



Head Start Crosswalk

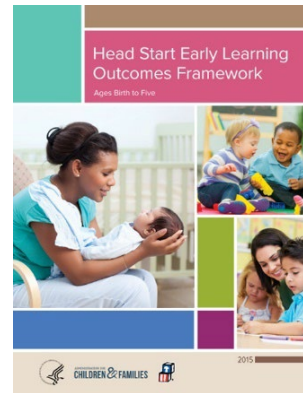
(Head Start Early Learning Outcomes Framework, SD Early Learning Guidelines & SD Kindergarten Content Standards)



HEAD START CROSSWALK

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Overview

Documents Used in the Head Start Transition Crosswalk

- SD Early Learning Guidelines and SD Kindergarten Standards Crosswalk
- Head Start Early Learning Outcomes Framework and SD Early Learning Guidelines Alignment

By aligning and coordinating standards across the continuum, the goal of this document is to improve daily instruction for those children exiting the Head Start program and entering a kindergarten program.

Purpose of the Head Start Crosswalk

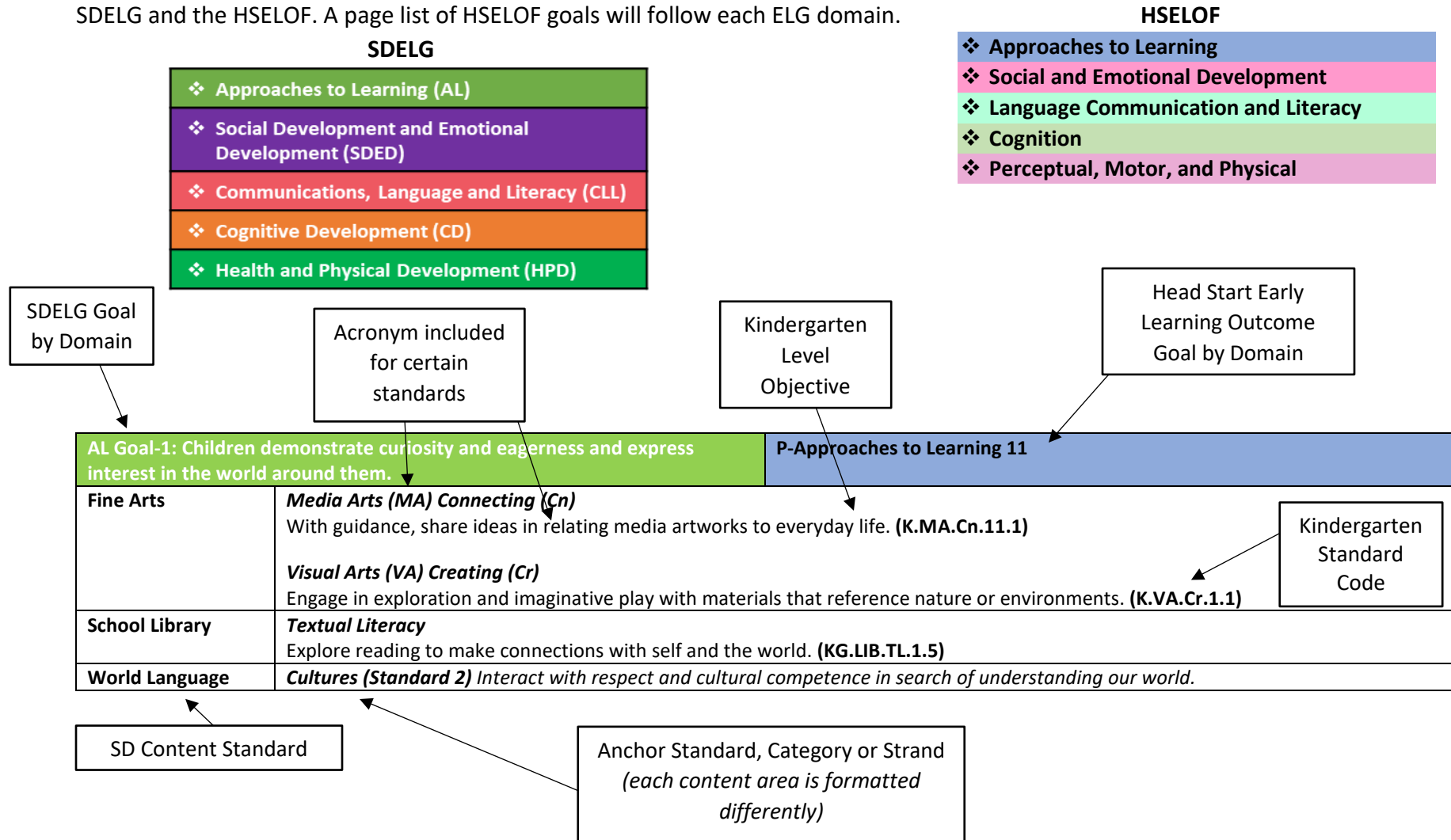
- Seamless, effective and high-quality transition into kindergarten.
- Increases the consistency of children’s experiences across and within grades to create a continuum of learning that builds on the previous year which will support school district educators/administrators in collaboration serving young children, particularly between preschool programs and public or private school kindergarten programs.
- Help Head Start educators in planning support to promote the development of *precursor learning* and development for children entering kindergarten AND help in planning experiences to promote further learning and development for preschool children who are *ready to move beyond the skills* of the HSELOF and SDELG.

The crosswalk between the HSELOF, SDELG and K Content Standards is not intended to be used as a curriculum but rather as a guide to determine curriculum choices/activities. This document is meant to foster the implementation of effective teaching and program practices.

Students should understand and be able to do the age-appropriate goals and standards by the end of each program/school year, but parents, providers and educators must keep in mind that although development occurs in predictable patterns, all children are unique in their development and progress at different rates.

ORGANIZATION OF THE CROSSWALK

Each goal of the Head Start Early Learning Outcomes Framework (ELOF) has been included in this crosswalk. The HS ELOF goals have been added to the SDELG goals and Kindergarten Standards where they most closely match. Some of the ELG goals may not have a Kindergarten content standard that closely represented the skill, but one goal could contain more than one content standard. The document is divided by the 5 domains of the SD Early Learning Guidelines and each domain represents the color chart used in the SDELG and the HSELOF. A page list of HSELOF goals will follow each ELG domain.



APPROACHES TO LEARNING (AL)

AL Goal-1: Children demonstrate curiosity and eagerness and express interest in the world around them.		Approaches to Learning 11
Fine Arts	Visual Arts (VA) Creating (Cr) Engage in exploration and imaginative play with materials. (K.VA.Cr.1.1)	
School Library	Textual Literacy Explore reading to make connections with self and the world. (KG.LIB.TL.1.5)	
World Language	Cultures (Standard 2) <i>Interact with respect and cultural competence in search of understanding our world.</i>	
Social Studies	Introduction to America The student tells stories about figures from American History through 2008, including stories from their childhoods, lives as adults, and examples of their character. (K.SS.3) The student identifies and explains the meaning of different symbols of America. (K.SS.4)	

AL Goal-2: Children actively seek to understand the world around them in play and everyday tasks.		Approaches to Learning 11, 12	Science: 1, 2, 3, 4, 5, 6
Science	The Core Ideas of the Kindergarten Science Standards include: Motion and Stability: Forces and Interactions, Energy, From Molecules to Organisms: Structures and Processes, Earth's Systems, and Earth and Human Activity		
School Library	Textual Literacy Explore reading to make connections with self and the world. (KG.LIB.TL.1.5)		
World Language	Cultures (Standard 2) <i>Interact with respect and cultural competence in search of understanding our world.</i>		
Social Studies	Introduction to America The student tells stories about figures from American History through 2008, including stories from their childhoods, lives as adults, and examples of their character. (K.SS.3) The student identifies and explains the meaning of different symbols of America. (K.SS.4)		

AL Goal-3: Children demonstrate initiative and effort in play and everyday tasks.		Approaches to Learning 3, 10
Fine Arts	Dance (DA) Creating (Cr) Express an idea, feeling, or image, through improvised movement moving alone, then with a partner. (K.DA.Cr.2.2) Visual Arts (VA) Creating (Cr) Engage in exploration and imaginative play with materials. (K.VA.Cr.1.1)	

AL Goal-4: Children are engaged and maintain focus in play and everyday tasks.		Approaches to Learning 6, 7, 8
Physical Education	Engages in Physical Activity Participates in physical education class in response to instruction and practice. (S3.E2.K)	
English Language Arts	Speaking & Listening Participate in collaborative conversations about kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions. b. Continue a conversation through multiple exchanges. (K.SL.1)	

AL Goal-5: Children persist at challenging activities in play and everyday tasks.		Approaches to Learning 5
Educational Technology	Innovative Designer (K.ET.ED.2) Demonstrate perseverance when completing a challenging task even when a task fails. (K.ET.ID.2.2) (outcome)	
Computer Science	Computing Systems Use appropriate terminology to identify simple hardware and software problems and apply strategies for solving these problems. (K-2.CS.02)	

AL Goal-6: Children are willing to try new and challenging experiences in play and everyday tasks.		Approaches to Learning 1, 7, 9, 10, 11
Physical Education	Challenge Acknowledge that some physical activities are challenging. (S5.E2.K)	

AL Goal-7: Children use a variety of strategies to solve problems in play and everyday tasks.		Approaches to Learning 3, 4, 5, 7, 9, 12	Social and Emotional Development 5
Mathematics	Counting and Cardinality Count to answer “how many?” a. When counting, answer questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or and as many as 10 things in a scattered configuration. b. Given a number(s) from 1-20, count out that many objects. (K.CC.B.5)		
English Language Arts	Speaking & Listening Ask and answer questions to clarify or get more information about a topic. (K.SL.3)		

AL Goal-8: Children engage in increasingly complex play.		Approaches to Learning 6, 7, 8, 9, 11, 12, 13
Fine Arts	Theatre (TH) Creating (Cr) Responding (Re) With prompting and support, invent and inhabit an imaginary world through a guided drama experience. (K.TH.Cr.1.1) With prompting and support interact with peers and express original ideas to contribute to a guided drama experience. (K.TH.Cr.2.1) With prompting and support, pose questions and share responses to questions raised in a guided drama experience. (K.TH.Cr.3.1) With prompting and support actively participate with others in a guided drama experience. (K.TH.Re.9.1)	

Fine Arts	<p><i>Dance (DA) Creating (Cr) Performing (Pr)</i> Improvise dance that has a beginning, middle, and end. (K.DA.Cr.2.1)</p> <p>Express an idea, feeling, or image, through improvised movement moving alone, then with a partner. (K.DA.Cr.2.2)</p> <p>Demonstrate tempo contrasts with movements that match to tempo of sound stimuli. (K.DA.Pr.4.2)</p> <p>Identify and apply different characteristics to movements (for example, slow, smooth, or wavy). (K.DA.Pr.4.3)</p> <p>Select a prop to use as part of a dance. (K.DA.Pr.6.2)</p> <p><i>Music (MU) Creating (Cr)</i> Explore and experience musical ideas through simple rhythmic and melodic patterns. (K-2.MU.Cr.1.1b)</p> <p><i>Theatre (TH) Creating (Cr) Connecting (Cn)</i> With prompting and support, invent and inhabit an imaginary world through a guided drama experience. (K.TH.Cr.1.1)</p> <p>With prompting and support, use non-representational objects to create props, puppets, and costume pieces that exist in an imaginary place in a guided drama experience. (K.TH.Cr.1.3)</p> <p>With prompting and support interact with peers and express original ideas to contribute to a guided drama experience. (K.TH.Cr.2.1)</p> <p>With prompting and support acknowledge the similarities between self and imagined characters in a guided drama experience. (K.TH.Cn.10.1)</p> <p><i>Visual Arts (VA) Creating (Cr)</i> Engage in exploration and imaginative play with materials. (K.VA.Cr.1.1)</p>
English Language Arts	<p><i>Speaking & Listening</i> Add drawings or other visual displays to provide additional detail. (K.SL.5)</p>

Head Start Early Learning Outcomes Framework

Approaches to Learning

- ATL 1:** Child manages emotions with increasing independence.
- ATL 2:** Child follows classroom rules and routines with increasing independence.
- ATL 3:** Child appropriately handles and takes care of classroom materials.
- ATL 4:** Child manages actions, words, and behavior with increasing independence.
- ATL 5:** Child demonstrates an increasing ability to control impulses.
- ATL 6:** Child maintains focus and sustains attention with minimal adult support results.
- ATL 7:** Child persists in tasks.
- ATL 8:** Child holds information in mind and manipulates it to perform tasks.
- ATL 9:** Child demonstrates flexibility in thinking and behavior.
- ATL 10:** Child demonstrates initiative and independence.
- ATL 11:** Child shows interest in and curiosity about the world around them.
- ATL 12:** Child expresses creativity in thinking and communication.
- ATL 13:** Child uses imagination in play and interactions with others.

Cognition: Science

- S 1:** Child observes and describes observable phenomena (objects, materials, organisms, and events).
- S 2:** Child engages in scientific talk.
- S 3:** Child compares and categorizes observable phenomena.
- S 4:** Child asks a question, gathers information, and makes predictions.
- S 5:** Child plans and conducts investigations and experiments.
- S 6:** Child analyzes results, draws conclusions, and communicates results.

Social and Emotional

- SE 5:** Child uses basic problem-solving skills to resolve conflicts with other children

SOCIAL DEVELOPMENT
AND EMOTIONAL
(SDED)

SDED Goal-1: Children demonstrate a positive sense of themselves as unique and capable individuals in play and everyday tasks.		Approaches to Learning 3, 4, 5	Social and Emotional Development 6, 9, 10
Physical Education	<p>Personal Responsibility: Exhibits respect for self with developmentally appropriate behavior while engaging in physical activity. Acknowledges responsibility for behavior when prompted. (S4.E2.K)</p> <p>Working with Others: Recognizes and understands individual uniqueness and diversity. Shares equipment and space with others. (S4.E4.K)</p> <p>Self-Expression/Enjoyment Identifies physical activities that are enjoyable. (S5.E3.Ka) Demonstrates the enjoyment of playing with friends. (S5.E3.Kb)</p>		
Social Studies	<p>Introduction to America The student can give examples of virtues and actions related to hard work, personal potential, and individual independence. (K.SS.1.L)</p>		

SDED Goal-2: Children form relationships and interact positively with familiar adults in play and everyday tasks.		Social and Emotional Development 1, 2, 6, 7	
Physical Education	<p>Accepting Feedback Listens respectfully to general feedback from the teacher. (S4.E3.K)</p> <p>Safety Follows teacher directions for safe participation and proper use of equipment with teacher reminders. (S4.E6.K)</p>		
Health Education	<p>Interpersonal Communication Demonstrate ways to tell a trusted adult if threatening or harmful behaviors affect self or others. (4.2.4)</p>		
English Language Arts	<p>Speaking & Listening Participate in collaborative conversations about kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions. b. Continue a conversation through multiple exchanges. (K.SL.1)</p>		
Social Studies	<p>Introduction to America The student can give examples of treating others with and without respect for the equal human dignity of each person. (K.SS.1.K)</p>		

SDED Goal-3: Children form relationships and interact positively with other children in play and everyday tasks.		Social and Emotional Development 3, 4, 5, 6, 7	
Physical Education	<p>Working with Others: Recognizes and understands individual uniqueness and diversity. Shares equipment and space with others. (S4.E4.K)</p> <p>Self-Expression/Enjoyment Demonstrates the enjoyment of playing with friends. (S5.E3.Kb)</p>		

Physical Education cont.	<i>Social Interaction</i> Reflects on the positive social interactions that come when engaged with others in physical activity (S5.E4.K)
English Language Arts	<i>Speaking & Listening</i> Participate in collaborative conversations about kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions. b. Continue a conversation through multiple exchanges. (K.SL.1)
Social Studies	<i>Introduction to America</i> The student can give examples of treating others with and without respect for the equal human dignity of each person. (K.SS.1.L)

SDED Goal-4: Children demonstrate self-regulation, pro-social behaviors, and participate cooperatively as members of a group in play and everyday tasks.		Approaches to Learning 2, 3, 4, 5, 9	Social and Emotional Development 2, 3, 4, 6, 7, 8, 11
Physical Education	<i>Personal Responsibility</i> Follows directions in group settings, such as, safe behaviors, following rules, taking turns. (S4.E1.K) <i>Exhibits respect for self with developmentally appropriate behavior while engaging in physical activity.</i> Acknowledges responsibility for behavior when prompted. (S4.E2.K) <i>Accepting Feedback</i> Listens respectfully to general feedback from the teacher. (S4.E3.K) <i>Working with Others: Recognizes and understands individual uniqueness and diversity.</i> Shares equipment and space with others. (S4.E4.K) <i>Rules and Etiquette: Recognizes the fundamentals of good sportsmanship.</i> Recognizes the established protocol for class activities. (S4.E5.K) <i>Safety</i> Follows teacher directions for safe participation and proper use of equipment with teacher reminders. (S4.E6.K)		
School Library	<i>Civic & Ethical Literacy</i> Engage in positive, safe, ethical, and legal digital citizenship responsibilities. (KG.LIB.CE.1.1)		
Social Studies	<i>Introduction to America</i> The student can give examples of rules and laws. (K.SS.1.J) The student can give examples of treating others with and without respect for the equal human dignity of each person. (K.SS.1.K)		
English Language Arts	<i>Speaking & Listening</i> Participate in collaborative conversations about kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions. b. Continue a conversation through multiple exchanges. (K.SL.1)		

SDED Goal-5: Children demonstrate an ability to identify and regulate their emotions in play and everyday tasks.		Approaches to Learning 1, 4, 5	Social and Emotional Development 6, 8, 9, 10
Health Education	<i>Interpersonal Communication</i> Demonstrate healthy ways to express needs, wants, and feelings. (4.2.1)		
Fine Arts	<i>Dance (DA) Connecting (Cn)</i> Recognize and name an emotion that is experienced when watching, improvising, or performing dance and relate it to a personal experience. (K.DA.Cn.10.1) <i>Theater (Theater) Responding (Re)</i> With prompting and support identify emotional responses in a guided drama experience. (K.TH.Re.7.1) With prompting and support express an emotional response to a guided drama experience. (K.TH.Re.8.1)		

SDED Goal-6: Children recognize and respond to the needs and feelings of others in play and everyday tasks.		Social and Emotional Development 3, 4, 6, 7	
Physical Education	<i>Social Interaction</i> Reflects on the positive social interactions that come when engaged with others in physical activity. (S5.E4.K)		
Fine Arts	<i>Music (MU) Connecting (Cn)</i> Express how music relates to self and others. (K-2.MU.Cn.10.1)		

Head Start Early Learning Outcomes Framework

Approaches to Learning

- ATL 1:** Child manages emotions with increasing independence.
- ATL 2:** Child follows classroom rules and routines with increasing independence.
- ATL 3:** Child appropriately handles and takes care of classroom materials.
- ATL 4:** Child manages actions, words, and behavior with increasing independence.
- ATL 5:** Child demonstrates an increasing ability to control impulses.
- ATL 9:** Child demonstrates flexibility in thinking and behavior.

Social and Emotional Development

- SE 1:** Child engages in and maintains positive relationships and interactions with adults.
- SE 2:** Child engages in pro-social and cooperative behavior with adults.
- SE 3:** Child engages in and maintains positive interactions and relationships with other children.
- SE 4:** Child engages in cooperative play with other children.
- SE 5:** Child uses basic problem-solving skills to resolve conflicts with other children.
- SE 6:** Child expresses a broad range of emotions and recognizes these emotions in self and others.
- SE 7:** Child expresses care and concern toward others.
- SE 8:** Child manages emotions with increasing independence.
- SE 9:** Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests.
- SE 10:** Child expresses confidence in own skills and positive feelings about self.
- SE 11:** Child has sense of belonging to family, community, and other groups.

COMMUNICATIONS,
LANGUAGE AND
LITERACY (CLL)

CLL Goal-1: Through their explorations, play, and social interactions, children successfully communicate for multiple purposes.

Language and Communication 1, 2, 3, 4, 5

<p>English Language Arts</p>	<p><i>Speaking & Listening</i> Participate in collaborative conversations with peers and adults about kindergarten topics and texts in small and large groups. a. Follow agreed-upon norms for discussions. b. Continue a conversation through multiple exchanges. (K.SL.1)</p> <p>Confirm understanding from content presented by asking questions and requesting clarification. (K.SL.2)</p> <p>Ask and answer questions to clarify or get more information about a topic. (K.SL.3)</p> <p>Describe familiar people, places, things, and events including additional details with prompting and support. (K.SL.4)</p> <p>Speak audibly and express thoughts, feelings, and ideas clearly. (K.SL.6)</p> <p><i>Reading (Literature)</i> Ask and answer questions about story elements in a text read aloud with prompting and support. (K.RL.1)</p> <p>Retell familiar stories, including story elements with prompting and support. (K.RL.2)</p> <p><i>Reading (Informational Text)</i> Ask and answer questions about key ideas and details in a text read aloud with prompting and support. (K.RI.1)</p> <p><i>Writing</i> Provide a response to a prompt using a combination of drawing, dictating, and writing by recalling information from experiences or gathering information from provided sources with guidance and support. (K.W.8)</p>
<p>School Library</p>	<p><i>Textual Literacy</i> Access libraries to read, listen, view, and share for recreation and personal growth. (KG.LIB.TL.1.1)</p> <p>Read, listen, and view for recreation and personal growth. (KG.LIB.TL.1.2)</p> <p>Read, listen, and view for academic growth. (KG.LIB.TL.1.3)</p> <p><i>Information Literacy</i> Formulate, with guidance, questions to investigate a personal inquiry or a learning goal. (KG.LIB.IL.1.2)</p> <p><i>Civic & Ethical Literacy</i> Discuss intellectual property, copyright, plagiarism, and fair use guidelines. (KG.LIB.CE.1.4)</p> <p>Demonstrate respect by using appropriate listening and speaking skills. (KG.LIB.CE.1.6)</p>

(CLL-1 cont.) Physical Education	<p>Personal Responsibility Follows directions in group settings (e.g., safe behaviors, following rules, taking turns). (S4.E1.K)</p> <p>Accepting Feedback Listens respectfully to general feedback from the teacher. (S4.E3.K)</p> <p>Social Interaction Reflects on the positive social interactions that come when engaged with others in physical activity. (S5.E4.K)</p>
World Language	Communications (Standard 1) <i>Communicate effectively in more than one language for various purposes in multiple contexts.</i>
Educational Technology	Creative Communicator Students select the appropriate medium and communicate clear, complex ideas through the use of visualizations for an intended audience. (K.ET.CC.3)

CLL Goal-2: Through their explorations, play, and social interactions, children speak clearly and use the grammar of their home language.		Language and Communication 2, 3, 5
English Language Arts	<p>Language Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use frequently occurring nouns and verbs to produce complete sentences. b. Use regular plural nouns. c. Use question words in complete sentences. d. Expand complete sentences using descriptive language (e.g. prepositions, adjectives, adverbs) in shared language activities. (K.L.1)</p> <p>Speaking & Listening Speak audibly and express thoughts, feelings, and ideas clearly. (K.SL.6)</p>	
School Library	Civic & Ethical Literacy Demonstrate respect by using appropriate listening and speaking skills. (KG.LIB.CE.1.6)	
World Language	Communications (Standard 1) <i>Communicate effectively in more than one language for various purposes in multiple contexts.</i>	

CLL Goal-3: Through their explorations, play, and social interactions, children understand and use an ever-expanding vocabulary.		Language and Communication 6, 7
World Language	Communications (Standard 1) <i>Communicate effectively in more than one language for various purposes in multiple contexts.</i>	
Social Studies	<p>Introduction to America The student can correctly use words related to work. (K.SS.1.M)</p> <p>The student can recite the “Pledge of Allegiance” from memory. (K.SS.1.N)</p>	
Educational Technology	Empowered Learner (K.ET.EL.4) Utilize grade-level appropriate technology vocabulary. (K.ET.EL.4.1) (outcome)	

(CLL-3 cont.) Computer Science	<p><i>Algorithms and Programing</i> Use the appropriate terms to explain the process of finding and correcting mistakes in an algorithm or program (ex. sequences, looping, bugs, debugging, variables). (K-2.AP.03)</p>
English Language Arts	<p><i>Reading (Literature)</i> Ask and answer questions about unknown words and phrases, including multiple meaning words with prompting and support. (K.RL.4)</p> <p><i>Reading (Informational Text)</i> Ask and answer questions about unknown words in a text with prompting and support. (K.RI.4)</p> <p><i>Language</i> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). b. Use context to determine or clarify the meaning of unknown words and phrases with guidance. (K.L.4)</p> <p>Explore word relationships and subtle differences in word meanings with prompting and support. a. Determine the relationship between a group of objects or concept words. b. Demonstrate understanding of words with similar and opposite meanings. c. Identify real-life connections between words and their use. (K.L.5)</p> <p>Acquire and use grade-appropriate vocabulary in conversations, reading, and learning experiences. (K.L.6)</p> <p><i>Speaking & Listening</i> Ask and answer questions to clarify or get more information about a topic. (K.SL.3)</p>
Fine Arts	<p><i>Dance (DA) Responding (Re)</i> Observe movement and describe it using simple dance terminology. (K.DA.Re.8.1)</p> <p><i>Music (MU) Responding (Re)</i> Use music terminology in the evaluation of musical work. (K-2.MU.Re.9.1)</p>
Mathematics	<p><i>Geometry</i> Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to. (K.G.A.1)</p>

CLL Goal-4: Through their explorations, play and social interactions, children develop interest, motivation, and appreciation for literacy-based materials and activities.		Literacy 4, 5
English Language Arts	<p>Reading (Literature)</p> <p>Ask and answer questions about story elements in a text read aloud with prompting and support. (K.RL.1)</p> <p>Retell familiar stories, including story elements with prompting and support. (K.RL.2)</p> <p>Describe characters, settings, and major events in a story with prompting and support. (K.RL.3)</p> <p>Identify the author's purpose for writing a story with prompting and support. (K.RL.6)</p>	
School Library	<p>Textual Literacy</p> <p>Access libraries to read, listen, view, and share for recreation and personal growth. (KG.LIB.TL.1.1)</p> <p>Begin to develop a personal affinity for particular authors, illustrators, series, and genres. (KG.LIB.TL.1.4)</p> <p>Civic & Ethical Literacy</p> <p>Acknowledge authorship. (KG.LIB.CE.1.3)</p> <p>Discuss intellectual property, copyright, plagiarism, and fair use guidelines. (KG.LIB.CE.1.4)</p> <p>Information Literacy</p> <p>Explore the physical and/or virtual library with guidance. (KG.LIB.IL.1.1)</p> <p>Engage with resources with guidance. (KG.LIB.IL.1.4)</p>	
Fine Arts	<p>Music (MU) Performing, Presenting, and Producing (Pr)</p> <p>Explore and identify the meaning of a chosen work through its text by singing or playing an instrument. (K-2.MU.Pr.4.2)</p> <p>Explore music through both reading and aural approaches. (K-2.MU.Pr.4.3)</p>	

CLL Goal-5: Through their explorations, play, and social interactions, children comprehend, use, and begin to reflect on and analyze information in books and other media.		Literacy 4, 5
Social Studies	<p>Introduction to America</p> <p>The student can identify and explain a map of the classroom. (K.SS.1.B)</p>	
School Library	<p>Textual Literacy</p> <p>Read, listen, and view for recreation and personal growth. (KG.LIB.TL.1.2)</p> <p>Read, listen, and view for academic growth. (KG.LIB.TL.1.3)</p> <p>Explore reading to make connections with self and the world. (KG.LIB.TL.1.5)</p>	

<p>(CLL-5 cont.) English Language Arts</p>	<p><i>Reading (Literature)</i> Ask and answer questions about story elements in a text read aloud with prompting and support. (K.RL.1) Retell familiar stories, including story elements with prompting and support. (K.RL.2) Describe characters, settings, and major events in a story with prompting and support. (K.RL.3) Ask and answer questions about unknown words and phrases, including multiple meaning words with prompting and support. (K.RL.4) Identify the author's purpose for writing a story with prompting and support. (K.RL.6) Explain the relationship between illustrations and the text with prompting and support. (K.RL.7) Compare and contrast two or more texts with a similar theme with prompting and support. (K.RL.9)</p> <p><i>Reading (Informational Text)</i> Ask and answer questions about key ideas and details in a text read aloud with prompting and support. (K.RI.1) Identify the main topic and retell key details of a text with prompting and support. (K.RI.2) Describe the connection between individuals, events, ideas, or pieces of information in a text with prompting and support. (K.RI.3) Identify the author's purpose for writing a text with prompting and support. (K.RI.6) Identify the details an author gives to support their opinions in a text with prompting and support. (K.RI.8) Compare and contrast two or more texts on the same topic with prompting and support. (K.RI.9)</p> <p><i>Writing</i> Compose opinion pieces that tell the reader their opinion on a topic and state a reason using a combination of drawing, dictating and writing. (K.W.1)</p> <p><i>Speaking & Listening</i> Confirm understanding from content presented by asking questions and requesting clarification. (K.SL.2) Ask and answer questions to clarify or get more information about a topic. (K.SL.3)</p>
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CLL Goal-6: Through their explorations, play and social interactions, children begin to recognize basic concepts of print and that they can get meaning from print.

Literacy 2, 6

<p>English Language Arts</p>	<p><i>Reading (Literature)</i> Ask and answer questions about unknown words and phrases, including multiple meaning words with prompting and support. (K.RL.4)</p> <p>Explain differences between fiction and informational texts with prompting and support. (K.RL.5)</p> <p>Explain the relationship between illustrations and the text with prompting and support. (K.RL.7)</p> <p><i>Reading (Informational Text)</i> Ask and answer questions about unknown words in a text with prompting and support. (K.RI.4)</p> <p>Identify various text features with prompting and support. (K.RI.5)</p> <p>Describe the relationship between visual representations and the text with prompting and support. (K.RI.7)</p> <p>Identify the details an author gives to support their opinions in a text with prompting and support. (K.RI.8)</p> <p>Compare and contrast two or more texts on the same topic with prompting and support. (K.RI.9)</p> <p><i>Reading (Foundational Skills)</i> Demonstrate foundational understanding of print concepts and features of print. a. Apply left-to-right and top-to-bottom directionality when reading text. b. Understand that letters represent individual sounds in spoken language and combine to form words. c. Recognize that words are separated by spaces in written text. d. Identify and name all uppercase and lowercase letters. e. Identify the front cover, back cover, and title page of a book to navigate text appropriately. f. Identify the role of the author and the illustrator in a story. (K.RF.1)</p> <p>Know and apply grade-level phonics and word analysis skills in decoding and encoding words. a. Identify all uppercase and lowercase letters of the alphabet. b. Associate predictable consonant and short vowel sounds with corresponding letters. c. Understand that graphemes represent phonemes. d. Use grapheme-phoneme knowledge to decode and encode CVC and open syllable one-syllable words. e. Read grade-appropriate high-frequency words. (K.RF.3)</p> <p>Read grade-appropriate texts with sufficient accuracy and fluency to support comprehension. a. Read grade-appropriate texts with purpose and understanding. b. Read grade-appropriate texts orally with accuracy, appropriate rate, and prosody (stress, phrasing, intonation and expression) on consecutive readings. c. Self-monitor reading for correct word recognition and understanding, rereading, as necessary. (K.RF.4)</p>
<p>School Library</p>	<p><i>Textual Literacy</i> Identify awards for print, non-print, and multimedia. (KG.LIB.TL.1.6)</p>

School Library cont.	Information Literacy Curate print resources with guidance. (KG.LIB.IL.1.3)
Mathematics	Counting and Cardinality Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). (K.CC.A.3)
Fine Arts	Music (MU) Creating (Cr) Performing, Presenting, and Producing (Pr) Explore the creation of short pieces using musical notations. (K-2.MU.Cr.2.1) Explore music through both reading and aural approaches. (K-2.MU.Pr.4.3)

CLL Goal-7: Through their explorations, play, and social interactions, children listen, identify, and respond to sounds, and develop phonological awareness.		Literacy 1, 3
English Language Arts	Reading (Foundational Skills) Demonstrate awareness of phonological skills, including a. Blend and segment at the word level. b. Blend, segment and delete at the syllable level. c. Recognize, generate, and categorize rhymes. d. Blend, segment, and delete at the intra-syllable level (onset/rime, body/coda). Demonstrate proficiency in phonemic awareness skills, including e. Isolate phonemes in the beginning, ending, and medial positions. f. Blend and segment words with 2-3 phonemes (excluding consonant blends). (K.RF.2) Know and apply grade-level phonics and word analysis skills in decoding and encoding words. a. Identify all uppercase and lowercase letters of the alphabet. b. Associate predictable consonant and short vowel sounds with corresponding letters. c. Understand that graphemes represent phonemes. d. Use grapheme-phoneme knowledge to decode and encode CVC and open syllable one-syllable words. e. Read grade-appropriate high-frequency words. (K.RF.3)	

CLL Goal-8: Through their explorations, play, and social interactions children develop knowledge of letters and the alphabetic principle.		Literacy 1, 3
Educational Technology	Empowered Learner (K.ET.EL.4) Recognize letters and numbers on a keyboard. (K.ET.EL.4.4) (outcome)	
English Language Arts	Language Demonstrate command of the conventions of standard English grammar and usage when speaking. a. Use frequently occurring nouns and verbs to produce complete sentences. b. Use regular plural nouns. c. Use question words in complete sentences. d. Expand complete sentences using descriptive language (e.g. prepositions, adjectives, adverbs) in shared language activities. (K.L.1)	

<p>English Language Arts cont.</p>	<p>Demonstrate command of the conventions of standard English when writing. a. Print all uppercase and lowercase letters of the alphabet using correct formation. b. Capitalize the first word in a sentence and the pronoun I. c. Recognize end punctuation. d. Spell simple words phonetically, drawing on knowledge of consonant and short vowel sounds. (K.L.2)</p> <p>Reading (Foundational Skills)</p> <p>Demonstrate foundational understanding of print concepts and features of print. a. Apply left-to-right and top-to-bottom directionality when reading text. b. Understand that letters represent individual sounds in spoken language and combine to form words. c. Recognize that words are separated by spaces in written text. d. Identify and name all uppercase and lowercase letters. e. Identify the front cover, back cover, and title page of a book to navigate text appropriately. f. Identify the role of the author and the illustrator in a story. (K.RF.1)</p> <p>Know and apply grade-level phonics and word analysis skills in decoding and encoding words. a. Identify all uppercase and lowercase letters of the alphabet. b. Associate predictable consonant and short vowel sounds with corresponding letters. c. Understand that graphemes represent phonemes. d. Use grapheme-phoneme knowledge to decode and encode CVC and open syllable one-syllable words. e. Read grade-appropriate high-frequency words. (K.RF.3)</p>
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<p>CLL Goal-9: Through their explorations, play, and social interactions, children use writing and drawing as means of communication.</p>		<p>Literacy 6</p>
<p>English Language Arts</p>	<p>Speaking & Listening</p> <p>Add drawings, digital media, or other visual displays to provide additional detail. (K.SL.5)</p> <p>Writing</p> <p>Compose opinion pieces that tell the reader their opinion on a topic and state a reason using a combination of drawing, dictating and writing. (K.W.1)</p> <p>Compose informative texts that name the topic and a fact using a combination of drawing, dictating and writing. (K.W.2)</p> <p>Narrate a story, telling about the events in chronological order with a character and setting using a combination of drawing, dictating and writing. (K.W.3)</p> <p>Respond to questions and suggestions from peers or adults adding details to strengthen writing. (K.W.5)</p> <p>Explore a variety of digital tools to produce and publish writing individually or collaboratively with guidance and support. (K.W.6)</p> <p>Participate in collaborative research and writing projects. (K.W.7)</p> <p>Provide a response to a prompt using a combination of drawing, dictating, and writing by recalling information from experiences or gathering information from provided sources with guidance and support. (K.W.8)</p>	
<p>Mathematics</p>	<p>Counting and Cardinality</p> <p>Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). (K.CC.A.3)</p>	

<p>(CLL-9 cont.) Fine Arts</p>	<p><i>Dance (DA) Creating (Cr)</i> Depict a dance movement by drawing a picture or using a symbol. (K.DA.Cr.3.2)</p> <p><i>Music (MU) Creating (Cr)</i> Document musical ideas through verbal, written, aural, or technological means. (K-2.MU.Cr.2.2)</p>
<p>Educational Technology</p>	<p><i>Computational Thinker</i> Students select appropriate technology to analyze data, create models, and problem-solve through the use of logical thinking. (K.ET.CT.1)</p>

<p>CLL Goal-10: Through their explorations, play, and social interactions, children grow in their understanding of letters and writing skills.</p>		<p>Literacy 6</p>
<p>English Language Arts</p>	<p><i>Writing</i> Compose informative texts that name the topic and a fact using a combination of drawing, dictating and writing. (K.W.2)</p> <p>Respond to questions and suggestions from peers or adults adding details to strengthen writing. (K.W.5)</p> <p>Explore a variety of digital tools to produce and publish writing individually or collaboratively with guidance and support. (K.W.6)</p> <p>Participate in collaborative research and writing projects. (K.W.7)</p> <p>Provide a response to a prompt using a combination of drawing, dictating, and writing by recalling information from experiences or gathering information from provided sources with guidance and support. (K.W.8)</p> <p>Write routinely using a combination of drawing, dictating and writing. (K.W.10)</p>	

<p>CLL Goal-11: Through their explorations, play, and social interactions, children demonstrate an understanding that there are multiple languages and begin to communicate in another language other than their home language.</p>		<p>Literacy 1, 2</p>
<p>Educational Technology</p>	<p><i>Global Collaborator (K.ET.GC.1)</i> With support, recognize examples of diversity through the use of images, videos, and texts. (K.ET.GC.1.1) (outcome)</p>	
<p>World Language</p>	<p><i>Communication (Standard 1)</i> Communicate effectively in more than one language for various purposes in multiple contexts. <i>Cultures (Standard 2)</i> Interact with respect and cultural competence in search of understanding the world. <i>Connections (Standard 3)</i> Connect with other disciplines and acquire information and diverse perspective through language. <i>Comparisons (Standard 4)</i> Develop insight into the nature of language and culture to enhance linguistic and cultural competence. <i>Communities (Standard 5)</i> Communicate and interact in the language with respect and cultural competence in both local and global communities.</p>	

Head Start Early Learning Outcomes Framework

Language and Literacy

LC 1: Child attends to communication and language from others.

LC 2: Child understands and responds to increasingly complex communication and language from others.

LC 3: Child varies the amount of information provided to meet the demands of the situation.

LC 4: Child understands, follows, and uses appropriate social and conversational rules.

LC 5: Children express self in increasingly long, detailed and sophisticated ways.

LC 6: Child understands and uses a wide variety of words for a variety of purposes.

LC 7: Child shows understanding of word categories and relationships among words.

LIT 1: Child demonstrates awareness that spoken language is composed of smaller segments of sound.

LIT 2: Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print).

LIT 3: Child identifies letters of the alphabet and produces correct sounds associated with letters.

LIT 4: Child demonstrates an understanding of narrative structure through storytelling/re-telling.

LIT 5: Child asks and answers questions about a book that was read aloud.

LIT 6: Child writes for a variety of purposes using increasingly sophisticated marks.

COGNITIVE DEVELOPMENT (CD)

CD Goal-1: Through their explorations, play, and social interactions, children use their senses to discover and construct knowledge about the world around them.		Science 1, 5
English Language Arts	Speaking & Listening Describe familiar people, places, things, and events including additional details with prompting and support. (K.SL.4)	
School Library	Textual Literacy Explore reading to make connections with self and the world. (KG.LIB.TL.1.5)	
Science	<p>Physical Science Plan and carry out an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object. (K-PS2-1)</p> <p>Make observations to determine the effect of sunlight on Earth’s surface. (K-PS3-1)</p> <p>Earth and Space Science Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather. (K-ESS3-2)</p>	
Educational Technology	Knowledge Constructor Students use a variety of strategies and digital tools to organize information and make meaningful connections. (K.ET.KC.3)	
Mathematics	<p>Operations and Algebraic Thinking Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. (Drawings need not show details but should show the mathematics in the problem.) (K.OA.A.1)</p> <p>Geometry Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. (K.G.B.5)</p>	
Social Studies	<p>Introduction to America The student can distinguish between a map and a globe. (K.SS.1.A)</p> <p>The student can identify and explain a map of the classroom. (K.SS.1.B)</p> <p>The student can identify and describe differences in setting, housing, and clothing from different time periods. (K.SS.1.E)</p> <p>The student identifies and explains the meaning of different symbols of America. (K.SS.4)</p>	
Physical Education	Movement Concepts/ Motor Planning Differentiates between movement in space/location, direction, and extensions. (S2.E1.Ka)	
World Language	Connections (Standard 3) Connect with other disciplines and acquire information and diverse perspectives through language.	

CD Goal-2: Through their explorations, play, and social interactions, children recall information and apply it to new situations and problems.		Social/Emotional Development 5	Approaches to Learning 8, 9	Language and Communication 2
Science	<p><i>Earth and Space Science</i> Use and share observations of local weather conditions to describe patterns over time. (K-ESS2-1)</p>			
Educational Technology	<p><i>Computational Thinker</i> Students use the computational thought process to represent data, deconstruct problems, identify key information, and formulate solutions. (K.ET.CT.2)</p> <p><i>Innovative Designer</i> With or without the use of technology, students can apply a design process to generate ideas, consider possible solutions, create a plan to solve a problem, and share their innovative ideas with others. (K.ET.ID.1)</p>			
Computer Science	<p><i>Algorithms and Programming</i> Model daily processes by creating and following algorithms (sets of step-by-step instructions) to complete tasks (with or without devices). (K-2.AP.01)</p>			
Social Studies	<p><i>Introduction to America</i> The student can use sequential terms correctly to narrate personal and historical events, including first, next, last, before, and after. (K.SS.1.F)</p> <p>The student can use a calendar correctly to identify days, weeks, months, and years and can correctly reference “today,” “yesterday,” and “tomorrow.” (K.SS.1.G)</p>			
Fine Arts	<p><i>Dance (DA) Connecting (Cn)</i> Find an experience expressed or portrayed in a dance that relates to a familiar experience. Identify the movements that communicate this experience. (K.DA.Cn.10.1)</p> <p><i>Theatre (TH) Connecting (Cn)</i> Identify skills and knowledge from other art forms and content areas in a guided drama experience. (K.TH.Cn.11.1)</p> <p><i>Music (MU) Responding (Re)</i> Discover how interests and experiences influence musical selection for specific purposes. (K-2.MU.Re.7.1)</p>			

CD Goal-3: Through their explorations, play, and social interactions children demonstrate the ability to think about their own thinking: reasoning, taking perspectives, and making decisions.		Approaches to Learning 9, 12	Science 2, 4, 5, 6	Social and Emotional Development 5, 10
Educational Technology	<p><i>Knowledge Constructor</i> Students learn how to evaluate sources for currency, authority, accuracy, perspective and relevance. (K.ET.KC.2)</p> <p><i>Computational Thinker</i> Students use the computational thought process to represent data, deconstruct problems, identify key information, and formulate solutions. (K.ET.CT.2)</p>			

<p>(CD-3 cont.) Science</p>	<p><i>Physical Science</i> Plan and carry out an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object. (K-PS2-1)</p> <p>Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull. (K-PS2-2)</p> <p><i>Earth and Space Science</i> Engage in argument from evidence for how plants and animals (including humans) can change the environment to meet their needs. (K-ESS2-2)</p> <p>Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment. (K-ESS3-3)</p>
<p>School Library</p>	<p><i>Civics & Ethical Literacy</i> Engage in positive, safe, ethical, and legal digital citizenship responsibilities. (KG.LIB.CE.1.1)</p> <p>Explore citizenship. (KG.LIB.CE.1.2)</p>
<p>Health Education</p>	<p><i>Advocacy</i> Encourage others to make positive health choices. (8.2.2)</p>
<p>Fine Arts</p>	<p><i>Dance (DA) Responding (Re) Connecting (Cn)</i> Find a movement that repeats in a dance. (K.DA.Re.7.1)</p> <p>Demonstrate or describe observed or performed dance movements. (K.DA.Re.7.2)</p> <p>Find a movement that attracted attention in a dance. Demonstrate the movement and explain why it attracted attention. (K.DA.Re.9.1)</p> <p>Describe or demonstrate the movements in a dance that was watched or performed. Discuss the historical context, representation, and/or meaning of the dance. (K.DA.Cn.11.1)</p> <p><i>Visual Arts (VA) Performing, Presenting, Producing (Pr)</i> Select artwork for personal portfolio or display and explain why. (K.VA.Pr.4.1)</p>
<p>Social Studies</p>	<p><i>Introduction to America</i> The student can give examples of treating others with and without respect for the equal human dignity of each person. (K.SS.1.K)</p> <p>The student can give examples of virtues and actions related to hard work, personal potential, and individual independence. (K.SS.1.L)</p> <p>The student can correctly use words related to work. (K.SS.1.M)</p>

CD Goal-4: Through their explorations, play, and social interactions, children count with understanding and use numbers to tell how many, describe order, and compare.

Math 1, 2, 3, 4, 5

Mathematics

Counting and Cardinality

Count to 100 by ones and by tens. **(K.CC.A.1)**

Count forward beginning from any given number within 100 (instead of having to begin at 1). Count backwards beginning from any given number within 20. **(K.CC.A.2)**

Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). **(K.CC.A.3)**

Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. (one-to-one correspondence). b. Understand that the last number name said tells the number of objects counted. (cardinality) The number of objects is the same regardless of their arrangement or the order in which they were counted. c. Understand that each successive number name refers to a quantity that is one larger. **(K.CC.B.4)**

Count to answer “how many?” a. When counting, answer questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration. b. Given a number(s) from 1–20, count out that many objects. **(K.CC.B.5)**

Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group. Include groups with up to ten objects. **(K.CC.C.6)**

Compare two numbers between 1 and 10 presented as written numerals. **(K.CC.C.7)**

Measurement and Data

Identify a penny and understand that the value is one. Count pennies within 20. **(K.MD.C.4)**

Operations and Algebraic Thinking

Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. **(K.OA.A.1)**

Solve addition and subtraction word problems. a. Solve addition and subtraction word problems (within 10), involving result unknown problems, put together/take apart total unknown, and put together/take apart addend unknown, e.g., using objects or drawings to represent the problem. b. Add and subtract within 10, e.g., by using objects or drawings to represent the problem. **(K.OA.A.2)**

Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$). **(K.OA.A.3)**

Mathematics cont.	<p>For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation. (K.OA.A.4)</p> <p>Fluently add and subtract within 5. (K.OA.A.5)</p> <p><i>Numbers and Operations in Base Ten</i> Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones. (K.NBT.A.1)</p>
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CD Goal-5: Through their explorations, play, and social interactions, children demonstrate concepts about position, as well as identify and describe simple geometric shapes.		Math 9, 10
Mathematics	<p>Geometry Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to. (K.G.A.1)</p> <p>Correctly name shapes regardless of their orientations or overall size. (K.G.A.2)</p> <p>Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”). (K.G.A.3)</p> <p>Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length). (K.G.B.4)</p> <p>Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. (K.G.B.5)</p> <p>Compose simple shapes to form larger shapes. (K.G.B.6)</p>	
Fine Arts	<p><i>Dance (DA) Performing, Presenting, and Producing (Pr)</i> Make still and moving body shapes that show lines, change levels, and vary in size. Join with others to make a circle formation and work with others to change its dimensions. (K.DA.Pr.4.1)</p> <p>Move body parts in relation to other body parts and repeat and recall movements upon request. (K.DA.Pr.5.3)</p> <p>Dance for and with others in a designated space. (K.DA.Pr.6.1)</p>	
Educational Technology	<p><i>Computational Thinker (K.ET.CT.3)</i> Demonstrate an understanding and apply student and teacher-led directions including forward, backward, right, left, up, and down. (K.ET.CT.3.2) (outcome)</p>	

CD Goal-6: Through their explorations, play and social interactions, children compare, sort, group, organize, measure, and create simple patterns using concrete objects.		Math 4, 7, 8
Educational Technology	Computational Thinker Students will recognize basic concepts of automation including decomposition, abstraction, use algorithmic thinking, and pattern recognition. (K.ET.CT.3)	
Computer Science	Algorithms and Programming Use problem-solving steps to break down a problem into smaller parts to identify patterns and possible solutions. (K-2.AP.02)	
Mathematics	<p>Measurement and Data Describe measurable attributes of a single object or objects, such as length, weight, or size. (K.MD.A.1)</p> <p>Directly compare two objects with a measurable attribute in common, to see which object has “more of”/ “less of” the attribute and describe the difference. (K.MD.A.2)</p> <p>Classify objects into given categories; count the number of objects in each category and sort the categories by count. Limit category counts to be less than or equal to 10. (K.MD.B.3)</p> <p>Geometry Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length). (K.G.B.4)</p> <p>Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. (K.G.B.5)</p>	

CD Goal-7: Through their explorations, play, and social interactions, children use mathematical thinking to ask questions and solve problems.		Math 6, 8, 10
Mathematics	<p>Counting and Cardinality Count to answer “how many?” a. When counting, answer questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or and as many as 10 things in a scattered configuration. b. Given a number(s) from 1–20, count out that many objects. (K.CC.B.5)</p> <p>Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group. Include groups with up to ten objects. (K.CC.C.6)</p> <p>Operations and Algebraic Thinking Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. (K.OA.A.1)</p>	

CD Goal-8: As a result of their explorations and participation in simple investigations through play, children observe, describe characteristics of, and demonstrate respect for living things, the environment, and the physical world.		Science 1, 2, 3, 4, 5, 6
Science	<p>Earth & Space Science Use and share observations of local weather conditions to describe patterns over time. (K-ESS2-1)</p> <p>Engage in argument from evidence for how plants and animals (including humans) can change the environment to meet their needs. (K-ESS2-2)</p> <p>Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live. (K-ESS3-1)</p> <p>Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather. (K-ESS3-2)</p> <p>Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment. (K-ESS3-3)</p> <p>Life Science Describe patterns of what plants and animals (including humans) need to survive. (K-LS1-1)</p> <p>Physical Science Plan and carry out an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object. (K-PS2-1)</p> <p>Make observations to determine the effect of sunlight on Earth’s surface. (K-PS3-1)</p> <p>Design and build a structure that will reduce the warming effect of sunlight on an area. (K-PS3-2)</p>	
Fine Arts	<p>Dance (DA) Responding (Re) Observe movement and describe it using simple dance terminology. (K.DA.Re.8.1)</p> <p>Theater (TH) Creating (Cr) Investigate a variety of sounds and movements in a guided drama experience. (K.TH.Cr.3.2)</p> <p>Visual Arts (VA) Creating (Cr) Performing, Presenting, and Producing (Pr) Explain what an art museum is and how it is different from other art venues and settings. (K.VA.Pr.6.1)</p>	
Social Studies	<p>Introduction to America The student can distinguish between a map and a globe. (K.SS.1.A)</p> <p>The student can identify and explain a map of the classroom. (K.SS.1.B)</p> <p>The student can name his or her town, township or city, county, state or reservation, country, and continent. (K.SS.1.C.)</p> <p>The student can distinguish on a map between oceans, lakes, rivers, and mountains. (K.SS.1.D)</p> <p>The student locates specific places on a map. (K.SS.2)</p>	

Social Studies cont.	The student tells stories about figures from American history through 2008, including stories from their childhoods, lives as adults, and examples of their character. (K.SS.3)
Mathematics	<p>Measurement and Data Describe measurable attributes of a single object or objects, such as length, weight, or size. (K.MD.A.1)</p> <p>Directly compare two objects with a measurable attribute in common, to see which object has “more of”/ “less of” the attribute and describe the difference. (K.MD.A.2)</p> <p>Geometry Describe objects in the environment using names of shapes and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to. (K.G.A.1)</p>
World Language	Cultures (Standard 2) <i>Interact with respect and cultural competence in search of understanding our world.</i>
English Language Arts	<p>Speaking & Listening Describe familiar people, places, things, and events including additional details with prompting and support. (K.SL.4)</p>

CD Goal-9: As a result of their explorations and participation in simple investigations through play, children demonstrate their ability to use scientific inquiry by observing, manipulating objects, asking questions, making predictions, and developing generalizations.		Science 1, 2, 3, 4, 5, 6
Social Studies	<p>Geography The student can distinguish between a map and a globe. (K.SS.1.A)</p> <p>The student can distinguish on a map between oceans, lakes, rivers, and mountains. (K.SS.1.D)</p> <p>The student can use the word “because” correctly in answer to questions of “why” and cause and effects. (K.SS.1.I)</p>	
English Language Arts	<p>Language Acquire and use grade-appropriate vocabulary in conversations, reading, and learning experiences. (K.L.6)</p>	
Mathematics	<p>Measurement and Data Describe measurable attributes of a single object or objects, such as length, weight, or size. (K.MD.A.1)</p> <p>Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute and describe the difference. (K.MD.A.2)</p>	
Science	<p>Physical Science Plan and carry out an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object. (K-PS2-1)</p>	

Science cont.	<p>Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull. (K-PS2-2)</p> <p>Make observations to determine the effect of sunlight on Earth’s surface. (K-PS3-1)</p> <p>Design and build a structure that will reduce the warming effect of sunlight on an area. (K-PS3-2)</p> <p>Life Science Describe patterns of what plants and animals (including humans) need to survive. (K-LS1-1)</p> <p>Earth and Space Science Use and share observations of local weather conditions to describe patterns over time. (K-ESS2-1)</p> <p>Engage in argument from evidence for how plants and animals (including humans) can change the environment to meet their needs. (K-ESS2-2)</p> <p>Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live. (K-ESS3-1)</p> <p>Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather. (K-ESS3-2)</p> <p>Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment. (K-ESS3-3)</p>
School Library	<p>Information Literacy Formulate, with guidance, questions to investigate a personal inquiry or a learning goal. (KG.LIB.IL.1.2)</p>
Educational Technology	<p>Empowered Learner Students will develop technology strategies to achieve and reflect on learning goals to improve outcomes. (K.ET.EL.1)</p> <p>Computational Thinker Students use the computational thought process to represent data, deconstruct problems, identify key information, and formulate solutions. (K.ET.CT.2)</p> <p>Knowledge Constructor Students use digital tools to explore real world problems and issues and pursue potential solutions. (K.ET.KC.4)</p>
Computer Science	<p>Data and Analysis With guidance, draw conclusions, make predictions, and interpret data based on picture graphs or patterns with or without a computing device. (K-2.DA.01)</p>

CD Goal-10: Through their explorations, play, and social interactions children demonstrate an understanding of relationships, roles and what it means to be a participating member of their families and the diverse groups and communities they belong to.		Approaches to Learning 11	Social and Emotional Development 11
English Language Arts	Speaking & Listening Describe familiar people, places, things, and events including additional details with prompting and support. (K.SL.4)		
World Language	Cultures (Standard 2) <i>Interact with respect and cultural competence in search of understanding our world.</i> Connections (Standard 3) <i>Connect with other disciplines and acquire information and diverse perspective through language.</i> Comparisons (Standard 4) <i>Develop insight into the nature of language and culture to enhance linguistic and cultural competence.</i>		
Science	Earth and Space Science Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live. (K-ESS3-1)		
School Library	Civics & Ethical Literacy Engage in positive, safe, ethical, and legal digital citizenship responsibilities. (KG.LIB.CE.1.1)		
Health Education	Accessing Information Identify trusted adults and professionals who can help promote health. (3.2.1) Identify ways to locate school and community health helpers. (3.2.2) Explain the type of help provided by school and community health helpers. (3.2.3)		
Physical Education	Working with Others: Recognizes and understands individual uniqueness and diversity. Shares equipment and space with others. (S4.E4.K) Rules and Etiquette: Recognizes the fundamentals of good sportsmanship. Recognizes the established protocol for class activities. (S4.E5.K)		
Social Studies	Introduction to America The student can name his or her town, township or city, county, state or reservation, country, and continent. (K.SS.1.C) The student can recite the “Pledge of Allegiance” from memory. (K.SS.1.N) The student tells stories about figures from American history through 2008, including stories from their childhoods, lives as adults, and examples of their character. (K.SS.3) The student identifies and explains the meaning of different symbols of America. (K.SS.4)		
Educational Technology	Digital Citizen Students will demonstrate an understanding of the importance of creating and maintaining a positive online identity and the permanence and future impact of their online and offline decisions when using digital technology. (K.ET.DC.1) Global Collaborator (K.ET.GC.1) Identify specific differences between community issues and world issues. (K.ET.GC.1.2) (outcome)		

(CD-10 cont.) Computer Science	<p>Impacts of Computing Describe past, present, and possible future impacts of technology on society. (K-2.IC.01)</p> <p>Identify and explain how technologies are used in daily life, school, and the workforce. (K-2.IC.02)</p> <p>Describe the concept of a digital footprint and how to create online connections to maintain safety and balance with offline relationships. (K-2.IC.03)</p>
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CD Goal-11: CD Goal-11: Through their explorations, play, and social interactions children identify and demonstrate appreciation of similarities and differences between themselves and others.		Social and Emotional Development 9, 10, 11
World Language	<p>Cultures (Standard 2) <i>Interact with respect and cultural competence in search of understanding our world.</i></p> <p>Comparisons (Standard 4) <i>Develop insight into the nature of language and culture to enhance linguistic and cultural competence.</i></p>	
Social Studies	<p>Introduction to America The student can identify and describe differences in setting, housing, and clothing from different time periods. (K.SS.1.E)</p> <p>The student tells stories about figures from American history through 2008, including stories from their childhoods, lives as adults, and examples of their character. (K.SS.3)</p>	
Physical Education	<p>Working with Others: Recognizes and understands individual uniqueness and diversity. Shares equipment and space with others. (S4.E4.K)</p> <p>Social Interaction Recalls the positive social interactions that come when engaged with others in physical activity. (S5.E4.K)</p>	
Fine Arts	<p>Music (MU) Connecting (Cn) Explore the historical and cultural contexts of music as it relates to other disciplines and arts. (K.MU.Cn.11.1.a)</p> <p>Theater (TH) Connecting (Cn) With prompting and support acknowledge the similarities between self and imagined characters in a guided drama experience. (K.TH.Cn.10.1)</p> <p>Visual Arts (VA) Connecting (Cn) Understand that artists create different artwork for various reasons. (K.VA.Cn.11.1)</p>	

Goal CD-12: Children engage in a variety of creative activities for enjoyment and self-expression including play, visual arts, music, expressive movement, and drama.		Approaches to Learning 12, 13
English Language Arts	<p>Speaking & Listening Speak audibly and express thoughts, feelings, and ideas clearly. (K.SL.6)</p>	
Physical Education	<p>Locomotor (Rhythmic Activity) Performs locomotor skills in response to teacher-led creative rhythmic activity. (S1.E5.K)</p> <p>Self-Expression/Enjoyment Identifies physical activities that are enjoyable. (S5.E3.Ka)</p>	
Educational Technology	<p>Knowledge Constructor Students use a variety of strategies and digital tools to organize information and make meaningful connections. (K.ET.KC.3)</p> <p>Creative Communicator (K.ET.CC.1) Select the most appropriate creation tool from a teacher-generated collection. (K.ET.CC.1.1) (outcome)</p>	
Fine Arts	<p>Dance (DA) Creating (Cr) Performing, Presenting, and Producing (Pr) Connecting (Cn) Express an idea, feeling, or image, through improvised movement moving alone, then with a partner. (K.DA.Cr.2.2)</p> <p>Describe and express through movement something of interest about a piece of visual art. Discuss questions concerning the artwork. (K.DA.Cn.10.2)</p> <p>Identify and apply different characteristics to movements. (K.DA.Pr.4.3)</p> <p>Describe and express through movement something of interest about a piece of visual art. Discuss questions concerning the artwork. (K.DA.Cn.10.2)</p> <p>Music (MU) Creating (Cr) Performing, Presenting, and Producing (Pr) Connecting (Cn) Share a final version of personally developed musical ideas to peers or informal audience. (K-2.MU.Cr.3.2)</p> <p>Demonstrate and explain personal interest in varied musical selections. (K-2.MU.Pr4.1)</p> <p>Express how music relates to self and others. (K-2.MU.Cn.11.2)</p> <p>Theater (TH) Creating (Cr) Performing, Presenting, and Producing (Pr) Connecting (Cn) With prompting and support, use physical and vocal expression to demonstrate emotions/feelings in a guided drama experience. (K.TH.Cr.1.2)</p> <p>Demonstrate expression using voice and body movement in a guided drama experience. (K.TH.Pr.4.2)</p> <p>With prompting and support express a short story in a guided drama experience. (K.TH.Cn.11.3)</p>	

Goal CD-13: Children demonstrate an appreciation for different forms of art including visual arts, music, expressive movement, and drama.	Approaches to Learning 12, 13
Fine Arts	<p><i>Dance (DA) Responding (Re) Connecting (Cn)</i> Observe movement and describe it using simple dance terminology. (K.DA.Re.8.1)</p> <p>Recognize and name an emotion that is experienced when watching, improvising, or performing dance and relate it to a personal experience. (K.DA.Cn.10.1)</p> <p>Describe and express through movement something of interest about a piece of visual art. Discuss questions concerning the artwork. (K.DA.Cn.10.2)</p> <p>Describe or demonstrate the movements in a dance that was watched or performed. Discuss the historical context, representation, and/or meaning of the dance. (K.DA.Cn.11.1)</p> <p><i>Music (MU) Performing, Presenting, and Producing (Pr) Responding (Re) Connecting (Cn)</i> Demonstrate and explain personal interest in varied musical selections. (K-2.MU.Pr.4.1)</p> <p>Discover how interests and experiences influence musical selection for specific purposes. (K-2.MU.Re.7.1)</p> <p>Identify and demonstrate expressive qualities and how they support expressive intent through verbal, kinesthetic, written, or artistic means. (K-2.MU.Re.8.1)</p> <p>Use music terminology in the evaluation of musical work. (K-2.MU.Re.9.1)</p> <p>Express how music relates to self and others. (K-2.MU.Cn.10.1)</p> <p>Explore the historical and cultural contexts of music as it relates to other disciplines and arts. (K-2.MU.Cn.11.1)</p> <p><i>Theatre (TH) Connecting (Cn)</i> Identify skills and knowledge from other art forms and content areas in a guided drama experience. (K.TH.Cn.11.1)</p> <p><i>Visual Arts (VA) Connecting (Cn)</i> Understand that artists create different artwork for various reasons. (K.VA.Cn.11.1)</p>
Educational Technology	<p><i>Creative Communicator</i> Students create original artifacts or responsibly remix or repurpose existing digital resources. (K.ET.CC.2)</p>
Computer Science	<p><i>Computing Systems</i> Use suitable hardware/software to perform different tasks while recognizing individual’s needs and preferences. (K-2.CS.01)</p>

Head Start Early Learning Outcomes Framework

Cognition

- M 1:** Child knows number names and the count sequence.
- M 2:** Child recognizes the number of objects in a small set.
- M 3:** Child understands the relationship between numbers and quantities.
- M 4:** Child compares numbers.
- M 5:** Child associates a quantity with written numerals up to 5 and begins to write numbers.
- M 6:** Child understands addition as adding to and understands subtraction as taking away from.
- M 7:** Child understands simple patterns.
- M 8:** Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attributes to make comparisons.
- M 9:** Child identifies, describes, compares, and composes shapes.
- M 10:** Child explores the positions of objects in space.
- SCI 1:** Child observes and describes observable phenomena (objects, materials, organisms, and events).
- SCI 2:** Child engages in scientific talk.
- SCI 3:** Child compares and categorizes observable phenomena.
- SCI 4:** Child asks a question, gathers information, and makes predictions.
- SCI 5:** Child plans and conducts investigations and experiments.
- SCI 6:** Child analyzes results, draws conclusions, and communicates results.

Approaches to Learning

- ATL 8:** Child holds information in mind and manipulates it to perform tasks.
- ATL 9:** Child demonstrates flexibility in thinking and behavior.
- ATL 11:** Child shows interest in and curiosity about the world around them.
- ATL 12:** Child expresses creativity in thinking and communication.
- ATL 13:** Child uses imagination in play and interactions with others.

Social and Emotional Development

- SE 5:** Child uses basic problem-solving skills to resolve conflicts with other children.
- SE 9:** Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests.
- SE 10:** Child expresses confidence in own skills and positive feelings about self.
- SE 11:** Child has sense of belonging to family, community, and other groups.

Language and Communication

- LC 2:** Child understands and responds to increasingly complex communication and language from others.

HEALTH AND PHYSICAL DEVELOPMENT (HPD)

Goal HPD-1: Children develop healthy eating habits.		Perceptual, Motor, and Physical Development 5
Physical Education	<p>Nutrition Recognizes that food provides energy for physical activity. (S3.E6.K)</p>	
Health Education	<p>Comprehending Concepts Describe healthy behaviors that affect personal health. (1.2.1)</p> <p>Decision Making Identify situations when a health-related decision is needed. (5.2.1)</p> <p>Explain situations when a health-related decision can be made independently or when assistance is needed. (5.2.2)</p> <p>Describe potential consequences of health-related decisions. (5.2.3)</p> <p>Self-Management Demonstrate healthy practices and behaviors to maintain or improve personal health. (7.2.1)</p> <p>Advocacy Communicate health needs to promote personal health. (8.2.1)</p>	
Science	<p>Life Science Describe patterns of what plants and animals (including humans) need to survive. (K-LS1-1)</p>	

Goal HPD-2: Children engage in active physical play indoors and outdoors.		Perceptual, Motor, and Physical Development 1, 2
Physical Education	<p>Physical Activity Knowledge Identifies active play opportunities outside physical education class. (S3.E1.K)</p> <p>Engages in Physical Activity Participates in physical education class in response to instruction and practice. (S3.E2.K)</p> <p>Fitness Knowledge Recognizes that when you move fast, your heart beats faster and you breathe faster. (S3.E3.K)</p> <p>Health: Health contributes to both physical health and healthy brain function Recognizes that physical activity is important for good health. (S5.E1.K)</p> <p>Recognizes that physical activity is important for a healthy lifestyle and for brain health. (S5.E1.K)</p> <p>Self-Expression/Enjoyment Identifies physical activities that are enjoyable. (S5.E3.Ka)</p>	

Goal HPD-3: Children develop healthy sleeping habits.		Perceptual, Motor, and Physical Development 4
Health Education	<p>Comprehending Concepts Describe healthy behaviors that affect personal health. (1.2.1)</p> <p>Decision Making Identify situations when a health-related decision is needed. (5.2.1)</p> <p>Explain situations when a health-related decision can be made independently or when assistance is needed. (5.2.2)</p> <p>Describe potential consequences of health-related decisions. (5.2.3)</p> <p>Self-Management Demonstrate healthy practices and behaviors to maintain or improve personal health. (7.2.1)</p> <p>Advocacy Communicate health needs to promote personal health. (8.2.1)</p>	

Goal HPD-4: Children engage in play and movement to develop the large muscle control and abilities needed to explore and move in their environment.		Perceptual, Motor, and Physical Development 1, 2
Fine Arts	<p>Dance (DA) Creating (Cr) Performing, Presenting, and Producing (Pr) Respond to a variety of stimuli using movement. (K.DA.Cr.1.1)</p> <p>Explore different ways to use basic locomotor and non-locomotor movements by changing one or more of the elements of dance. (K.DA.Cr.1.2)</p> <p>Apply suggestions for changing movement through guided improvisational experiences. (K.DA.Cr.3.1)</p> <p>Make still and moving body shapes that show lines, change levels, and vary in size. Join with others to make a circle formation and work with others to change its dimensions. (K.DA.Pr.4.1)</p> <p>Demonstrate same-side and cross-lateral locomotor and non-locomotor movements, body patterning movements, and body shapes. (K.DA.Pr.5.1)</p> <p>Move safely in general space and start and stop on cue during activities, group formations, and creative explorations while maintaining personal space. (K.DA.Pr.5.2)</p>	
Physical Education	<p>Locomotor Performs locomotor skills, hopping, galloping, running, sliding, skipping while maintaining balance. (S1.E1.K)</p> <p>Performs jumping/landing actions with balance. (S1.E3.K)</p> <p>Performs locomotor skills in response to teacher-led creative rhythmic activity/dance. (S1.E5.K)</p>	

<p>Physical Education cont.</p>	<p><i>Non-locomotor (Stability)</i> Maintains momentary stillness on different bases of support. (S1.E7.Ka)</p> <p>Forms wide, narrow, curled and twisted body shapes. (S1.E7.Kb)</p> <p>Rolls sideways in a narrow body shape. (S1.E9.K)</p> <p>Contrasts the actions of curling and stretching. (S1.E10.K)</p> <p><i>Manipulative</i> Throws underhand with opposite foot forward. (S1.E13.K)</p> <p>Drops a ball and catches it before it bounces twice. (S1.E16.Ka)</p> <p>Catches a large ball tossed by a skilled thrower. (S1.E16.Kb)</p> <p>Dribbles a ball with one hand, attempting the second contact. (S1.E17.K)</p> <p>Taps a ball using the inside of the foot, sending it forward. (S1.E18.K)</p> <p>Kicks a stationary ball from a stationary position, demonstrating two of the five elements of a mature kicking pattern. (S1.E21.K)</p> <p>Volleys a lightweight object, such as a balloon, sending it upward. (S1.E22.K)</p> <p>Strikes a lightweight object with a paddle or short-handled implement. (S1.E24.K)</p> <p>Executes a single jump with self-turned rope. (S1.E27.Ka)</p> <p>Jumps a long rope with teacher-assisted turning. (S1.E27.Kb)</p> <p><i>Movement Concepts/Motor Planning</i> Moves in personal space to a rhythm/beat. (S2.E1.Kb)</p> <p>Travels in three different pathways. (S2.E2.K)</p> <p><i>Effort Concepts</i> Travels in space with time, force, and flow. (S2.E3.K)</p> <p><i>Relationship Concepts</i> Demonstrates traveling in proximity to self, other people, and other objects safely. (S2.E4.K)</p>
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Goal HPD-5: Children engage in play and experiences to develop muscle control and hand-eye coordination to manipulate objects and work with tools.		Perceptual, Motor, and Physical Development 3
Physical Education	<p>Manipulative</p> <p>Throws underhand with opposite foot forward. (S1.E13.K)</p> <p>Drops a ball and catches it before it bounces twice. (S1.E16.Ka)</p> <p>Catches a large ball tossed by a skilled thrower. (S1.E16.Kb)</p> <p>Dribbles a ball with one hand, attempting the second contact. (S1.E17.K)</p> <p>Volleys a lightweight object such as a balloon, sending it upward. (S1.E22.K)</p> <p>Strikes a lightweight object with a paddle or short-handled implement. (S1.E24.K)</p> <p>Executes a single jump with self-turned rope. (S1.E27.Ka)</p>	

Goal HPD-6: Children develop personal hygiene and self-care skills.		Perceptual, Motor, and Physical Development 4
Health Education	<p>Comprehending Concepts</p> <p>Describe healthy behaviors that affect personal health. (1.2.1)</p> <p>Identify examples of emotional, intellectual, physical, and social health. (1.2.2)</p> <p>Describe ways to prevent communicable diseases. (1.2.3)</p> <p>Accessing Information</p> <p>Identify trusted adults and professionals who can help promote health. (3.2.1)</p> <p>Decision Making</p> <p>Identify situations when a health-related decision is needed. (5.2.1)</p> <p>Explain situations when a health-related decision can be made independently or when assistance is needed. (5.2.2)</p> <p>Describe potential consequences of health-related decisions. (5.2.3)</p> <p>Goal-setting</p> <p>Identify a short-term personal health goal and take action toward achieving the goal. (6.2.1)</p>	

Health Education cont.	Identify who can help when assistance is needed to achieve a personal health goal. (6.2.2) <i>Self-Management</i> Demonstrate healthy practices and behaviors to maintain or improve personal health. (7.2.1) <i>Advocacy</i> Communicate health needs to promote personal health. (8.2.1)
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HPD Goal-7: Children use safe behaviors and personal safety practices with support from adults.		Perceptual, Motor, and Physical Development 6
Physical Education	<i>Relationship Concepts</i> Demonstrates traveling in proximity of self, to other people or objects safely. (S2.E4.K) <i>Personal Responsibility</i> Follows directions in group setting such as, safe behaviors, following rules, taking turns. (S4.E1.K) <i>Safety</i> Follows teacher directions for safe participation and proper use of equipment with teacher reminders. (S4.E6.K)	
Fine Arts	<i>Dance (DA) Performing, Presenting, and Producing (Pr)</i> Move safely in general space and start and stop on cue during activities, group formations, and creative explorations while maintaining personal space. (K.DA.Pr.5.2) <i>Visual Arts (VA) Creating (Cr)</i> Through experimentation, build safe skills in various media and approaches to art- making. (K.VA.Cr.2.1)	
School Library	<i>Civics & Ethical Literacy</i> Engage in positive, safe, ethical, and legal digital citizenship responsibilities. (KG.LIB.CE.1.1)	
Social Studies	<i>Introduction to America</i> The student can give examples of rules and laws. (K.SS.1.J)	
Science	<i>Physical Science</i> Make observations to determine the effect of sunlight on Earth’s surface. (K-PS3-1) <i>Earth and Space Science</i> Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather. (K-ESS3-2)	

Educational Technology	<p>Digital Citizen Students will practice positive, safe, legal, and ethical behavior when using technology. (K.ET.DC.2)</p> <p>Demonstrate an understanding of how to stay safe online by evaluating situations when information should and should not be shared. (K.ET.DC.4.2) <i>(outcome)</i></p>
Computer Science	<p>Networks and the Internet Explain what a password is, as well as its purpose. (K-2.NI.01)</p> <p>Impacts of Computing Describe the concept of a digital footprint and how to create online connections to maintain safety and balance with offline relationships. (K-2.IC.03)</p>
Health Education	<p>Comprehending Concepts Describe healthy behaviors that affect personal health. (1.2.1)</p> <p>List ways to prevent common childhood injuries. (1.2.4)</p> <p>Describe why it is important to seek health care. (1.2.5)</p> <p>Analyzing Influences Identify how the family influences personal health practices and behaviors. (2.2.1)</p> <p>Identify what the school can do to support personal health practices and behaviors. (2.2.2)</p> <p>Accessing Information Identify trusted adults and professionals who can help promote health. (3.2.1)</p> <p>Interpersonal Communication Display listening skills to enhance health. (4.2.2)</p> <p>Demonstrate ways to respond to an unwanted, threatening, or dangerous situation. (4.2.3)</p> <p>Demonstrate ways to tell a trusted adult if threatening or harmful behaviors affect self or others. (4.2.4)</p> <p>Decision Making Explain situations when a health-related decision can be made independently or when assistance is needed. (5.2.2)</p> <p>Self-Management Demonstrate behaviors that avoid or reduce health risks. (7.2.2)</p>

Head Start Early Learning Outcomes Framework

Perceptual, Motor, and Physical Development

PMP 1: Child demonstrates control, strength, and coordination of large muscles.

PMP 2: Child uses perceptual information to guide motions and interactions with objects and other people.

PMP 3: Child demonstrates increasing control, strength, and coordination of small muscles.

PMP 4: Child demonstrates personal hygiene and self-care skills.

PMP 5: Child develops knowledge and skills that help promote nutritious food choices and eating habits.

PMP 6: Child demonstrates knowledge of personal safety practices and routines.

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