

# Learning Portfolio



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### SOCIAL-EMOTIONAL

- SED 1** Self-Awareness
- SED 2** Self-Regulation
- SED 3** Attention & Persistence
- SED 4** Social Relationships



### PHYSICAL & MOTOR

- PD 1** Gross Motor
- PD 2** Fine Motor
- PD 3** Safety
- PD 4** Personal Care
- PD 5** Nutrition



### LANGUAGE & LITERACY

- LLD 1** Listening
- LLD 2** Communication
- LLD 3** Phonological Awareness
- LLD 4** Alphabetic Knowledge
- LLD 5** Concepts of Print
- LLD 6** Reading Comprehension
- LLD 7** Writing



### MATH & REASONING

- MR 1** Number Sense
- MR 2** Spatial Awareness
- MR 3** Shapes
- MR 4** Measurement
- MR 5** Patterns
- MR 6** Classification
- MR 7** Logic & Reasoning



### SCIENCE

- SCI 1** Investigation & Inquiry
- SCI 2** Natural & Earth Science
- SCI 3** Physical Science
- SCI 4** Technology



### SOCIAL STUDIES

- SS 1** Culture & Community
- SS 2** Civics & Economics
- SS 3** Geography
- SS 4** History & Sense of Time



### CREATIVE ARTS

- CA 1** Music
- CA 2** Dance & Movement
- CA 3** Visual Arts
- CA 4** Drama

1, 1.5, 2 & 3-inch Binder Spines



**experience**  
EARLY LEARNING



**experience**  
EARLY LEARNING



**experience**  
EARLY LEARNING



**experience**  
EARLY LEARNING



Learning Portfolio



Learning Portfolio



Learning Portfolio



Learning Portfolio

1/3 Tab Inserts

Welcome
Assessed Activities
Thematic Studies
Social-Emotional
Language
Physical
Mathematics
Science
Social Studies
Creative Arts

1/5 Tab Inserts

Welcome
Assessed Activities
Thematic Studies
Social-Emotional
Language
Physical
Mathematics
Science
Social Studies
Creative Arts



# Welcome to Your Child's Learning Portfolio

Your child's learning story is unique and brilliant.



This portfolio includes work samples created by your child as they participated in many activities and projects throughout the year. Please enjoy looking at your child's creative expression of their ideas and growth of knowledge.

The Experience Early Learning 35 skills are organized under 7 domains (or categories) of learning. These include:



**SOCIAL-EMOTIONAL**



**LANGUAGE & LITERACY**



**MATH & REASONING**



**PHYSICAL & MOTOR**



**SCIENCE**



**SOCIAL STUDIES**



**CREATIVE ARTS**

## Individual children develop at a unique pace.

There are 8 benchmarks for each skill. All children develop at their own rate and age is not always an indicator of skill level. Development is dynamic. Children may develop more quickly in one domain than in another. Most importantly as you look through this portfolio, see your child's potential and support and celebrate their unique strengths. Set goals for continuous growth.

Infant Birth – 18-months Benchmark 1-2		Toddlers 18-months – 3-years Benchmarks 2 - 3		Preschool 3 – 5-years Benchmarks 3 - 5		School-Age 5 - 8 years Benchmarks 6 - 8	
Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8

See your Developmental Continuum of Skills for benchmarks for each domain and skill.

The chart displays the 'Developmental Continuum of Skills' for Experience Early Learning. It is organized into columns for age groups: Infant, Toddler, Preschool, Pre-Primary, and Primary. Each column contains benchmarks for various skills. The skills are categorized into Social & Emotional Development, Physical & Motor, and Language & Literacy. The chart provides a detailed overview of the developmental milestones and benchmarks for each skill across the different age groups.

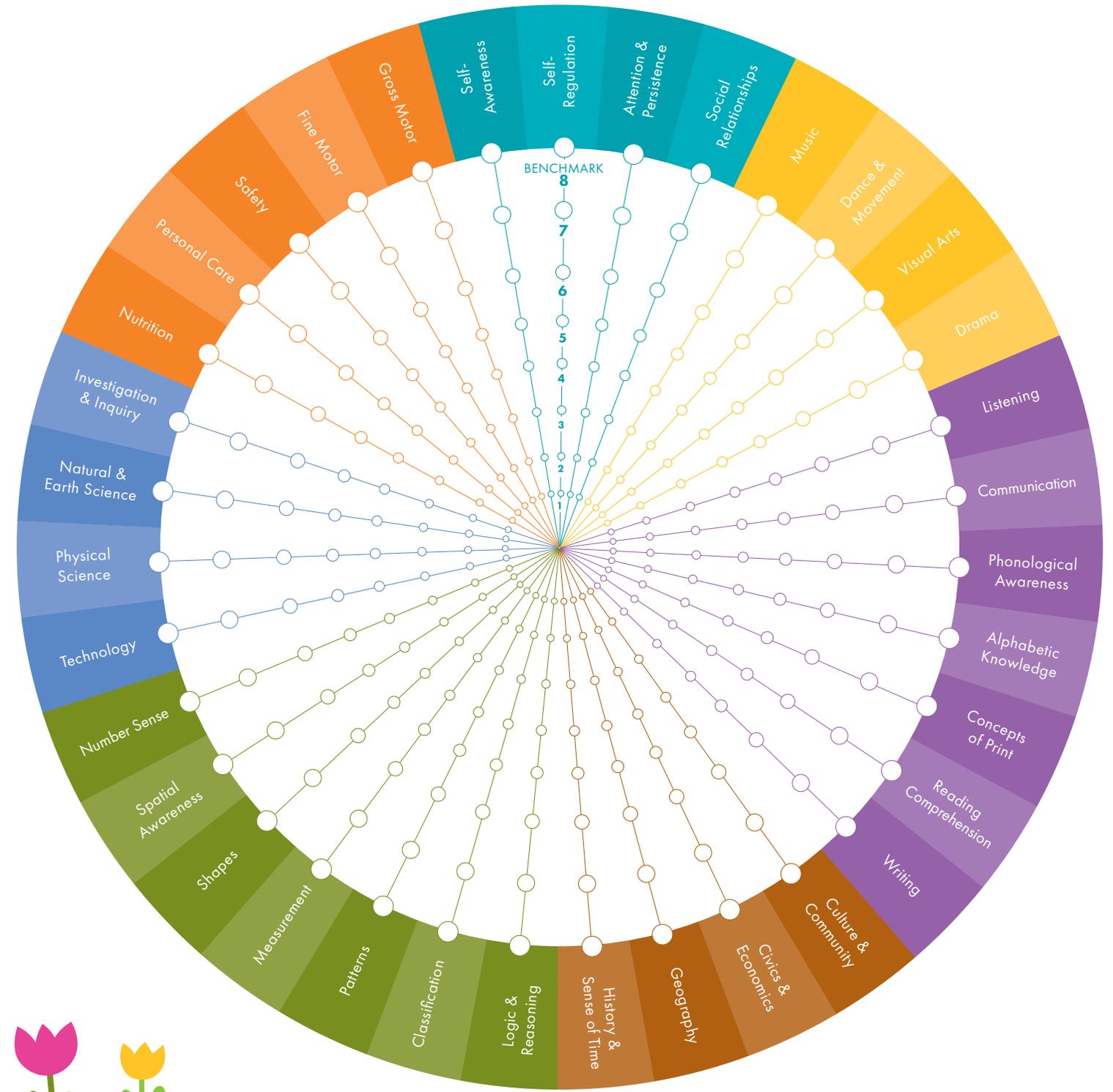
# Your Child's Knowledge Web

This graph shows a holistic overview of your child's development during the school year.

First Assessment: \_\_\_/\_\_\_/\_\_\_ to \_\_\_/\_\_\_/\_\_\_

Second: \_\_\_/\_\_\_/\_\_\_ to \_\_\_/\_\_\_/\_\_\_

Third: \_\_\_/\_\_\_/\_\_\_ to \_\_\_/\_\_\_/\_\_\_



Activity

Notes

Name Date



Skill

Benchmark

Activity

Notes

Name Date

Skill

Benchmark



Activity

Notes

Name Date



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Name Date



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Name Date

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Benchmark



Activity

Notes

Name Date

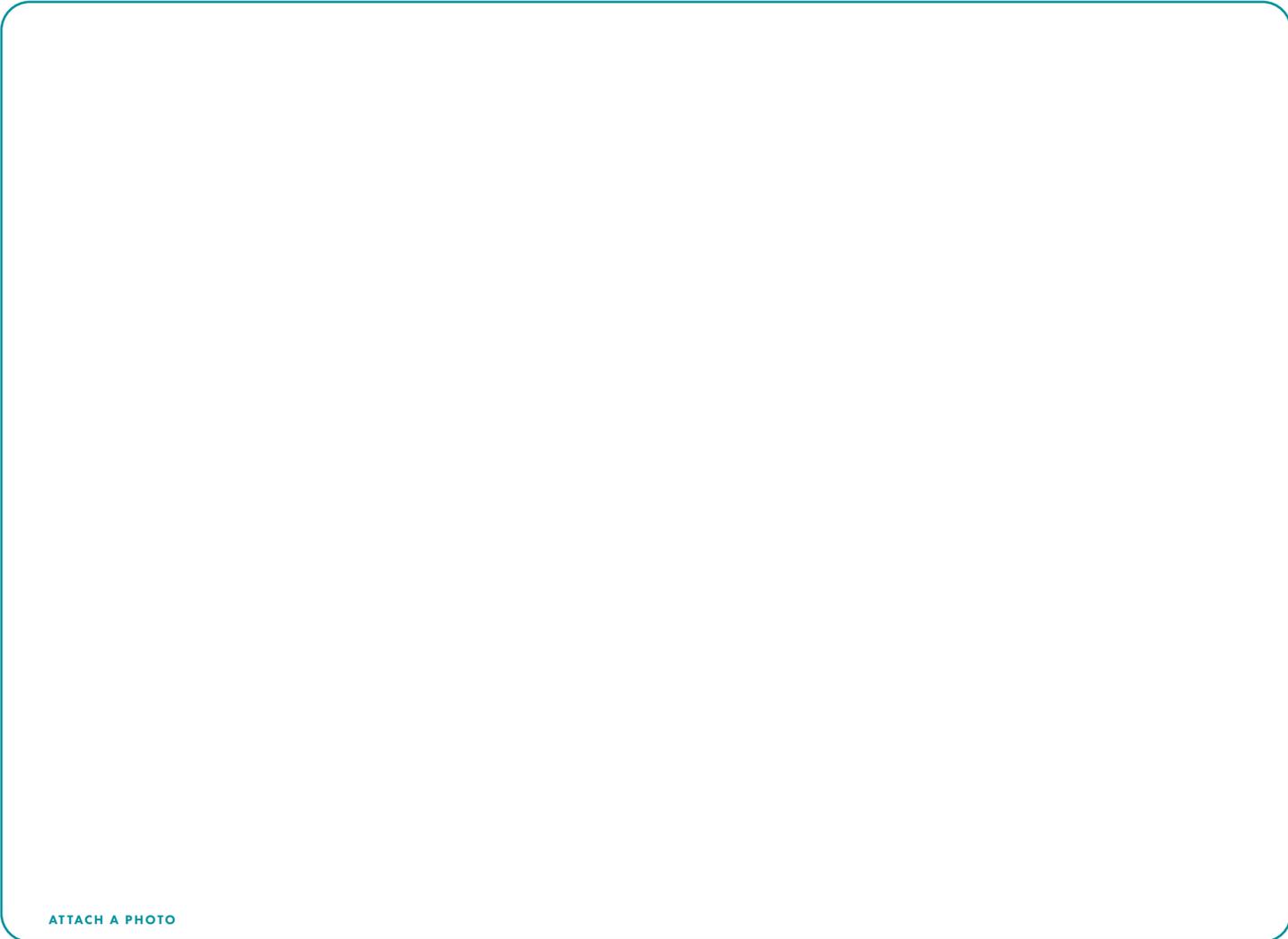
Skill

Benchmark



Name

Date



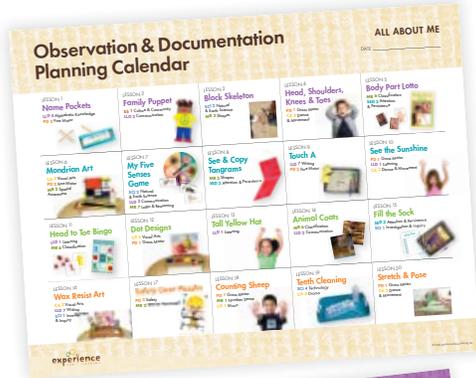
Observation

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Learning Domain/Skills

Handwriting lines for the learning domain/skills section, consisting of three horizontal yellow lines.

# Calendar of Assessed Activities



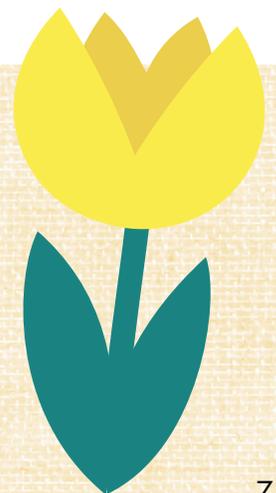
Your child’s teacher has observed and documented your child’s learning every day. They follow an **Assessment Planning Calendar** which features one focus skill applied within a featured learning game of the day. Each game can be played with an infant, toddler, preschooler/pre-K or children in grades K-3. **Activity Sheets** show you how to play at all four levels.

To learn more about the featured skills and why they are important for your child’s development, read the skill definitions and summaries on the **Skill Pages** in this portfolio.

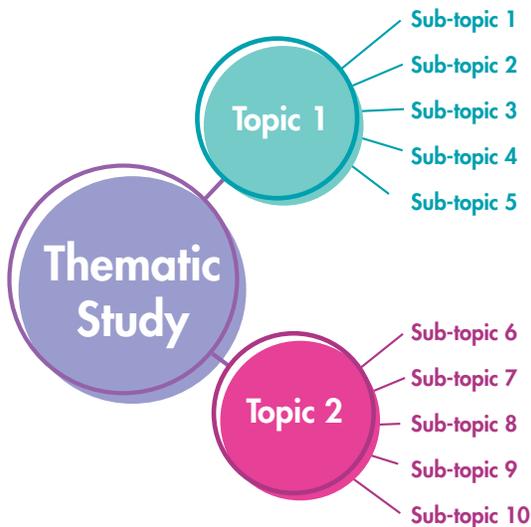
After playing the game with your child, consider how your observations compare and contrast to the teacher’s observations. Communicate with your teacher about your experience playing these games at home and set learning goals for your child together.

**Activity Stickers** can be attached to the back of daily art projects to identify the child, the skills that were assessed while they created their art piece and record other notes from their teacher.

The **Photo Keepsake** can include a photo of the activity and observations from the child’s teacher for the skills that were practiced during the activity.



# Thematic Studies



## Themes help children construct knowledge and build connections through real experiences.

Each month, your child explores a new thematic study through music, art, dramatic play and STEAM projects.

With Experience Curriculum, all ages investigate the same monthly thematic study but in age-appropriate and meaningful ways. Over the next three years, your child will explore a broad range of themes and gain a comprehensive understanding of our community, nature and diverse world. The thematic studies that your child explored this year are checked off below.



## Me and My Community

- Art & Architecture
- Camping
- Community Helpers
- Fables & Folktales
- Families & Pets
- Friends & Feelings
- Health & Fitness
- Homes & Habitats
- Human Body
- Nursery Rhymes
- Sights & Sounds
- Superheroes
- Transportation



## My Natural Environment

- Baby Animals
- Bees & Butterflies
- Birds
- Bugs & Crawly Things
- EcoVenture
- Farming
- Fossils, Rocks & Dinosaurs
- Gardening
- Orchards & Harvest
- Science Lab
- Water
- Weather & Seasons



## My World of Diversity

- Animals Around the World
- Arctic Tundra/Mountains
- Desert
- Grasslands (Safari)
- Islands
- Oceans
- Ponds
- Rainforest
- Space & Sky
- Woodlands
- World Passport



# Social-Emotional Development



**Social-emotional development refers to a child’s ability to identify feelings, self-regulate and build relationships.**

High-quality relationships correlate to positive outcomes for young children (Shonkoff, 2004). Brain research verifies that emotional and cognitive development are interrelated (Bell & Wolf, 2004). Young children who have strong social and emotional development are more likely to have good academic performance in future schooling (Cohen, 2005).

**Experience Early Learning Framework includes four social-emotional skills.**

<b>SED 1 Self-Awareness</b>	Shows awareness of self as distinct from others. Expresses needs, wants and preferences.
<b>SED 2 Self-Regulation</b>	Identifies feelings and manages behavior in times of stress. Exhibits self-control and ability to calm self. Reacts to changes in routine.
<b>SED 3 Attention &amp; Persistence</b>	Maintains attention on people, things and projects. Persists in understanding and mastering activities, even if challenging.
<b>SED 4 Social Relationships</b>	Develops close bonds/relationships with adults and builds peer friendships. Identifies and respects differences in others' abilities, characteristics, feelings and interests. Participates in group activities, takes turns, shares and negotiates with others.

# SED 1 Self-Awareness



## What is it?

Self-awareness refers to children’s understanding of who they are and the qualities that create the unique me.

## Why is it important?

A strong sense of self supports emotional security, which enables a child to navigate challenges and fully participate in learning experiences (Espinosa, 2002).

## How do children learn this skill over time?

**Infants** begin to explore self and others by using their senses, for example, by looking in mirrors and touching an adult’s face.

**Toddlers** recognize self in photos or in a mirror and start to express likes and dislikes as well as simple ideas about self in relation to others such as family.

**Preschoolers** express personal preferences by choosing their favorite when given a selection of two or three options. They also describe and compare preferences of self and others.

**Primary schoolers** begin to negotiate to attain personal preferences in a situation and predict how they and others might feel in a variety of situations. They understand that each person is unique and has their own thoughts, feelings and preferences.

## SED 1 Self-Awareness

### DEFINITION

Shows awareness of self as distinct from others. Expresses needs, wants and preferences.

	INFANTS		TODDLERS		PRESCHOOL / PRE-K			YOUNG SCHOOL-AGE	
	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8	
Assessed Activity & Date									
Assessed Activity & Date									
Assessed Activity & Date									

# SED 1 Self-Awareness Learning Goals

Date:

**GOAL**

**NOTES/NEXT STEPS**

# SED 2 Self-Regulation



## What is it?

Self-regulation is a child's ability to identify and manage their emotions, behavior and body when faced with a difficult situation or time of stress.

## Why is it important?

Children with self-regulation skills are able to calm self and navigate changes in routine. They can sustain attention for extended periods and perform better on tasks that involve long-term goals and delayed gratification (Graziano, Reavis, Keane & Calkins, 2007).

## How do children learn this skill over time?

**Infants** calm with support from the caregiver when upset and respond when their basic needs are taken care of.

**Toddlers** show a range of emotions with facial expressions and soothe self by seeking a familiar adult or thing. They identify when they have deviated from their typical routine.

**Preschoolers** recognize personal feelings, control impulses with reminders and--with support--negotiate ways to handle nonroutine transitions. For example, if they anticipate a change in routine, preschoolers will prepare themselves by finding a desired thing or person.

**Primary schoolers** identify and explain personal feelings and describe the appropriate response to their varying emotions. They will demonstrate an ability to swiftly transition from one activity to the next and help others through the transition. They begin to adapt quickly to new situations with minimal stress and apply strategies to adjust and calm themselves in new or stressful situations.

## SED 2 Self-Regulation

### DEFINITION

Identifies feelings and manages behavior in times of stress. Exhibits self-control and ability to calm self. Reacts to changes in routine.

	INFANTS	TODDLERS	PRESCHOOL / PRE-K		YOUNG SCHOOL-AGE			
	Calms with support from caregiver. Reacts to changes in routine.	Shows a range of emotions with facial expressions and gestures. Recognizes when routine is not followed.	Recognizes personal feelings. With support, negotiates ways to handle nonroutine transitions.		Applies strategies for managing own emotions and behaviors. Describes ways to calm self in new or stressful situations.			
	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8
Assessed Activity & Date / /	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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## SED 2 Self-Regulation Learning Goals

Date:

**GOAL**

**NOTES / NEXT STEPS**

# SED3 Attention & Persistence



## What is it?

Attention and persistence skills support a child's ability to maintain focus toward someone speaking or when persisting on a task (Barkley, 1997).

## Why is it important?

Attention and persistence are skills that pertain to selecting and maintaining attention towards relevant information, such as listening to the teacher or persisting on a task (Barkley, 1997).

## How do children learn this skill over time?

**Infants** focus for a short period of time on a person, sound or light and begin shifting attention from one person or thing to another.

**Toddlers** participate in daily routines or familiar activities. They focus on engaging activities for a short period of time and assert a desire to start or end an activity.

**Preschoolers** initiate an activity and help complete it. They practice or repeat an activity many times until successful and persist with help even if there are problems or distractions.

**Primary schoolers** sustain focus for longer times even if there are distractions. They work around challenges and solve problems as they work toward their goals. While working on their tasks, they respect others belonging's and space.

## SED 3 Attention & Persistence

### DEFINITION

Maintains attention on people, things and projects. Persists in understanding and mastering activities, even if challenging.

INFANTS	TODDLERS	PRESCHOOL / PRE-K	YOUNG SCHOOL-AGE				
Focuses for a short time on a person, sound or thing.	Focuses on an engaging activity for a short period of time. Attends to what others are looking at.	Sustains focus for several minutes. Independently completes familiar activities.	Takes care of own needs and personal belongings. Offers to help others with similar tasks. Sustains focus for 30+ minutes, even with distractions.				
Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8

Assessed Activity & Date



Assessed Activity & Date



Assessed Activity & Date



## SED 3 Attention & Persistence Learning Goals

Date:

**GOAL**

**NOTES/NEXT STEPS**

# SED4 Social Relationships



## What is it?

Social relationship skills encompass a child's ability to build positive relationships with both adults and peers. This includes the ability to interpret and understand others, cooperate, take turns, read social cues and problem-solve during challenging social situations.

## Why is it important?

Warm and nurturing relationships support the foundation of the child's trust and security. Research indicates that children who respond empathetically to the emotional needs of others are more likely to succeed in navigating challenging peer dynamics and are more likely to do well in school (Shonkoff & Phillips, 2000).

## How do children learn this skill over time?

**Infants** connect and respond to caregivers through eye contact and gentle touch.

**Toddlers** greet and stay near familiar people and mimic the actions and facial expressions of others. Toddlers begin to play side-by-side with a new or familiar person and demonstrate concern for someone who is sad or upset.

**Preschoolers** participate in group play and offer to help others through a challenging activity or social situation.

**Primary schoolers** describe friendships and other meaningful relationships. They identify the qualities of positive relationships and ways to build them. They describe different types of relationships such as those with family, friends and teachers.

## SED 4 Social Relationships

### DEFINITION

Develops close bonds/relationships with adults and builds peer friendships. Identifies and respects differences in others' abilities, characteristics, feelings and interests. Participates in group activities, takes turns, shares and negotiates with others.

INFANTS	TODDLERS	PRESCHOOL / PRE-K	YOUNG SCHOOL-AGE				
Connects with caregiver through eye contact and gentle touch.	Mimics actions of others. Identifies familiar people. Demonstrates concern for someone who is sad.	Participates in group play. Describes family and friends and relation to self. Asks questions about how others feel. Seeks opportunities to help others.	Describes different types of relationships, such as those with family, teachers and friends. Demonstrates respect for all people. Works collaboratively and flexibly within a group.				
Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8

Assessed Activity & Date

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## SED 4 Social Relationships Learning Goals

Date:

**GOAL**

**NOTES/NEXT STEPS**



# Physical Development



**Physical development refers to a child’s gross and fine motor skills.** To increase strength, muscle control and coordination, the child requires adequate nutrition and fitness levels.

Physical development in children follows a directional pattern (Bayley, 1993):

- Large muscles develop before small muscles. These large muscles are in the body’s core, legs and arms. Children learn how to perform gross motor skills (crawling) before fine motor skills (drawing).
- The center of the body develops before the outer regions. Muscles located at the core of the body become stronger and develop sooner than those in the feet and hands.
- Development progresses from the top down, from the head to the toes.

**Experience Early Learning Framework includes five Physical Development skills.**

<b>PD 1 Gross Motor</b>	Builds strength, coordination and balance of large muscles.
<b>PD 2 Fine Motor</b>	Builds strength and coordination of small movements in hands to pick up, squeeze, twist, cut and manipulate tools and toys.
<b>PD 3 Safety</b>	Shows awareness of safe practices and demonstrates them when participating in activities.
<b>PD 4 Personal Care</b>	Responds to and initiates routines for hygiene, feeding and dressing self.
<b>PD 5 Nutrition</b>	Demonstrates knowledge about nutrition and healthy food choices.

# PD 1 Gross Motor



## What is it?

Gross motor function is a child's ability to manipulate and control large movements, especially trunk, arm and leg movements. It includes traveling movements (such as crawling and walking) as well as the ability to balance, build muscle tone and strength.

## Why is it important?

Physical strength enables children to move and act freely and confidently. There is a connection between gross motor development and growth in social-emotional and cognitive areas of development (Puckett, Black & Mariority, 2007). Inter-limb coordination is linked to the development of many daily life skills, complex movement behaviors and academic performance (Bobbio, Gabbard & Cacola, 2009). The spatial reasoning, patterns and sequencing skills required for throwing a ball or other movement-based activities build skills in math and logic. Furthermore, as their gross motor skills develop, children learn that the way we choose to coordinate our movements ultimately communicates our emotions, ideas and nonverbal messages (Stork & Sanders, 2008).

## How do children learn this skill over time?

**Infants** develop gross motor skills as they kick or grab from a seated or lying position and pull themselves into a standing position.

**Toddlers** explore walking and climbing. They build motor development by carrying, dragging, kicking or tossing objects in an intended direction.

**Preschoolers** begin to balance and hop on one foot and throw objects using both overhand and underhand techniques. They will be able to coordinate multiple movements in a simple sequence.

**Primary schoolers** start to leap and balance on a variety of objects. With practice, they begin to kick or strike moving objects with aim and accuracy. They strengthen muscles and increase endurance and coordinate multiple complex movements in continuous play.

## PD 1 Gross Motor

### DEFINITION

Builds strength, coordination and balance of large muscles.

	INFANTS		TODDLERS		PRESCHOOL / PRE-K			YOUNG SCHOOL-AGE		
	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8		
Sits independently and pulls self to standing position.										
Walks and climbs. Carries, drags, kicks and tosses objects.										
Balances and hops on one foot. Throws both overhand and underhand. Catches objects.										
Skips. Kicks or strikes moving objects with aim. Leaps. Stops at a boundary.										
Assessed Activity & Date	/ /									
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Assessed Activity & Date	/ /									
Assessed Activity & Date	/ /									

## PD 1 Gross Motor Learning Goals

Date:

**GOAL**

**NOTES/NEXT STEPS**

# PD 2 Fine Motor



## What is it?

Fine motor is the ability to control small movements to manipulate small toys and tools such as crayons and scissors. Fine motor skills require control over smaller muscles in the fingers, toes, eyes, wrists and ankles.

## Why is it important?

These fine motor skills, especially eye-hand coordination, are essential for school readiness (Brack, 2004). These skills are used in actions such as drawing, writing, grasping objects, waving and turning book pages. They are also linked to early reading and literacy achievement (Reno, 1995).

## How do children learn this skill over time?

**Infants** reach for objects and use arms or legs to make contact with an object.

**Toddlers** purposefully grasp objects with finger and thumb and use hands to accomplish simple tasks such as feeding themselves. They open, close, twist and pull objects with one or both hands.

**Preschoolers** manipulate objects with their hands, snip with scissors and begin to string large beads. They begin to button, zip, buckle and lace.

**Primary schoolers** thread small beads, stack small objects and use scissors to cut more challenging materials such as fabric and cardstock. They grasp and stack objects of all sizes with speed and accuracy.

## PD 2 Fine Motor

### DEFINITION

Builds strength and coordination of small movements in hands to pick up, squeeze, twist, cut and manipulate tools and toys.

INFANTS	TODDLERS	PRESCHOOL / PRE-K	YOUNG SCHOOL-AGE
Reaches for objects in sight.	Uses hands to accomplish tasks such as feeding self. Opens, closes, twists and pulls objects.	Snips with scissors. Strings large beads. Buttons, zips and buckles. Ties laces.	Uses scissors to follow an outline. Beads, grasps, scissors and stacks objects of all shapes and sizes with speed and accuracy.

Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8
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## PD 2 Fine Motor Learning Goals

Date:

**GOAL**

**NOTES/NEXT STEPS**

# PD 3 Safety



## What is it?

Knowledge about safety is a child's ability to identify, avoid and respond to dangerous situations. It includes the ability to seek help when needed and respond appropriately in emergency situations.

## Why is it important?

The early years are important for establishing safe practices and coping skills, limitations and safe practices throughout life (Burger, 2010).

## How do children learn this skill over time?

**Infants** demonstrate early safe practice skills when they express distress when needs are not met.

**Toddlers** respond to possible dangers in their environments, follow simple safety rules and actively avoid dangers when prompted.

**Preschoolers** describe reasons for safety rules and remind others to follow them. They identify dangers and how they could be hurt.

**Primary schoolers** identify emergency situations and successfully describe how to get help and behave during the emergency. They take appropriate initiative in dangerous and emergency situations.

## PD 3 Safety

### DEFINITION

Shows awareness of safe practices and demonstrates them when participating in activities.

INFANTS	TODDLERS	PRESCHOOL / PRE-K	YOUNG SCHOOL-AGE
Expresses distress when needs are not met.	Responds to and avoids possible dangers in environment. Follows simple safety rules.	Describes reasons for safety rules and reminds others to follow them.	Takes appropriate initiative in dangerous and emergency situations. Describes how to get help.

Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8
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## PD 3 Safety Learning Goals

Date:

**GOAL**

**NOTES/NEXT STEPS**

# PD 4 Personal Care



## What is it?

Personal care is a child's ability to implement routines for self-hygiene, feeding and dressing.

## Why is it important?

A child's physical development is supported by proper hygiene, including washing hands, toileting and prevention of the spread of germs.

## How do children learn this skill over time?

**Infants** receive appropriate healthcare from caregivers and respond when physical needs are not met.

**Toddlers** recognize the difference between dirty and clean, point to body parts when prompted and participate in taking care of some personal needs, such as feeding themselves.

**Preschoolers** wash hands, use the toilet and brush their teeth. They describe the function of basic body parts, follow a routine of rest and active play, and meet most personal needs independently. They will start to explain how germs spread and offer simple strategies for preventing the spread.

**Primary schoolers** explain the importance of nutrition, exercise and rest in maintaining wellness. With a few reminders, they demonstrate an ability to maintain personal hygiene independently. They describe how to deal with health concerns of themselves and others.

## PD 4 Personal Care

### DEFINITION

Responds to and initiates routines for hygiene, feeding and dressing self.

INFANTS	TODDLERS	PRESCHOOL / PRE-K	YOUNG SCHOOL-AGE
Receives appropriate health care from caregiver and responds when physical needs are not met.	With help, participates in healthy habits and care routines. Names body parts.	Meets most personal needs independently. Explores how we get sick and how to stay healthy.	Regulates personal needs for nutrition, activity, rest and hygiene with few reminders.

Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8
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## PD 4 Personal Care Learning Goals

Date:

**GOAL**

**NOTES/NEXT STEPS**

# PD 5 Nutrition



## What is it?

Nutrition knowledge is a child's ability to participate in feeding routines, identify healthy foods as well as make healthy food choices.

## Why is it important?

Proper nutrition is fundamental to brain development and function (Schiller, 1999) and is strongly correlated with later educational achievement (Behrman, 1996).

Children require good nutrition to meet their growth and development needs. If children do not consume adequate amounts of macronutrients (e.g., fat, carbohydrates, proteins) and micronutrients (e.g., iron, zinc, vitamin A), they may have delayed mental and motor development that could translate into long-term adverse effects beyond childhood.

## How do children learn this skill over time?

**Infants** demonstrate early nutrition knowledge by crying when hungry or tired.

**Toddlers** communicate when hungry, thirsty or tired and feed themselves finger foods. They anticipate the need to eat, rest and drink. They will feed themselves soft foods with a spoon or other utensil.

**Preschoolers** begin to serve self and feed themselves. They identify food groups, differentiate between healthy and unhealthy foods and choose between two appropriate food options when hungry.

**Primary schoolers** describe the digestion process and what happens after we eat food. They begin to describe the function of basic organs.

## PD 5 Nutrition

### DEFINITION

Demonstrates knowledge about nutrition and healthy food choices.

INFANTS	TODDLERS	PRESCHOOL / PRE-K	YOUNG SCHOOL-AGE
Cries when hungry or tired.	Anticipates the need to eat, rest and drink. Feeds self finger foods and soft foods with a utensil.	Identifies food that is nutritious. Helps to prepare and serve food.	Describes what happens after consumption of food. Describes the functions of basic organs.

Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8
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## PD 4 Nutrition Learning Goals

Date:

**GOAL**

**NOTES/NEXT STEPS**



# Language & Literacy Development



**Language and literacy skills refer to a child’s ability to communicate** and connect with others through listening, speaking, reading and writing.

Learning language is a social experience and requires symbolic processing. The relationship between thought and word is “not a thing, but a process, a continual movement back and forth from thought to word and from word to thought” (Vygotsky, 1962, p. 125). A young child’s comprehension and communication skills are directly related to later achievements in reading, writing and spelling (Goodson & Layzer, 2009). Language skills are some of the best predictors of academic success (Snowling, Hulme, Bailey, Strothard, & Lindsay, 2011).

**Experience Early Learning Framework includes seven Language and Literacy Development skills.**

<b>LLD 1 Listening (Receptive Language)</b>	Understands and interprets language (both words and gestures). Communicates or acts in response to language and verbal cues.
<b>LLD 2 Communication (Expressive Language)</b>	Uses verbal and nonverbal communication to express ideas with increasingly complex words and sentences. Engages in back-and-forth communication.
<b>LLD 3 Phonological Awareness</b>	Hears small units of sounds.
<b>LLD 4 Alphabetic Knowledge</b>	Identifies letters, numbers, characters and symbols in print and understands that letters represent sounds.
<b>LLD 5 Concepts of Print</b>	Demonstrates print- and book handling knowledge.
<b>LLD 6 Reading Comprehension</b>	Understands concepts of text. Recalls and extends details.
<b>LLD 7 Writing</b>	Uses scribbles, drawings, letters, characters or words to represent meaning.

# LLD 1 Listening



## What is it?

Listening is a child’s ability to understand and act on verbal language including being able to understand the names of common objects, family members and following verbal directions. It is different from hearing in that listening involves a child’s ability to attend to and process what she hears (Lanza & Flahive, 2008).

## Why is it important?

Listening is the first language mode that children acquire and serves as a foundation for all aspects of language and cognitive development (Hyslop & Tone, 1988).

## How do children learn this skill over time?

**Infants** turn their heads toward the person speaking and making gestures or vocalizations in response to others talking.

**Toddlers** respond to familiar people who are singing or talking. With prompts or gestures, they follow a one-step or related two-step direction.

**Preschoolers** listen to stories or information and respond appropriately. They follow unrelated two-step or multi-step directions.

**Primary schoolers** evidence comprehension by asking or answering specific questions about key details from information or stories shared orally. They listen to directions and follow previously described rules or respond to implied requests.

## LLD 1 Listening

### DEFINITION

Understands and interprets language (both words and gestures). Communicates or acts in response to language and verbal cues.

INFANTS	TODDLERS	PRESCHOOL / PRE-K	YOUNG SCHOOL-AGE
Turns head toward the person speaking and makes gestures and/or vocalizations in response.	Shows understanding of a variety of phrases and sentences. Follows a related one- or two-step direction given verbally.	Shows understanding of some complex vocabulary, phrases and sentences. Follows multi-step directions given verbally.	Recalls key ideas shared orally. Responds to verbal statements with implied directions or requests.

Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8
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Assessed Activity & Date

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# LLD 1 Listening (Receptive Language) Learning Goals

Date:

**GOAL**

**NOTES/NEXT STEPS**

# LLD 2 Communication (Expressive Language)



## What is it?

Communication is a child’s ability to use language (especially oral or sign language) to convey ideas, thoughts and feelings to others. A child’s vocabulary is connected to their ability to communicate effectively. As the child’s vocabulary increases, it is measured by the number of words a child knows (receptive vocabulary) and can use effectively (expressive vocabulary).

## Why is it important?

Communication improves a child’s ability to self-regulate and builds a sense of self and self-confidence by being able to express and get one’s needs met (Greenspan, 1998). Greater vocabulary knowledge in early childhood is additionally correlated with stronger school success and better reading comprehension in later school years (Yesil-Dagli, 2011).

## How do children learn this skill over time?

**Infants** begin to make sounds and gestures to express thoughts, feelings and needs. They coo and smile in response to words or facial expressions.

**Toddlers** begin to use a few words or word-like sounds to communicate in one to two-word sentences. They build vocabulary by repeating words heard frequently in their environment.

**Preschoolers** ask simple questions and speak in complete sentences, though not always following grammatical rules. They engage in conversations with multiple exchanges and use question words in speech.

**Primary schoolers** discuss and share their ideas and feelings about a wide range of topics and stay on topic throughout the duration of a conversation. They begin to identify words whose meanings are similar and determine the meaning of unknown words through context or from the root word.

## LLD 2 Communication (Expressive Language)

	INFANTS	TODDLERS	PRESCHOOL / PRE-K	YOUNG SCHOOL-AGE				
<b>DEFINITION</b>	Uses verbal and nonverbal communication to express ideas with increasingly complex words and sentences. Engages in back and forth communication.	Mimics single sounds. Uses vocal sounds and gestures to communicate.	Speaks in simple sentences and repeats familiar words or short phrases. Identifies familiar people, places and objects.	Speaks in simple complete sentences. Uses question words. Uses new or technical words learned in conversations or through reading.	Uses many types of sentences, including simple and compound. Uses verb tense. Uses expression, tone and pacing to reinforce meaning.			
	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8
Assessed Activity & Date	/ /							
Assessed Activity & Date	/ /							

## LLD 2 Communication (Expressive Language) Learning Goals

Date:

**GOAL**

**NOTES/NEXT STEPS**

# LLD 3 Phonological Awareness



## What is it?

Phonological awareness is a child’s ability to hear small units of sound and to identify rhyme and alliteration. It is not concerned with the meaning of words but rather the individual sounds in spoken language.

## Why is it important?

Phonological awareness is closely related to reading skills. Children who demonstrate strong phonological awareness have an easier time learning to read (Crim et al., 2008). The ability to segment phonemes and identify rhyme and alliteration is a strong indicator of later success in reading and spelling (Crim et al., 2008; Albert Shanker Institute, 2009).

## How do children learn this skill over time?

**Infants** begin to babble and play with sounds of all kinds, including speech sounds and lip-smacking. When listening to music or nursery rhymes, they will bounce or clap along with the rhythm.

**Toddlers** imitate sounds and tones. When prompted, toddlers will repeat the last word in familiar rhymes and even begin to suggest a missing rhyming word within a poem or song.

**Preschoolers** identify words with a similar beginning sound and indicate when two words rhyme or do not rhyme. Advanced preschoolers may also be able to identify words with a similar ending sound or suggest a series of rhyming words when given a base word.

**Primary schoolers** count syllables in spoken words and isolate and pronounce the sound of each syllable. They recognize blends, digraphs, letter patterns and simple word families.

## LLD 3 Phonological Awareness

### DEFINITION

Hears small units of sounds.

	INFANTS		TODDLERS		PRESCHOOL / PRE-K			YOUNG SCHOOL-AGE		
	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8		
Assessed Activity & Date / /										
Assessed Activity & Date / /										
Assessed Activity & Date / /										

## LLD 3 Phonological Awareness Learning Goals

Date:

**GOAL**

**NOTES/NEXT STEPS**

# LLD 4 Alphabetic Knowledge



## What is it?

Alphabetic knowledge is the ability to identify letters, numbers, characters and symbols in print as well as to understand that letters represent specific sounds.

## Why is it important?

Researchers have found that Alphabetic Knowledge requires two different but related skills: letter-name and letter-sound knowledge. Letter-name recognition is a form of symbolic thinking which is necessary for reading, writing, mathematical thinking and problem-solving (Younger & Johnson, 2004). In phonetic language, children make letter-sound connections as they match sounds with the letters and letter combinations. Letter-name and letter-sound knowledge are two of the strongest predictors of later reading proficiency (Skibbe, McDonald-Connor, Morrison & Jewkes, 2011).

## How do children learn this skill over time?

**Infants** begin to look for familiar people or objects when given their names and by babbling or repeating sounds.

**Toddlers** start to identify the difference between a picture, letter and number and may start to point at words on a page and pretend to read. Eventually, toddlers will recognize the sound of the first letter in their names.

**Preschoolers** begin to recognize some familiar words in print such as their name, mom, dad or stop. They will also identify five to seven letters and their associated sounds until eventually they will name all upper- and lowercase letters when presented in random order.

**Primary schoolers** start to read high-frequency sight words and identify all letters and their sounds. They will sound out words and read use techniques to decode unfamiliar words such as text context, letter patterns or reread to determine the meaning of unfamiliar words.

## LLD 4 Alphabetic Knowledge

### DEFINITION

Identifies letters, numbers, characters and symbols in print and understands that letters represent sounds.

	INFANTS	TODDLERS	PRESCHOOL / PRE-K		YOUNG SCHOOL-AGE			
	Looks for familiar people and objects when given their names. Babbles or repeats sounds.	Recognizes the difference between pictures, letters and numbers in print. Recognizes the sound of the first letter in his/her name.	Identifies most upper- and lower-case letters. Identifies up to 12 letters and their sounds. Recognizes that letters make up words.		Recognizes letter patterns, word families, vowel sounds, whole word chunks, digraphs and blends. Uses context to determine the meaning.			
	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8
Assessed Activity & Date	/ /							
Assessed Activity & Date	/ /							

## LLD 4 Alphabetic Knowledge Learning Goals

Date:

**GOAL**

**NOTES/NEXT STEPS**

# LLD 5 Concepts of Print



## What is it?

Concepts of print is a child’s understanding of the elements and rules of written language. It includes the understanding of books, letters, words, directionality, punctuation and the understanding that print has meaning.

## Why is it important?

Before children can read, they have to understand how books and printed text work. Children with print awareness can understand that written language carries a meaning (Snowling & Hulme, 2005).

## How do children learn this skill over time?

**Infants** open/close books and look for or point at printed pictures on the page.

**Toddlers** turn book pages and recognize if a printed picture is upside-down. They identify the front/back and top/bottom of a book and know where to begin reading on each page.

**Preschoolers** begin to identify letters, words, spaces and some punctuation. When handling or examining print, they will follow the direction of the text.

**Primary schoolers** with developed concepts of print skills will be able to explain the difference between books that tell stories (fiction) and those that give information (nonfiction). They recognize common types of text, e.g., poem, storybook, fact book. They can name the author and illustrator and identify punctuation. An advanced primary schooler will also be able to describe the overall structure of a story, including the introduction, the central dramatic problem and the conclusion.

## LLD 5 Concepts of Print

### DEFINITION

Demonstrates print- and book handling knowledge.

INFANTS	TODDLERS	PRESCHOOL / PRE-K	YOUNG SCHOOL-AGE				
Looks or points to pictures and opens/closes books.	Identifies the front/back and top/bottom of a book. Indicates where to start reading on each page.	Identifies letters, words, spaces and some punctuation. Follows direction of text and points to a word on the page for each spoken word.	Explains the difference between books that tell stories and those that give information. Describes the structure of a story, including introduction, problem and conclusion.				
Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8

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## LLD 5 Concepts of Print Learning Goals

Date:

**GOAL**

**NOTES/NEXT STEPS**

# LLD 6 Reading Comprehension



## What is it?

Reading comprehension is a child’s ability to read, understand, process, recall and interpret written language.

## Why is it important?

Reading comprehension enables a child to make meaning and acquire information from the written text. Having strong reading comprehension skills supports long term academic success.

## How do children learn this skill over time?

**Infants** begin to reach for or pat a book when it is read or by holding a book and looking intently at each page.

**Toddlers** repeat words from familiar stories and answer “where” and “what” questions by pointing. They start to recall the name of the main character and talk about pictures and ideas in familiar stories.

**Preschoolers** begin to anticipate what comes next in familiar stories, express likes and dislikes within the story, and participate in the retelling of a story by pointing at pictures or role-playing with props. They may demonstrate an ability to personally relate to characters or events within the story and answer simple questions about character, setting and plot events.

**Primary schoolers** begin to recognize similarities between two separate texts and retell major events of a story in sequence. They will exhibit the ability to make many personal and world connections. They summarize texts and their messages, describe the point of view of various characters and how they each respond to challenges or events in the story.

## LLD 6 Reading Comprehension

### DEFINITION

Understands concepts of text. Recalls and extends details.

INFANTS	TODDLERS	PRESCHOOL / PRE-K	YOUNG SCHOOL-AGE
Interacts by reaching for a book when it is read. Holds book and looks at each page.	Talks about pictures and ideas in familiar stories. Answers “where” and “what” questions about stories and books.	Anticipates what comes next in familiar stories. Relates to the characters or events of the story. Asks and answers simple questions about characters, setting and events.	Makes many text-to-text, text-to-self and text-to-world connections. Summarizes texts and their messages. Describes the points of view of various characters.

Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8
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## LLD 6 Reading Comprehension Learning Goals

Date:

**GOAL**

**NOTES/NEXT STEPS**

# LLD 7 Writing



## What is it?

Emergent writing is a child’s ability to convey ideas, thoughts and feelings by using symbols, especially through drawing and writing. It includes the ability write letters, names and sentences.

## Why is it important?

Any scribble or drawing that conveys personal thoughts and feelings is emergent writing and foundational to a child’s ability to communicate thought (International Reading Association & National Council of Teachers of English, 1996).

## How do children learn this skill over time?

**Infants** explore grasping and releasing small objects, such as toy links or dry cereal, to build the hand-eye coordination and motor strength required to eventually hold a writing utensil.

**Toddlers** scribble and make continuous marks with writing tools or handprints on paper. They begin to experiment with drawing letter-like forms and doodling representations of an object or person.

**Preschoolers** begin to print or copy familiar symbols and letters, especially those found in their own names. They draw lines, shapes or pictures and explain who or what they represent.

**Primary schoolers** print their first and last names with proper capitalization. They write simple sentences to tell a story or share information and begin to follow traditional spelling rules.

## LLD 7 Writing

### DEFINITION

Uses scribbles, drawings, letters, characters or words to represent meaning.

INFANTS	TODDLERS	PRESCHOOL / PRE-K	YOUNG SCHOOL-AGE				
Explores writing materials.	Makes intentional scribbles. May draw lines or circles.	Makes letters or letter-like symbols in a repeating pattern. Draws identifiable pictures.	Legibly prints letters and uses inventive spelling to write words. Draws pictures to support writing.				
Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8

Assessed Activity & Date

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## LLD 7 Writing Learning Goals

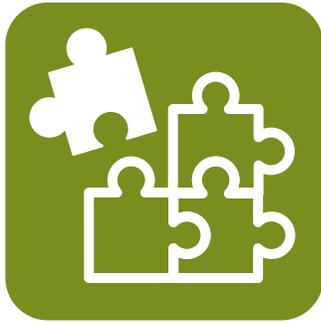
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**GOAL**

**NOTES/NEXT STEPS**



# Mathematics & Reasoning



**Mathematics and reasoning skills include a child’s ability to count, understand number sense, manipulate objects, create patterns, sort, compare and measure.**

Research on children’s learning in the first six years of life validates the importance of early experiences in mathematics for lasting positive outcomes (Bowman, Donovan & Burns, 2001). Children develop their ability to reason mathematically and become increasingly sophisticated in the ability to recognize and analyze the mathematics inherent in the world around them (Baroody, Bajwa & Eiland, 2009). Children’s early mathematical experiences play a significant role in the development of their understanding of mathematics and serve as a foundation for their cognitive development (Tudge & Doucet, 2004).

**Experience Early Learning Framework includes seven Mathematics and Reasoning skills.**

<b>MR 1 Number Sense</b>	Understands concepts of number and quantity.
<b>MR 2 Spatial Awareness</b>	Understands how objects move in space and describes their location, e.g., on, under, next to.
<b>MR 3 Shapes</b>	Identifies shapes and their characteristics.
<b>MR 4 Measurement</b>	Estimates, measures and compares size, weight, length or volume.
<b>MR 5 Pattern</b>	Identifies, reproduces and creates patterns.
<b>MR 6 Classification</b>	Matches and sorts.
<b>MR 7 Logic &amp; Reasoning</b>	Uses logic to solve problems.

# MR 1 Number Sense



## What is it?

Number sense involves a child’s ability to identify, understand and manipulate numerals and quantities. This includes recognizing numerals, one-to-one correspondence, counting and simple operations.

## Why is it important?

Counting and numerical understanding are key skills for success in kindergarten and beyond (Bonigno & Ellis, 2004). Longitudinal studies have shown math concepts, such as number knowledge and ordinality, to be one of the strongest predictors of later school achievement (Duncan et al., 2007).

## How do children learn this skill over time?

**Infants** develop early number sense skills as they hear numbers spoken in everyday context, hear counting in songs and look for objects that are taken out of sight.

**Toddlers** begin to recognize and see numbers in their environments. They verbally count, though not always in the correct order, and demonstrate an understanding of one, two and more.

**Preschoolers** identify numerals to five and count up to ten objects. They make groups of objects and can add or subtract a defined amount of objects from the group. Some preschoolers can identify numerals to ten and count up to twenty.

**Primary schoolers** identify and write numerals beyond 20, count up to 100 by ones and tens, and decompose numbers less than or equal to 10 into pairs in more than one way (e.g.,  $7 = 3 + 4$ ,  $7 = 5 + 2$ ). Advanced primary schoolers will compare and order numerals to 1000, understand place value and identify if a number is even or odd.

## MR 1 Number Sense

### DEFINITION

Understands concepts of number and quantity.

	INFANTS	TODDLERS	PRESCHOOL / PRE-K			YOUNG SCHOOL-AGE		
	Hears numbers in everyday context.	Recognizes numerals one, two and three. Points to one object at a time while counting (not always in correct order).	Identifies numerals to 10. Solves addition and subtraction problems within ten. Counts up to 20 objects.			Understands place value and if a number is even or odd. Can identify numerals up to 1000. Adds and subtracts within 20.		
	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8
Assessed Activity & Date / /								
Assessed Activity & Date / /								
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# MR 1 Number Sense Learning Goals

Date:

GOAL	NOTES/NEXT STEPS
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# MR 2 Spatial Awareness



## What is it?

Spatial awareness is a child’s understanding of space, dimension and how objects are positioned in relation to himself and others. Spatial awareness includes the ability to flip and rotate objects as well as the ability to determine the location of an object.

## Why is it important?

It allows children to locate objects and successfully navigate their environments. By flipping and rotating objects whether to assemble a puzzle or to simply investigate the object, children use spatial awareness and build the foundation for mental manipulation of objects and abstract problem-solving (Schindler, 2002).

## How do children learn this skill over time?

**Infants** begin by playing with objects and toys in a variety of shapes. They may try to put one object inside another or participate with a caregiver by raising their arms and legs or saying “up” and “down.”

**Toddlers** deliberately turn or spin objects to fit them in containers or puzzles and follow simple, positional directions such as on/off, over/under, and up/down. They recognize familiar objects that are upside-down and turn them rightside up.

**Preschoolers** match two similar objects that are turned or positioned in different ways. They assemble 8-20 piece puzzles by turning pieces until they fit together. When prompted, they place objects next to, between, in front of or behind objects not related to themselves.

**Primary schoolers** identify two- and three- dimensional shapes and symbols regardless of orientation. They make simple maps or models to represent the location of objects. They problem-solve putting together both 2D and 3D puzzles or models.

## MR 2 Spatial Awareness

### DEFINITION

Understands how objects move in space and describes their location, e.g., on, under, next to.

	INFANTS	TODDLERS	PRESCHOOL / PRE-K	YOUNG SCHOOL-AGE				
	Plays with objects and toys that are a variety of shapes. Tries to put one object inside another.	When prompted, finds or places objects next to, between, in front of or behind self. Puts together two or three pieces to create a whole.	Explains the location of an object in relation to another object or person. Creates a whole object from many pieces without using a guide.	Matches two-dimensional shapes to corresponding three-dimensional shapes. Recognizes symmetry. Separates a shape into halves, thirds and fourths.				
	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8
Assessed Activity & Date	/ /							
Assessed Activity & Date	/ /							

## MR 2 Spatial Awareness Learning Goals

Date:

**GOAL**

**NOTES/NEXT STEPS**

# MR 3 Shapes



## What is it?

The ability to identify, name, recreate and compare common two- and three- dimensional shapes, such as circles, squares, triangles, cubes and cylinders. It includes the ability to recognize, describe and manipulate the characteristics of shapes and forms.

## Why is it important?

An understanding of shapes is strongly correlated to later geometric knowledge (Hindman, Skibbe, Miller & Zimmerman, 2010). Learning math vocabulary to describe the environment supports geometric reasoning (Ginsburg, 1989). As children learn to combine shapes to create other shapes, this lays the foundation for them to be able to partition number wholes and parts to strengthen overall number sense (Bobis, 2008).

## How do children learn this skill over time?

**Infants** investigate shapes by holding and exploring objects then begin to try to put one object inside another.

**Toddlers** identify by name a few basic shapes, begin to match two identical shapes and explore filling a container then dumping out the contents.

**Preschoolers** identify four to six basic shapes and begin exploring 2D and 3D shapes. With a guide, preschoolers put together six to twelve pieces to make a whole object.

**Primary schoolers** identify objects as two- or three- dimensional shapes, create complex shapes by putting together simple shapes and break down complex shapes into simple shape pieces. They begin to separate a shape into halves, thirds and fourths.

## MR 3 Shapes

### DEFINITION

Identifies shapes and their characteristics.

	INFANTS		TODDLERS		PRESCHOOL / PRE-K			YOUNG SCHOOL-AGE		
	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8		
Assessed Activity & Date										
Assessed Activity & Date										
Assessed Activity & Date										

## MR 3 Shapes Learning Goals

Date:

**GOAL**

**NOTES/NEXT STEPS**

# MR 4 Measurement



## What is it?

Measurement encompasses concepts of estimation, seriation (putting things in order from smallest to largest) and measuring length or volume through the use of standard and nonstandard tools

## Why is it important?

Children need an understanding of length, volume and weight of objects before they can meaningfully compare and measure these attributes. Comparing and seriating objects help children understand sequencing, which supports fundamental mathematics, comprehension and problem-solving skills (Carpenter, Fennema, Franke, Levi & Empson, 1999).

## How do children learn this skill over time?

**Infants** explore measurement by picking up and putting down objects. Depending on an object's size, they begin to use their whole hand or just two fingers to pick up and put down the object. They demonstrate an understanding of more.

**Toddlers** explore the size and weight of objects in relation to self. They put objects in a line and demonstrate an understanding of more, none and one. They begin to determine which object is bigger (heavier, longer) when given 2 objects.

**Preschoolers** use non-standard measurement tools to estimate approximate size or volume. They order multiple objects by one feature using the process of elimination and describe the order using first, then and last.

**Primary Schoolers** make logical estimations and use standard measurement tools to check their estimations. They will correctly order multiple objects by two or more features and order events in time. They also compare and explain how much longer one object is than another by using standard units of measurement.

## MR 4 Measurement

### DEFINITION

Estimates, measures and compares size, weight, length or volume.

INFANTS	TODDLERS	PRESCHOOL / PRE-K	YOUNG SCHOOL-AGE
Recognizes when to use whole hand or just two fingers to pick up an object.	Explores size and weight of objects in relation to self. Determines which object is bigger (heavier, longer) when given two objects.	Uses non-standard measurement tools to estimate approximate size or volume. Verifies estimation with help.	Tells time. Estimates length in inches, feet, centimeters or meters. Explains which measurement tool makes the best sense for the object being measured.

Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8
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Assessed Activity & Date

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## MR 4 Measurement Learning Goals

Date:

**GOAL**

**NOTES/NEXT STEPS**

# MR 5 Patterns



## What is it?

Patterning is a child's ability to identify things that repeat in a logical way. Patterns can be seen in nature, art or even in daily repeated routines such as brushing teeth every night.

## Why is it important?

Patterns help children make predictions as they begin to understand and anticipate what comes next. Patterning is a foundational math skill upon which many mathematical skills and concepts are based. Studies show that early understandings of patterns correspond with later algebraic understanding (Hindman et al., 2010).

## How do children learn this skill over time?

**Infants** play predictable activities with caregivers such as pat-a-cake and peekaboo.

**Toddlers** attempt to mimic vocal and physical patterns by clapping or playing follow the leader games. They begin to copy simple two-step patterns, such as red-blue, red-blue.

**Preschoolers** create and extend two-step patterns and play memory games. With help, they begin to copy and extend three- or four-step patterns.

**Primary schoolers** determine the missing piece of a pattern within a sequence and recognize simple patterns in their environments. They begin to develop and explain their own formulas for creating a variety of patterns.

## MR 5 Patterns

### DEFINITION

Identifies, reproduces and creates patterns.

	INFANTS	TODDLERS	PRESCHOOL / PRE-K	YOUNG SCHOOL-AGE				
	Plays predictable activities with caregivers such as pat-a-cake and peekaboo.	Attempts to mimic vocal and physical patterns. Copies patterns with two steps.	Creates and extends two- to four-step patterns and plays memory games.	Creates or extends increasing or decreasing patterns. Explains his/her own formula for creating a variety of patterns.				
	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8
Assessed Activity & Date								
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Assessed Activity & Date								

# MR 5 Patterns Learning Goals

Date:

GOAL	NOTES/NEXT STEPS
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# MR 6 Classification



## What is it?

Classification involves skills of matching and sorting. It is the ability to identify the same or similar objects based on their common properties.

## Why is it important?

Classification become increasingly complex as children move from matching objects by one characteristic to then sorting by two or more characteristics. Sorting, grouping and charting information is predictive of abstract analysis and reasoning skills needed to understand the surrounding world (Sousa, 2008).

## How do children learn this skill over time?

**Infants** demonstrate early classification skills by recognizing familiar people and objects.

**Toddlers** will begin to match a picture or object when shown the same picture or object. Some toddlers will also begin to sort objects by a single feature, such as shape or color.

**Preschoolers** sort objects by one feature then sort the same objects again by a different feature.

**Primary schoolers** start to identify, sort and classify objects by at least two features. They will use graphs or charts to represent data sorted in up to four categories.

## MR 6 Classification

### DEFINITION

Matches and sorts.

	INFANTS	TODDLERS	PRESCHOOL / PRE-K			YOUNG SCHOOL-AGE		
	Recognizes familiar people and objects. Recognizes self as being separate from others.	Sorts objects by one feature, such as size or color. Groups objects by common characteristics.	Sorts objects by more than one feature and explains why.			Answers questions about data or objects sorted. Uses graphs and charts to represent data sorted in up to four categories.		
	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8
Assessed Activity & Date								
Assessed Activity & Date								
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Assessed Activity & Date								

## MR 6 Classification Learning Goals

Date:

**GOAL**

**NOTES/NEXT STEPS**

# MR 7 Logic & Reasoning



## What is it?

Logic and reasoning encompass a child's ability to use reasoning and problem-solving skills to draw conclusions and find answers to questions.

## Why is it important?

Children who have strong logical thinking skills can make better decisions both at school and in life. They can establish cause and effect relations and apply knowledge from a past experience to new unexpected situations which allow them to better navigate and make sense of their surrounding world.

## How do children learn this skill over time?

**Infants** react to a problem and use their body or voice to seek a desired solution.

**Toddlers** experiment with cause and effect. They begin to recognize a problem and ask for help.

**Preschoolers** try out many possible solutions to a problem. They begin to use previous knowledge to determine which solution to try first when solving a problem.

**Primary schoolers** mentally eliminate possible solutions to a problem by thinking through their potential results. They explain their problem-solving strategies and begin to solve hypothetical problems by connecting personal experiences to possible solutions.

## MR 7 Logic & Reasoning

### DEFINITION

Uses logic to solve problems.

	INFANTS		TODDLERS		PRESCHOOL / PRE-K			YOUNG SCHOOL-AGE	
	Reacts to a problem and seeks a desired outcome.		Experiments with cause and effect. Recognizes a problem and asks for help.		Tries many possible solutions to a problem. Begins to use previous knowledge to determine which solution to try first when solving a problem.			Explains the sequence of his/her problem-solving strategy. Solves hypothetical problems by connecting personal experiences to possible solutions.	
	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8	
Assessed Activity & Date / /									
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## MR 7 Logic and Reasoning Learning Goals

Date:

**GOAL**

**NOTES/NEXT STEPS**



# Science



## **Science skills include a child’s ability to inquire, predict and evaluate observations.**

It supports a child’s ability to explore everyday life, physical properties of matter, and to make sense of concepts such as weather, natural habitats, and technology.

Similar to learning to count or read, learning how to “do” science is a process. Metacognitive skills develop as children describe what they see, ask questions about it, repeat the experience then think about how it connects to what they know about their surrounding environment (Ashbrook, 2003). Science-based projects and processes throughout the curriculum serve as an ideal conduit for supporting children’s learning across different domains (French, 2004).

## **Experience Early Learning Framework includes four Science skills.**

<b>SCI 1 Investigation &amp; Inquiry</b>	Observes, inquires and investigates objects and events to gain understanding.
<b>SCI 2 Natural &amp; Earth Science</b>	Understands living and nonliving things, their characteristics and how they change.
<b>SCI 3 Physical Science</b>	Explores forces, motion and materials and how they change.
<b>SCI 4 Technology</b>	Explores technology and how things work.

# SCI 1 Investigation & Inquiry



## What is it?

Investigation and inquiry is the child's ability to inquire, hypothesize, observe, experiment, record, evaluate and infer.

## Why is it important?

Investigation and inquiry enables a child to pursue individual curiosities and use critical thinking to research, observe and evaluate the world.

## How do children learn this skill over time?

**Infants** look for a person or toy that has moved out of sight, indicating that they are aware of changes in their immediate surroundings.

**Toddlers** ask one- to two-word questions to gain understanding and use their senses to explore their environments. They investigate an object or group of objects in multiple different ways.

**Preschoolers** wonder, predict outcomes, record observations through drawings and describe and compare their observations. They use past knowledge to explain observed changes and try out many possible solutions to a given problem. They will identify personal interests, seek more information and express a willingness to share discoveries with others.

**Primary schoolers** inquire about a scientific phenomenon and explain which prediction seems most probable. They use prior knowledge and gathered information to make simple inferences, experiment to gather information, record findings in tables, charts and diagrams then explain the sequence of their problem-solving strategy. They begin to solve both real and hypothetical problems by connecting personal experiences to possible solutions.

## SCI 1 Investigation & Inquiry

### DEFINITION

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

INFANTS	TODDLERS	PRESCHOOL / PRE-K	YOUNG SCHOOL-AGE
Looks for a person or toy that has moved out of sight. Reacts to changes.	Identifies personal interests and seeks more information. Asks simple questions. Shares discoveries.	Asks questions about scientific phenomenon. Predicts outcomes. Describes and compares observations of scientific phenomenon.	Asks relevant questions and makes logical hypotheses about scientific phenomena based on prior knowledge. Conducts experiments and records and evaluates observations.

Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8
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# SCI 1 Investigation & Inquiry Learning Goals

Date:

**GOAL**

**NOTES/NEXT STEPS**

# SCI 2 Natural & Earth Science



## What is it?

Natural and earth science is the understanding of living and nonliving things, their characteristics, parts of the body or plant and how they change over time. Earth science also includes concepts of natural habitats, weather patterns and the sun and moon.

## Why is it important?

An understanding of natural science helps children learn how all living creatures are interrelated and dependent on each other. The observation of weather and seasonal changes helps children understand how changes in the environment influence human, animal and plant behaviors (Schwartz & Copeland, 2010). Children take better care of personal needs when they understand the life requirements of a variety of types of animals and plants (Schwartz & Copeland, 2010).

## How do children learn this skill over time?

**Infants** begin to learn of their immediate environments through sensory exploration.

**Toddlers** start to understand the difference between different animals and insects in their immediate environment. They explore concepts of hot and cold, point at clouds and explore the feeling of weather patterns, including rain and wind.

**Preschoolers** start to describe the weather and climate. They recognize if an object can grow, eat or move. They begin to understand the concept of basic needs for living things to survive and sort organisms as living or nonliving. They explain how changes in weather and climate may affect a living thing and their own daily life.

**Primary schoolers** describe features of living things and group them by similar features. They make connections between climate and which type of living things can or cannot survive in those ecosystems.

## SCI 2 Natural & Earth Science

### DEFINITION

Understands living and nonliving things, their characteristics and how they change.

	INFANTS	TODDLERS	PRESCHOOL / PRE-K	YOUNG SCHOOL-AGE				
	Explores environment using senses. Reacts to weather changes in immediate environment.	Identifies familiar animals, plants or rocks in environment. Groups living things by common characteristics. Understands hot and cold.	Recognizes that all living things have similar basic needs. Sorts organisms as living or nonliving. Identifies climate, weather and seasons in environment.	Describes challenges that living things must overcome to survive. Describes how an organism's features and surroundings help it survive. Describes how the sun and earth's movement affect climate.				
	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8
Assessed Activity & Date								
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# SCI 2 Natural & Earth Science Learning Goals

Date:

**GOAL**

**NOTES/NEXT STEPS**

# SCI 3 Physical Science



## What is it?

Physical science explores physical characteristics such as color, taste, shape, volume and state of matter, as well as magnetic forces and gravity.

## Why is it important?

Investigation and education in physical science nurtures a child’s natural curiosity of finding out how things work and why things change (Segal, Bardige, Woika & Leinfelder, 2006). Knowledge in physical science is the basis for later physics and chemistry sciences (Segal et al., 2006).

## How do children learn this skill over time?

**Infants** begin to learn skills in physical science by exploring the impact and influence of themselves on their environments kicking their feet or shaking their arms to make other objects move.

**Toddlers** react to changes in texture, smell, sound or sight. They will begin to explore motion by moving, rolling, blowing on or dropping a toy.

**Preschoolers** demonstrate an ability to explain how common vehicles, animals and people move. They sort objects by type of movement and describe the basic physical properties of objects and materials. They begin to experiment with and explain invisible forces, such as gravity and magnets. They will manipulate matter and observe any physical changes that may occur as a result of their manipulation.

**Primary schoolers** experiment and compare the movement of various objects on a variety of surfaces and by classifying and sorting materials by physical properties. They begin to recognize that materials move differently on different surfaces and explore how force is used to change the direction of moving objects. They will explore forces, motion, technology and how things work.

## SCI 3 Physical Science

### DEFINITION

Explores forces, motion and materials and how they change.

INFANTS	TODDLERS	PRESCHOOL / PRE-K	YOUNG SCHOOL-AGE
Uses senses to explore objects. Kicks feet or shakes arms to make other objects move.	Reacts to changes in texture, smell, sound or sight. Explores motion by moving, rolling, blowing on or dropping a toy.	Describes basic physical properties of objects. Experiments with and explains invisible forces, e.g., gravity, magnets.	Understands force of gravity. Identifies matter in its various states. Explains how force is used to change the direction of moving objects.

Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8
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# SCI 3 Physical Science Learning Goals

Date:

**GOAL**

**NOTES/NEXT STEPS**

# SCI 4 Technology



## What is it?

Technology is the use of tools to solve problems or accomplish tasks. It includes the ability to use technological equipment or to use a familiar tool in a new way to accomplish a different task.

## Why is it important?

Knowledge and education in technology supports reasoning and problem-solving skills and leads young children to success in school (Saracho & Spodek, 2008). By exploring technology, children develop innovative thinking and an entrepreneurial mindset.

## How do children learn this skill over time?

**Infants** explore simple tools such as toys and spoons.

**Toddlers** begin to use simple tools purposefully, such as using a spoon to feed themselves. They begin to understand the use of on/off switches and explore other movable parts on toys.

**Preschoolers** explore simple machines and interact with simple electronics, apps and screen toys. They experiment with simple technology and various tools to solve problems or accomplish tasks.

**Primary schoolers** use familiar tools and technology to produce a desired result or to solve a specific problem. They identify which tools can best help save time, solve a problem or increase enjoyment.

## SCI 4 Technology

### DEFINITION

Explores technology and how things work.

	INFANTS		TODDLERS		PRESCHOOL / PRE-K			YOUNG SCHOOL-AGE	
	Explores simple tools such as toys and spoons.		Uses simple tools purposefully. Explores movable parts on toys and tools.		Experiments with simple technology, machines and screens to solve problems or accomplish tasks.			Experiments with tools and technology to achieve a variety of results. Identifies which tools can best solve a problem, save time or increase enjoyment.	
	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8	
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# SCI 4 Technology Science Learning Goals

Date:

**GOAL**

**NOTES/NEXT STEPS**



# Social Studies



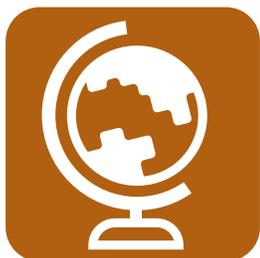
**Social Studies skills refer to a child’s ability to understand oneself in relation to the world.** It includes the exploration of roles, responsibilities and cultural traditions.

Children live within many different communities: family, school, church, city and nation. Within each community are different social norms and traditions. Understanding social systems sets the stage for a child’s lifelong dispositions about people, cultures and how he or she belongs in these systems (NCSS, 1988). Learning about to diverse communities enables children to recognize commonalities between them and increase respect for differences (Morrison, 2008).

**Experience Early Learning Framework includes four Social Studies skills.**

<b>SS 1 Culture &amp; Community</b>	Explores communities and families, culture and traditions.
<b>SS 2 Civics &amp; Economics</b>	Follows familiar rules, routines and helps make group decisions. Explores the concept of trade. Identifies ownership of items.
<b>SS 3 Geography</b>	Identifies types of places and interacts with maps.
<b>SS 4 History &amp; Sense of Time</b>	Develops sense of time.

# SS 1 Culture & Community



## What is it?

Culture and community skills encompass a child’s exploration of community, family, culture, tradition and diversity. Children belong to many different communities: family, friends, gender group, classroom, religious affiliation, town and nation. As children learn about their role in specific communities, they also learn how to respect others within diverse cultures and communities.

## Why is it important?

When children have opportunities to be meaningful contributors to their communities, it builds self-worth and results in an increase in kindness, sharing and cooperation (Bailey, 2001). Children learn to respect diversity as they recognize and explore differences and similarities between various people. Respecting diversity helps children appreciate and accept others regardless of their race, religion, color, gender, national origin, disability or age. Children can better assimilate in groups and participate in school settings when they have the ability to accept multiple viewpoints and view others with respect (Rogoff, 2003).

## How do children learn this skill over time?

**Infants** recognize family members and are exposed to family traditions, routines and cultural events.

**Toddlers** participate in family traditions, holiday routines and customs. They recognize the difference between familiar people versus strangers. They begin to identify body parts and personal features.

**Preschoolers** begin to describe the routines, familiar stories, traditions, foods and celebrations of their own family and community. They begin to express curiosity and learn about cultures different than their own.

**Primary schoolers** start to explain the meaning and importance of traditions and customs of cultures different than their own. They learn about and name influential people and events that have impacted familiar cultures and traditions.

## SS 1 Culture & Community

### DEFINITION

Explores communities and families, culture and traditions.

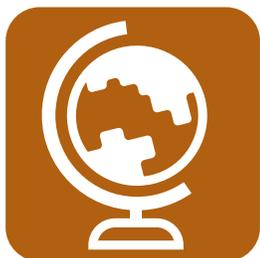
	INFANTS	TODDLERS	PRESCHOOL / PRE-K			YOUNG SCHOOL-AGE		
	Is exposed to family traditions or cultural events.	Participates in family traditions or customs and recognizes familiar symbols or artifacts of family traditions or customs.	Explains the meaning and importance of own traditions and customs. Begins to learn about other cultures.			Compares diverse cultures and traditions. Names influential people and events that have impacted familiar cultures and traditions.		
	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8
Assessed Activity & Date								
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# SS1 Culture & Community Learning Goals

Date:

GOAL	NOTES/NEXT STEPS
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# SS 2 Civics & Economics



## What is it?

Civics and economics skills encompass a child’s knowledge of the familiar governing and trading systems of a community. It includes an understanding of how people work with others, make group decisions or set rules to protect each other and to meet basic needs.

## Why is it important?

These skills prepare children to participate in democracy and to live together as good citizens (Maxim, 2010). Children begin to understand a sense of belonging and personal responsibility which (when combined with an awareness of the greater world) creates a foundation for effective citizenship (Feng, 1994).

## How do children learn this skill over time?

**Infants** learn civics and economics skills as they observe how others interact within their surroundings.

**Toddlers** participate in communal activities and express a desire for an object and define ownership with simple vocabulary such as me and mine. They attend to authority figures and begin to follow simple rules and expectations.

**Preschoolers** follow familiar rules and help make group decisions. They will ask before taking an object that does not belong to them and offer a toy or object to another person. They begin to suggest new rules in a variety of situations.

**Primary schoolers** identify their individual rights and determine if rules support the common good. They describe ways one might use money, goods or services. They begin to describe different levels of government (local, state, national) and use voting to make democratic decisions with their class. They begin to explain why people work together and how they use trade to get what they need and want.

## SS 2 Civics & Economics

### DEFINITION

Follows familiar rules, routines and helps make group decisions. Explores the concept of trade. Identifies ownership of items.

INFANTS	TODDLERS	PRESCHOOL / PRE-K	YOUNG SCHOOL-AGE
Attends to others in immediate environment. Grasps and releases objects.	Participates in communal activities. Recognizes ownership (says “me” and “mine”). Attends to authority figures.	Follows rules and helps make group decisions. Asks before taking an object that does not belong to self. Explores trade.	Identifies individual rights. Determines if rules support the common good. Identifies ways one might use money, goods or services. Describes levels of government.

Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8
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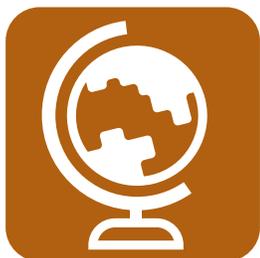
## SS 2 Culture & Community Learning Goals

Date:

**GOAL**

**NOTES/NEXT STEPS**

# SS 3 Geography



## What is it?

Geography skills are a child's ability to identify, describe and navigate places.

## Why is it important?

Geography skills help them understand the features and characteristics of Earth and how these things influence daily life (Jantz & Seefeldt, 1999). The ability to identify different types of places allows children to understand the connections between geography and everyday life. Children can make better decisions about how to interact with their environment when they have a strong sense of geography and know the cultural or environmental needs of a given type of place (Maxim, 2010).

## How do children learn this skill over time?

**Infants** respond to changes in their immediate environment and navigate within a familiar environment.

**Toddlers** recognize familiar places and navigate obstacles in a familiar environment. They identify a variety of familiar places such as the store, car, home or Grandma's. They will demonstrate the ability to follow a path.

**Preschoolers** identify different types of water bodies, streets, buildings and landmarks in their community. They explain the purpose of different types of structures such as bridges and buildings. They ask questions about landmarks and begin to use or draw their own maps.

**Primary schoolers** identify and describe various types of landforms and natural resources, locate familiar places on maps and use cardinal directions to follow and give directions. They explain how the physical features of an environment affect how people live. They use a variety of maps to gather information about a place or environment.

## SS 3 Geography

### DEFINITION

Identifies types of places and interacts with maps.

	INFANTS	TODDLERS	PRESCHOOL / PRE-K			YOUNG SCHOOL-AGE		
	Navigates within a familiar environment and responds to changes in environment.	Recognizes and identifies a variety of familiar places, such as the store, car, home or Grandma's. Follows a path.	Identifies different types of water bodies, streets, buildings and landmarks in own community. Identifies what is represented on a map. Draws pictures of current location.			Explains how the physical features and characteristics of an environment affect how people live. Uses a variety of maps to gather information.		
	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8
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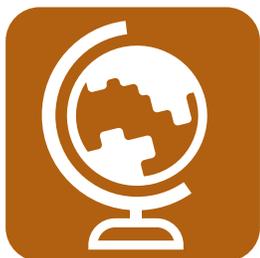
## SS 3 Geography Learning Goals

Date:

**GOAL**

**NOTES/NEXT STEPS**

# SS 4 History & Sense of Time



## What is it?

Knowledge of history and time is a child's ability to make sense of and order events in the past, present and future. By applying sequencing, measurement and cause-effect skills, a child connects past occurrences to current conditions.

## Why is it important?

History and sense of time allow a child to connect past events to current experiences and to use that information to make informed decisions. Past experiences, family stories and folktales can all be used to emphasize cultural values that have been passed down through generations (Jantz & Seefeldt, 1999).

## How do children learn this skill over time?

**Infants** demonstrate a sense of time as they focus on interactions with others for a short period of time.

**Toddlers** observe events and start to describe events as they happen and use time vocabulary such as first and then.

**Preschoolers** begin to recall information and events from the past. Preschoolers with advanced time and history knowledge will use language of time such as days of the week and months to describe familiar sequences of events.

**Primary schoolers** compare and contrast current and historical conditions of familiar environments. They begin to describe the relationship between past events and current conditions and explain why it is important to understand historical events.

## SS 4 History & Sense of Time

### DEFINITION

Develops sense of time.

INFANTS	TODDLERS	PRESCHOOL / PRE-K	YOUNG SCHOOL-AGE				
Focuses on interactions with others for a short time.	Describes events as they happen. Uses words such as first, then.	Recalls information from the past. Uses language of time to describe familiar sequences of events.	Describes, compares and contrasts relationships between past events and current conditions. Explains why it is important to understand historical events.				
Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8

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## SS 4 History & Sense of Time Learning Goals

Date:

**GOAL**

**NOTES/NEXT STEPS**



# Creative Arts



**Creative Arts development is the ability to respond to experiences by expressing ideas** and imagination through music, dance, dramatic play, and art.

Children who score higher on tests of imagination and creativity develop stronger problem-solving strategies (Brown, Sutterfy & Thronton, 2008). Creativity allows children to take risks, make connections and explore their curiosity in personally meaningful ways. Young children need to try out and explore different roles, emotions, problems and solutions in their imaginations. Play is a safe place where children can explore the expression of emotion with no attending consequences (Gaskins & Miller, 2009).

**Experience Early Learning Framework includes four Creative Arts skills.**

<b>CA 1 Music</b>	Expresses through music and develops rhythm and tone.
<b>CA 2 Dance &amp; Movement</b>	Expresses through dance and develops movement techniques.
<b>CA 3 Visual Arts</b>	Expresses through 2D and 3D visual art. Develops artistic techniques.
<b>CA 4 Drama</b>	Participates in dramatic and symbolic play. Uses props to represent other objects or ideas.

# CA 1 Music



## What is it?

Music development is a child’s exploration and understanding of sound, rhythm and tone. It includes listening and responding to music as well as creating original music, rhythms or sounds.

## Why is it important?

Early musical development builds fundamental auditory and rhythmic understanding and increases spatial temporal reasoning (Schiller, 1999).

## How do children learn this skill over time?

**Infants** demonstrate early music skills as they respond to sounds in their environment and make sounds to communicate their needs and feelings.

**Toddlers** respond to changes in sound, rhythm, volume or melody, when they attempt to sing and when they repeat words in a familiar song. They begin to clap or shake objects to the beat (though not always consistently), recognize the difference between a singing and speaking voice, and express likes and dislikes of familiar songs.

**Preschoolers** clap along to simple rhythm patterns, control their voices to mimic the melodic direction of a familiar song and use common objects or instruments to create music. They also use their voices or instruments to express feelings to mimic sound effects.

**Primary schoolers** maintain a steady beat, recognize strong versus weak beats, begin to read rhythm notation and interpret and compare many types of music. They participate in call-and-response rounds and experiment with or perform self-written music for rhythmic patterns.

## CA 1 Music

### DEFINITION

Expresses through music and develops rhythm and tone.

INFANTS	TODDLERS	PRESCHOOL / PRE-K	YOUNG SCHOOL-AGE
Responds to sounds. Makes sounds to communicate feelings.	Claps to beat (not always consistently). Explores sounds by attempting to sing and shaking or tapping various instruments and objects.	Claps along and repeats simple rhythm patterns. Sings along to familiar songs. Uses voice or instruments to express feelings.	Maintains a steady beat. Begins to read rhythm notation. Experiments and performs self-written music or rhythm patterns.

Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8
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# CA 1 Music Learning Goals

Date:

**GOAL**

**NOTES/NEXT STEPS**

# CA 2 Dance & Movement



## What is it?

Dance and creative movement are a child's kinesthetic understanding of movement as communication.

## Why is it important?

Dance and movement support the development of balance, coordination and internal rhythm (Schiller, 1999). Creative movement activities help children develop body awareness, spatial orientation, rhythmic skills and strength-building (Mayesky, 2009). When children express through dance and movement, they develop strategies for expressing their own thoughts, feelings and ideas.

## How do children learn this skill over time?

**Infants** move their bodies to express needs, feelings and begin to respond to musical rhythms by bouncing.

**Toddlers** begin to move their bodies purposely. They sway or bounce to music and use purposeful gestures or body language to communicate. They begin to follow the movements of others, explore personal space and direction.

**Preschoolers** begin to move their bodies to the beat and demonstrate varying levels of energy in dance such as gentle movements versus explosive movements. They describe and demonstrate multiple ways to move and create movements based on their own ideas.

**Primary schoolers** dance a sequence of movement patterns and identify the beginning, middle and end of a dance. They can also create their own simple movement sequences and describe how dance and movement express certain personal ideas or feelings.

## CA 2 Dance & Movement

### DEFINITION

Expresses through dance and develops movement techniques.

	INFANTS	TODDLERS	PRESCHOOL / PRE-K	YOUNG SCHOOL-AGE				
	Moves body in a variety of ways. Uses body language to express feelings.	Sways, bounces and moves in own way to music. Uses purposeful gestures and body language to communicate.	Moves to the beat. Follows a leader to perform a simple movement pattern.	Recalls and dances a sequence of two or three movement patterns. Creates simple movement sequences.				
	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8
Assessed Activity & Date / /								
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## CA 2 Dance & Movement Learning Goals

Date:

**GOAL**

**NOTES/NEXT STEPS**

# CA 3 Visual Arts



## What is it?

Visual art is the use of artistic tools, materials and media to create and communicate ideas. It includes producing and evaluating drawings, paintings, clay sculptures, collages and other representations.

## Why is it important?

Visual arts knowledge and techniques help children understand images and express their feelings, thoughts, ideas and imaginations visually and symbolically. Open-ended art increases a child's problem-solving skills (Douglas, 2001). Creating art enables children to develop fine motor skills, hand-eye coordination (Koster, 2005), visual discrimination (Morrow, 2007) and foundational geometry skills (Roberts & Harpley, 2007).

## How do children learn this skill over time?

**Infants** explore materials using their senses and express their emotions while investigating those materials.

**Toddlers** scribble, color or paint intentionally on paper and use their hands and feet to explore a variety of media.

**Preschoolers** use artistic tools and media to create intentional designs or images. They make deliberate decisions throughout the artistic process such as choosing a color or tool for a desired effect.

**Primary schoolers** create art to express ideas, thoughts and feelings. They use various tools and techniques to achieve a desired artistic result. They compare techniques and creations of many artists and explain why and how they chose specific materials and techniques in the creation of their own art.

## CA 3 Visual Arts

### DEFINITION

Expresses through 2D and 3D visual art. Develops artistic techniques.

	INFANTS		TODDLERS		PRESCHOOL / PRE-K			YOUNG SCHOOL-AGE		
	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8		
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## CA 3 Visual Arts Learning Goals

Date:

GOAL

NOTES/NEXT STEPS

# CA 4 Drama



## What is it?

Dramatic play is the reenactment of everyday situations that children observe. It is the ability to use props to demonstrate their ability to think symbolically and role-play.

## Why is it important?

Children who spend more time in socio-dramatic play show an enhanced ability to understand the feelings of others and have an increased level of social competence (Berk & Winsler, 2002).

## How do children learn this skill over time?

**Infants** imitate simple movements and facial expressions and respond to props or puppets.

**Toddlers** mimic observed behaviors or words and the use of familiar objects. They will use realistic toys as replacements for real objects and demonstrate an ability to distinguish between real and pretend.

**Preschoolers** play a role in dramatic play and use a combination of real and imaginary props to act out a story or situation.

**Primary schoolers** perform (with cues) a simple preplanned drama, complete with setting, characters and events. They begin to rehearse, memorize and perform a short play and may also participate in creating costumes, settings or props to construct a mood or environment.

## CA 4 Drama

### DEFINITION

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

INFANTS	TODDLERS	PRESCHOOL / PRE-K	YOUNG SCHOOL-AGE
Imitates simple movements and facial expressions. Responds to props or puppets.	Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.	Plays a role in group dramatic play. Uses a combination of real and imaginary props or characters to play out a scene.	Rehearses, memorizes and performs a short play. Plans a story and creates costumes, settings or props to create a mood or environment.

	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8
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## CA 4 Drama Learning Goals

Date:

GOAL

NOTES/NEXT STEPS