that all students are represented in our instruction, books, and activities. We assess our students' learning through the Worthington Curriculum Based Assessment (WCBA) and report this information to our parents through the Developmental Learning Profile. Additionally, the curriculum will meet Step Up to Quality's requirement through completion of the Curriculum Alignment Tool.

[Early Learning and Development Standards](#)

Sutter Park Curriculum Team

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Approaches to Learning

| Strand 1: Engagement and Persistence | | |
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| Standard Statement | Learning Target | Indicators |
| <p>a. Engages in new and unfamiliar experiences and activities</p> | <p>I can complete new and different activities.</p> | <ul style="list-style-type: none"> ● Attends to surroundings. ● Shows excitement when introduced to new and unfamiliar experiences and activities. ● Imitates new skills and/or activities demonstrated by an adult. ● Repeats a new activity many times to gain confidence and skill. ● Gathers new information and explores new play and tasks with adult encouragement. ● Explores new and unfamiliar play and tasks with adult encouragement. ● Explores new and unfamiliar play, tasks, and experiences independently. ● Applies new strategies to prior experience and/or activity through refining own actions. |
| <p>b. Completes activities with increasingly complex steps.</p> | <p>I can complete multi-step tasks even when difficult.</p> | <ul style="list-style-type: none"> ● Attends to language. ● Engages in back-and-forth interactions with caregiver. ● Responds to simple directives or requests. ● Participates in adult-led daily routines. ● Anticipates what comes next in an activity with multiple steps. ● Follows two-step directions independently. ● Follows familiar three-step directions. ● Completes an unfamiliar activity with multiple steps independently. |

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| <p>c. Persists in completing a task with increasing concentration.</p> | <p>I can start and finish an activity.</p> | <ul style="list-style-type: none"> ● Exhibits interest in people and things in the surrounding environment. ● Maintains engagement briefly in interactions with a familiar person or preferred object(s). ● Resumes focus on a person or an activity after a brief distraction or interruption. ● Makes repeated attempts to complete a task when frustrated or challenged. ● Carries out tasks, activities or experiences from beginning to end. |
| <p>Vocabulary: play, activity, difficult, start, finish</p> | | |

| <p>Strand 2: Mindset</p> | | |
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| <p>Standard Statement</p> | <p>Learning Target</p> | <p>Indicators</p> |
| <p>a. Develops a growth mindset.</p> | <p>I can try and develop new skills with confidence.</p> | <ul style="list-style-type: none"> ● Explores to understand an unknown. ● Demonstrates awareness of own abilities to accomplish simple tasks or activities. ● Demonstrates a mindset that continued effort makes hard things easier to do. ● Recognizes and expresses self-confidence in growing abilities. ● Recognizes and shares in celebration of another's growing abilities. |
| <p>Vocabulary: confidence, try, grow, mindset</p> | | |

Cognitive Development

| Strand 1: Memory | | |
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| Standard Statement | Learning Target | Indicators |
| a. Develops the ability to recall information about objects, people and past experiences. | I can remember and use information for a variety of purposes. | <ul style="list-style-type: none">• Responds differently to familiar and unfamiliar people, events, objects and their features.• Anticipates next steps in simple, familiar routines and games.• Remembers people, events and objects over a period of time with contextual cues.• Recreates or retells a sequence of events in a familiar activity or routine based on past experiences. |
| Vocabulary: routine, sequence, retell, remember | | |

| Strand 2: Symbolic Thought | | |
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| Standard Statement | Learning Target | Indicators |
| a. Demonstrates increasing ability to think symbolically | <p>I can represent my ideas through building, movement, and play.</p> <p>I can engage in pretend play.</p> | <ul style="list-style-type: none"> ● Explores real objects, people and actions. ● Demonstrates understanding that objects and people continue to exist even when not within sight or sound. ● Uses objects for their intended purposes. ● Uses objects and materials in new and unconventional ways to represent something else. ● Engages in increasingly complex and sequenced pretend play. ● Identifies a variety of everyday symbols and their meanings. ● Uses symbols to represent thinking or ideas. |
| Vocabulary: play, pretend, imagination | | |

| Strand 3: Problem-Solving and Reasoning | | |
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| Standard Statement | Learning Target | Indicators |
| a. Uses increasingly complex strategies to solve problems. | <p>I can use past experiences to solve problems.</p> <p>I can make a plan to solve a problem.</p> <p>I can explain my solution to a problem.</p> | <ul style="list-style-type: none"> ● Actively uses the body to find out about the world or reach a goal. ● Uses simple strategies to solve problems. ● Tries different strategies to find the solution to a question, problem, or task. ● Solves problems by questioning, planning, and carrying out a sequence of actions. ● Explains reasoning for the solution selected. |
| Vocabulary: problem, solution, plan, steps, try, solve | | |

| Strand 4: Cognitive Flexibility | | |
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| Standard Statement | Learning Target | Indicators |
| a. Develops ability to be flexible in own thinking and behavior | I can be flexible in my thinking, learning, and actions. | <ul style="list-style-type: none"> ● Repeats an action to cause a known reaction. ● Uses simple strategies to solve problems. ● Begins to modify actions or behaviors when shifting focus or adjusting to a new activity. ● Applies different rules in contexts that require different behaviors. ● Modifies and adapts behavior during transitions, daily routines and unexpected events when prompted by an adult. |
| Vocabulary: think, flexible, try, different, new | | |

Creative Development

| Strand 1: Artistic Engagement and Expression | | |
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| Standard Statement | Learning Target | Indicators |
| a. Expresses ideas and feelings through visual art. | I can express my feelings and ideas using a variety of materials. | <ul style="list-style-type: none"> ● Demonstrates preferences, pleasure, or displeasure when interacting with various materials and activities. ● Explores a variety of visual art materials. ● Uses self-selected materials and activities to express ideas and feelings. ● Plans and creates content, using personal experiences, , in a work of art using a variety of skills, techniques, and materials. ● Expresses individuality, life experiences, knowledge, and ability through a variety of art media. ● Explores open-ended art materials to create process-focused art. |
| b. Expresses self creatively through music and dance | I can express myself through sound and movement. | <ul style="list-style-type: none"> ● Responds to a variety of sounds. ● Explores making sounds with a variety of objects. ● Demonstrates intentional use of sounds and music. ● Attempts to move body or make music sounds to match varied tempos. ● Creates vocal and/or rhythmic patterns with increasing complexity (e.g., volume/dynamics, speed/tempo, tone, rhythm, melody) using own voice or instruments of choice. |
| Vocabulary: art, music, sound, movement, idea, feelings, materials, body, rhythm, dance | | |

| Strand 2: Creativity and Play | | |
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| Standard Statement | Learning Target | Indicators |
| a. Develops ability to express new ideas through imaginative and inventive play. | I can add a new idea to the play. | <ul style="list-style-type: none"> ● Observes and imitates the actions of others. ● Explores objects and uses everyday items in play. ● Imitates others' uses of objects and materials. ● Engages in play sequences based on an understanding of everyday events and routines. ● Uses imagination to plan and act out scenes based on books, stories or everyday life. ● Engages in brief episodes of make-believe play that involve sequenced steps, assigned roles and/or an overall plan for the play. |
| Vocabulary: play, imagination, make-believe, idea | | |

Language and Literacy

| Strand 1: Language and Communication | | |
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| Standard Statement | Learning Target | Indicators |
| a. Demonstrates understanding of increasingly complex language. | I can follow novel and multi-step directions. | <ul style="list-style-type: none"> ● Attends to language. ● Engages in back-and-forth interactions with caregiver. ● Shows understanding of simple requests and statements referring to people, objects, ideas, and feelings. ● Demonstrates understanding of complex concepts and longer sentences. |

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| <p>b. Develops and expands understanding of vocabulary and concepts.</p> | <p>I can demonstrate my understanding of new vocabulary.</p> <p>I can recognize familiar words and use them in new ways.</p> <p>I can sort items into categories.</p> | <ul style="list-style-type: none"> ● Attends to language. ● Engages in back-and-forth interaction with caregiver. ● Connects words with objects. ● Attends to an unfamiliar word. ● Demonstrates interest in new vocabulary and uses new words. ● Demonstrates understanding of categories of words (nouns, verbs, adjectives, pronouns, prepositions) and relationships between word meanings. |
| <p>c. Communicates using increasingly complex language.</p> | <p>I can use communication for a variety of intents.</p> | <ul style="list-style-type: none"> ● Expresses needs and feelings in a variety of ways. ● Engages in back-and-forth interaction with caregiver. ● Makes vowel and consonant sounds (babbling). ● Communicates purposefully using single words and gestures. ● Combines words into simple two-word phrases. ● Communicates using simple three-and-four word phrases or sentences to express complex ideas or requests. ● Communicates using sentences that include the following components: subject, verb, object, descriptive words and prepositions. |
| <p>d. Participates in conversations with increasing application of turn-taking.</p> | <p>I can engage in back and forth, on-topic conversation.</p> | <ul style="list-style-type: none"> ● Directs attention to caregiver's communication. ● Engages in back-and-forth interaction with caregiver. ● Participates in and initiates basic communications with family members or others who are familiar. ● Participates in and initiates communication by |

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| | | <p>switching communication skills to fit the need of the audience.</p> <ul style="list-style-type: none"> ● Follows typical patterns when communicating with others (e.g. listens to others, takes turns talking, and speaking about the topic or text being discussed). |
| e. Develops comprehension of read-aloud text. | I can answer questions about books read aloud. | <ul style="list-style-type: none"> ● Attends to language. ● Shows interest in books, pictures, songs and rhymes. ● Participates in book reading, storytelling and singing. ● Demonstrates understanding of a read-aloud text by answering literal questions. ● Demonstrates understanding of read-aloud text by answering inferential questions. |
| <p>Vocabulary: word, vocabulary, sort, category, communication, question, idea,</p> | | |

| Strand 2: Phonological Awareness | | |
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| Standard Statement | Learning Target | Indicators |
| a. Develops awareness of syllables in spoken words. | I can hear and manipulate parts of words. | <ul style="list-style-type: none"> ● Attends to language and sounds. ● Vocalizes sounds. ● Engages in back-and-forth interactions with caregiver. ● Imitates and uses single words. ● Uses spoken words with meaning in phrases. ● Recognizes individual words that make up a spoken sentence. ● Blends and segments spoken compound words. ● Blends and segments syllables in spoken words. |
| b. Develops awareness of initial sounds and onsets and rimes in spoken words. | I can hear and manipulate individual sounds in words. | <ul style="list-style-type: none"> ● Attends to language and sounds. ● Vocalizes sounds. ● Engages in back-and-forth interactions with caregiver. ● Imitates and uses single words. ● Uses spoken words with meaning in phrases. ● Recognizes words in spoken sentences. ● Segments syllables in spoken words. ● Recognizes when the beginning sounds of words are the same and different. ● Isolates the initial sound in a spoken ● Blends and segments onset and rime in a single-syllable spoken word. |
| c. Develops understanding of rhyme. | I can recognize similarities and differences in sounds and words. | <ul style="list-style-type: none"> ● Attends to language and sounds. ● Vocalizes sounds. ● Engages in back-and-forth interactions with caregiver. ● Recognizes familiar environmental sounds. ● Distinguishes between sounds that are the same |

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| | | and different. <ul style="list-style-type: none">• Repeats rhyming words.• Identifies rhyming words. |
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Vocabulary: hear, word, sentence, sound, segment, blend, rhyme, same, different, repeat,

| Strand 3: Print Awareness | | |
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| Standard Statement | Learning Target | Indicators |
| a. Develops knowledge of print organization | <p>I can identify the parts of a book.</p> <p>I can talk about the job of an author and illustrator.</p> | <ul style="list-style-type: none"> • Demonstrates interest in books. • Select books for adult to read. • Shows an understanding of book covers by self-selecting books to explore independently. • Orients books correctly and turns pages when “reading” from beginning to end. • Knows some characteristics of books, such as cover, author and illustrator. • Demonstrate understanding of book and print organization in nonfiction and fiction books. |
| b. Develops knowledge of the alphabet | <p>I can name upper and lower case letters.</p> <p>I can recognize some letters and their associated sounds, including those in my first name.</p> | <ul style="list-style-type: none"> • Notices when adult points to print. • Says the names of some letters by rote (without print). • Recognizes first letter and sound of own name and names a few letters in own name. • Recognizes some letters and their sounds in addition to those in first name. • Demonstrates understanding that letters can be uppercase and lowercase. • Identifies and names 18 uppercase and 15 lowercase letters. |
| Vocabulary: book, author, illustrator, cover, fiction, nonfiction, uppercase, lowercase, letter, sounds, name, | | |

| Strand 4: Emergent Writing | | |
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| Standard Statement | Learning Target | Indicators |
| a. Develops an understanding that writing represents spoken language. | I can demonstrate my ideas through drawing and writing. | <ul style="list-style-type: none"> • Tracks objects visually and focuses on an object or person. • Notices familiar environmental signs and symbols. • Scribbles or makes marks. • Imitates adults reading and writing. • Recognizes that print conveys a message. • Interprets own writing for others. • Uses a combination of drawing, dictating, and emergent writing for a variety of purposes. |
| b. Draws and writes using increasingly sophisticated grasp. | I can use a mature grasp to produce lines, shapes and letters. | <ul style="list-style-type: none"> • Transfers objects from one hand to the other. • Holds object with one hand while the other manipulates the object. • Makes marks and scribbles using a fist to hold a writing tool against the palm of the hand (palmar grasp). • Scribbles and draws using thumb and fingers (five-finger grasp) of one and to hold a writing tool. • Initiates drawing prewriting strokes (I, -, +, O) using an inconsistent three-or-four finger grasp of dominant hand to hold a writing tool. • Copies letters of own name and other meaningful words with letter approximations and some actual letters using a stable three-finger grasp. • Prints letters of own name with letter approximations and some actual letters using a stable three-finger grasp. |
| Vocabulary: idea, draw, write, grasp, line, shape, letter, | | |

Mathematics

| Strand 1: Number Sense | | |
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| Standard Statement | Learning Target | Indicators |
| <p>a. Develops understanding of the stable order of the counting sequence and learns to recite numbers in order.</p> | <p>I can count to twenty.</p> | <ul style="list-style-type: none"> ● Recognizes and communicates some number words. ● Recites small parts of the counting sequence. ● Recites the counting sequence up to five with some errors. ● Recites the sequence to 10 by ones accurately and beyond 10 with some errors. ● Recites the counting sequence to 20 by ones in order accurately. |
| <p>b. Develops an understanding of one to one correspondence and cardinality</p> | <p>I can count ten objects.</p> <p>I can count a group of objects and tell how many.</p> | <ul style="list-style-type: none"> ● Discriminates and compares quantities of objects. ● Shows awareness or attends to quantities when interacting objects. ● Uses words or actions to demonstrate awareness of quantities. ● Use number words or signs to count the items in small groups of one to four objects. ● Uses number words or signs to count up to 10 objects, people or events to determine how many. ● Understands that the last spoken number spoken tells the number of objects counted. |
| <p>c. Develops ability to subitize small quantities</p> | <p>I can look at a group of objects and tell how many without counting.</p> | <ul style="list-style-type: none"> ● Attends to quantity and notices when objects are added or removed. ● Recognizes a single item as "one." ● Recognizes a set of one to three items or events and can tell how many without counting. |

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| | | <ul style="list-style-type: none"> Identifies without counting small quantities of up to five items. |
| d. Develops ability to recognize and name written numerals. | <p>I can name numerals 1-10.</p> <p>I can match the number of objects in a set to the correct number.</p> | <ul style="list-style-type: none"> Recognizes a few written numerals. Names a few written numerals. Associates a quantity with written numerals up to five. Name some written numerals one to 10. |
| <p>Vocabulary: count, sequence, order, group, compare, quantity, add, remove, identify, number, match,</p> | | |

| Strand 2: Number and Relationships | | |
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| Standard Statement | Learning Target | Indicators |
| a. Develops understanding of number relationships and operations | <p>I can put two groups of objects together and tell how many.</p> <p>I can remove objects from a group and tell how many are left in the group.</p> | <ul style="list-style-type: none"> Notices changes in quantity of objects (especially ones that can be detected visually with ease). Uses words or actions that show understanding of the concepts of more, all and/or none. Demonstrates understanding that adding objects to a group will make a bigger group. Demonstrates understanding that taking away objects will make a smaller group. Compares two small groups of objects (up to five) by matching or counting using language such as, "More than," "Less than," or "Same," to describe the relationship between the groups. Understands that a group of objects can be taken apart into smaller groups and combined into one group. Adds and subtracts within a total set of up to six concrete objects. |
| <p>Vocabulary: group, remove, change, compare, match, count, more, less, same, add, subtract</p> | | |

| Strand 3: Measurement | | |
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| Standard Statement | Learning Target | Indicators |
| a. Develops knowledge of measurement to compare and describe objects | <p>I can measure objects.</p> <p>I can compare objects.</p> <p>I can put objects in order by size.</p> | <ul style="list-style-type: none"> • Explores objects. • Shows awareness of the size or length of objects using words or actions. • Describes objects by measurable attributes (e.g., size, length, and weight) using words such as, "big", "small", "heavy", and "long", but not always correctly. • Describes and compares objects using measurable attributes (e.g., length, size, and weight) using words such as, "bigger", "smaller", "heavier", and "longer". • Orders objects according to observable differences in their attributes (e.g., biggest to smallest). |
| b. Develops the ability to sort | I can identify and sort objects that are the same and different. | <ul style="list-style-type: none"> • Notices differences between familiar and unfamiliar people, objects, and places. • Matches two objects that are the same and selects similar objects from a group. • Sorts objects into two or more groups by their similarities or differences. • Sorts and classifies objects by one or more attributes (e.g., color, size, shape). |
| c. Develops understanding of patterns | <p>I can find simple patterns.</p> <p>I finish a pattern that has been started.</p> | <ul style="list-style-type: none"> • Initiates repeated movements. • Copies a repeating pattern. • Recognizes, duplicates, and extends simple patterns (i.e., ABAB) using attributes such as color, shape, or size. |
| Vocabulary: measure, compare, order, size, length, weight, big, large, medium, small, heavy, light, long, short, biggest, smallest, pattern, color, shape | | |

| Strand 4: Geometry | | |
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| Standard Statement | Learning Target | Indicators |
| a. Develops ability to recognize shapes and their attributes | <p>I can name shapes.</p> <p>I can tell how shapes are the same and different.</p> <p>I can use shapes to create a new idea.</p> | <ul style="list-style-type: none"> • Explores properties of objects. • Matches shapes/objects that are visually similar in any way. • Recognizes basic shapes (i.e., circle, triangle, square, or rectangle of different sizes). • Understands and uses names of shapes when identifying objects. • Uses 2D and 3D objects to represent real-world objects. • Recognizes and compares shapes of different sizes and orientations. • Uses shapes to create objects or pictures. |
| b. Develops understanding of spatial relationships | <p>I can tell where an object is located.</p> <p>I can place an object in different positions.</p> | <ul style="list-style-type: none"> • Explores movement of own body and objects in surrounding environment. • Explores and demonstrates how things fit and move in space. • Responds to and begins to use words or actions that describe the position or direction of an object. • Shows understanding of positions in space by using position words (prepositions) by following directions from an adult. |
| <p>Vocabulary: shape, same, different, circle, triangle, square, rectangle, diamond, oval, heart, star, compare, position, up, down, under, over, beside, between, next to, on top of,</p> | | |

Physical Development and Wellness

| Strand 1: Motor Development | | |
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| Standard Statement | Learning Target | Indicators |
| <p>a. Develops competency in a variety of locomotor skills and non-locomotor skills.</p> | <p>I can move my body in a variety of ways.</p> | <ul style="list-style-type: none"> ● Begins to move head, arms, legs, and trunk. ● Moves head, arms, legs, and trunk with purpose. ● Explores new body positions and movements. ● Moves the whole body to achieve a goal. ● Stands independently. ● Expands use of different body positions and movements (e.g., walking, turning, running, jumping) with coordination and balance. ● Demonstrates locomotor and non-locomotor skills with control, coordination, and balance both with and without objects. |
| <p>b. Demonstrates developing control of fundamental fine motor skills, including hand-eye coordination</p> | <p>I can use my hands and eyes together to interact with toys and materials.</p> | <ul style="list-style-type: none"> ● Tracks objects visually and focuses on an object or person. ● Uses one hand to swipe at, reach for, and grasp at objects. ● Uses one or both hands to reach for, hold, shake, and release objects. ● Coordinates hands and eyes to use hand or hands in a specific way, to reach for, and hold steady objects, and to move objects. ● Accomplishes a variety of tasks or actions with the coordinated use of arms, hands, and fingers. ● Performs tasks requiring precise movements by coordinating the use of hands, fingers, and wrists to manipulate objects and tools. |
| <p>c. Develops oral motor skills</p> | <p>I can use tools to eat and drink.</p> | <ul style="list-style-type: none"> ● Uses mouth and tongue to explore objects. ● Takes and chews small bites/pieces of finger food. |

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| | | <ul style="list-style-type: none"> • Coordinates sipping, chewing, and swallowing • Demonstrates complex oral-motor skills |
| d. Uses senses and movement to guide motions and interactions with objects and other people | I can use my senses to navigate my school. | <ul style="list-style-type: none"> • Uses senses to explore objects. • Uses depth perception to guide movements. • Uses trial and error to discover how the body fits and moves through space. • Interacts with objects or materials in different ways based on perceptual information about the objects or materials. • Demonstrates spatial awareness that allows for coordinated movements, actions and interactions with others. |
| Vocabulary: senses, exploration, tools, body parts (arms, eyes, hands, legs) | | |

| Strand 2: Wellness | | |
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| Standard Statement | Learning Target | Indicators |
| a. Develops knowledge about the body, its parts and how it functions in relation to health and well-being | I can name body parts and tell what they do. | <ul style="list-style-type: none"> • Shows awareness of your own body. • Points to basic body parts when asked. • Names, points to and moves body parts when asked. • Identifies and describes the functions of the body parts. |
| b. Demonstrates personal health and self-care practices with increasing independence | I can complete personal care tasks by myself. | <ul style="list-style-type: none"> • Communicates a need for care. • Settles down and falls asleep after a familiar sleep routine. • Cooperates in dressing, eating and basic hygiene. • Participates in personal tasks (hand washing, |

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| | | <p>dressing, toileting).</p> <ul style="list-style-type: none"> ● Initiating personal care tasks (handwashing, dressing, toileting). ● Completes personal care tasks independently (e.g., handwashing, dressing, toileting). |
| c. Consumes healthy food and develops healthy eating habits | I can eat a variety of healthy foods. | <ul style="list-style-type: none"> ● Participates in feeding routines. ● Shows interest and tries new foods when offered. ● Communicates to adults when hungry, thirsty, or has had enough to eat. ● Consumes a variety of nutritious foods from all food groups. ● Distinguishes nutritious from non-nutritious foods. ● Demonstrates basic understanding that eating a variety of foods helps the body grow and be healthy. |
| d. Develops healthy sleep and rest behaviors | I can participate in rest routines. | <ul style="list-style-type: none"> ● Participates in periods of sleep and wakefulness. ● Settles down and falls asleep after a familiar sleep routine. ● Rests or naps for periods during the day with assistance from adults. ● Recognizes and communicates being tired or needing to take a break from an activity. |
| e. Participates in preferred physical activities and develops understanding that being physically active is healthy | I can participate in physical activities to be healthy. | <ul style="list-style-type: none"> ● Interacts with adults in physical activities. ● Participates in active physical play using simple movement skills. ● Participates in a variety of physical activities throughout the day. ● Participates in structured and unstructured physical activity that promotes aerobic activity, muscle strengthening and bone strengthening. ● Demonstrates basic understanding that physical |

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| | | activity helps the body grow and be healthy. |
| f. Demonstrates increasing understanding of safety practices and behaviors | <p>I can follow rules that keep myself and others safe.</p> <p>I can differentiate between safe and unsafe behaviors.</p> <p>I can talk about the consequences of unsafe behaviors.</p> | <ul style="list-style-type: none"> • Responds differently to familiar and unfamiliar people, environments or experiences. • Cooperates and/or stops a behavior in response to a direction regarding safety. • Follows basic safety rules with few adult reminders. • Communicates the importance of safety rules and consequences. |
| Vocabulary: body parts, safe, unsafe, consequence, rules, healthy, unhealthy | | |

Science

| Strand 1: Science Inquiry | | |
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| Standard Statement | Learning Target | Indicators |
| <p>a. Explores and investigates objects and events in the environment</p> | <p>I can use my senses to explore my environment.</p> <p>I can conduct simple investigations.</p> | <ul style="list-style-type: none"> ● Observes and explores objects using the senses and a variety of simple actions (holding, kicking, manipulating). ● Intentionally explores and manipulates objects to discover what happens and how things work. ● Engages in focused observations and purposeful explorations of objects and events in the environment. ● Asks questions about objects and events in the environment and engages in sustained and complex manipulation of objects. ● Engages in investigations, makes comparisons between two or more items or events, and makes predictions based on previous observations. |
| <p>b. Develops ability to reason about cause and effect.</p> | <p>I can use what I know to explain why something happened.</p> <p>I can predict what will happen next.</p> | <ul style="list-style-type: none"> ● Repeats simple actions to make things happen. ● Repeats an action to cause a known reaction. ● Purposefully acts on objects to make things happen. ● Demonstrates understanding that events have a cause. ● Makes predictions based on actions on objects to cause an effect. ● Makes inferences, generalizations, and explanations (may not be correct) based on prior knowledge or evidence. |
| <p>Vocabulary: investigate, prediction, inference, senses, cause, effect, explore</p> | | |

Social and Emotional Development

| Strand 1: Self-Awareness | | |
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| Standard Statement | Learning Target | Indicators |
| <p>a. Develops and expands understanding of oneself as a unique person</p> | <p>I can talk about how I am the same and different as my peers.</p> | <ul style="list-style-type: none"> ● Shows awareness of self and other people. ● Begins to understand self as a separate person from others. ● Recognizes self as a unique person with distinct characteristics. ● Shows awareness of self as belonging to one or more groups. ● Compares own characteristics to those of others. ● Identifies the diversity in human characteristics and how people are similar and different. ● Appreciates similarities and differences between self and others. |
| <p>b. Develops understanding of emotions</p> | <p>I can express my emotions in socially appropriate ways.</p> <p>I can identify the emotions of myself and others.</p> <p>I can use my words to express my wants and needs.</p> | <ul style="list-style-type: none"> ● Demonstrates a variety of emotions through facial expressions, gestures, movement and/or sounds. ● Expresses a variety of emotions nonverbally and possibly with a few familiar words. ● Begins to show awareness of own emotions in order to meet needs or wants, both verbally and nonverbally. ● Recognizes and identifies own emotions and the emotions of others. |
| <p>Vocabulary: emotions, same, different, characteristics, similar, different, express</p> | | |

| Strand 2: Self-Regulation | | |
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| Standard Statement | Learning Target | Indicators |
| a. Begins to manage emotions and actions | <p>I can use an emotional regulation strategy to help comfort myself.</p> <p>I can follow directions to be safe, calm, and kind.</p> <p>I can wait to get what I want.</p> | <ul style="list-style-type: none"> • Expresses and acts on impulses. • Comforts self through a variety of means, including seeking help from a familiar adult. • Accepts limits and choices offered by adults to help guide behavior. • Manages actions and emotional expressions. • Uses senses to regulate reactions and focus. • Demonstrates the ability to delay gratification for short periods of time. |
| Vocabulary: emotion, strategy, wait | | |

| Strand 3: Social Awareness | | |
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| Standard Statement | Learning Target | Indicators |
| a. Develops empathy toward and understanding of others | <p>I can ask others if they need help when they are upset.</p> <p>I can check on my friends when they are upset.</p> <p>I can recognize another person's feelings and relate to why they feel that way.</p> | <ul style="list-style-type: none"> • Reacts to emotional expressions of others. • Demonstrates understanding what others may feel. • Responds in caring ways to the distress and thinking of others. • Empathizes with and understands the perspectives of others. |
| Vocabulary: feelings, recognize, understand | | |

| Strand 4: Relationship Skills | | |
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| Standard Statement | Learning Target | Indicators |
| a. Develops secure, trusting relationships with adults | <p>I can interact with familiar and unfamiliar adults in a variety of ways.</p> <p>I can communicate with adults when I need help.</p> <p>I can communicate with an adult to share thoughts, opinions, and ideas.</p> <p>I can establish safe and positive interactions with familiar adults.</p> | <ul style="list-style-type: none"> • Responds differently to familiar and unfamiliar adults. • Expresses emotions and engages in back-and-forth interactions with familiar adults. • Initiates interactions with familiar adults and seeks close proximity to familiar adults. • Separates from familiar adults in a familiar setting with minimal distress. • Seeks help from trusted adults when needed. • Interacts readily with trusted adults and begins to engage in some positive interactions with less familiar adults. |
| b. Develops socially competent behavior with peers | <p>I can work together with my peers to engage in the same play idea.</p> <p>I can work with my peers towards a common goal.</p> <p>I can communicate socially with my peers.</p> | <ul style="list-style-type: none"> • Shows interest in other children. • Repeats actions that elicit social responses from others. • Participates in simple back-and-forth interactions with peers for a short period of time. • Engages in simple associative and cooperative play with peers. • Interacts with peers in more complex play including planning, pretending, coordination of roles and cooperation. |
| c. Develops ability to use simple strategies to resolve conflicts with peers | <p>I can communicate with my peers in conflict situations.</p> <p>I can use strategies to negotiate a solution.</p> | <ul style="list-style-type: none"> • Reacts to conflict. • Expresses feelings in a conflict situation through actions. • Identifies and communicates needs in a conflict situation. • Uses a variety of simple strategies to resolve conflict with peers. |

Vocabulary: conflict, negotiate, communicate, solution

Social Studies

| Strand 1: People, Communities and their Environment | | |
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| Standard Statement | Learning Target | Indicators |
| <p>a. Develops awareness of own culture and other characteristics of groups of people</p> | <p>I can talk about my family culture.</p> <p>I can talk about how my family and culture are the same and different as my peers.</p> | <ul style="list-style-type: none"> ● Shows awareness of self and other people. ● Demonstrates preference for familiar adults and recognizes familiar actions and routines. ● Identifies self and others as belonging to one or more groups by observable characteristics. ● Demonstrates an understanding of own family experiences, routines, and transitions. ● Identifies traditions of one's own family and others' cultures and customs. |
| <p>b. Develops a basic understanding of needs and wants</p> | <p>I can communicate what I need or want.</p> <p>I can recognize when someone else needs or wants something.</p> <p>I can wait my turn with a toy or material.</p> | <ul style="list-style-type: none"> ● Signals needs to others. ● Seeks help and begins to meet observable physical needs. ● Identifies and expresses own needs and wants. ● Shows awareness that peers or familiar adults have needs and wants. ● Recognizes not all needs and wants can be met because of limited resources. |
| <p>c. Develops understanding that everyone has rights and responsibilities within a group</p> | <p>I can follow the classroom rules and routines.</p> <p>I can complete my jobs.</p> | <ul style="list-style-type: none"> ● Responds to changes in adult voice, expression, or visual cues. ● Shows awareness of familiar people, and objects in their own environment. ● Responds to guidance when redirected. ● Participates in simple routines. ● Follow simple rules. ● Identifies simple rules at home and school. ● Carries out responsibilities and chores. ● Uses rules to promote the common good. |

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| <p>d. Develops the ability to take care of the materials in the environment</p> | <p>I can clean up my work/play ideas when I am finished.</p> | <ul style="list-style-type: none"> ● Interacts with objects in the surrounding environment. ● Put materials in a container. ● Returns materials to the correct locations. ● Shows awareness of your own responsibility to care for the environment. ● Demonstrates responsible use and care of resources. |
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Vocabulary: responsibility, jobs, rules, share, safe, schedule, clean-up, culture, family, traditions, same, different