

SIEDA HEAD START  
KINDERGARTEN READINESS GOALS ALIGNMENT TO ELOF/IELS/TSGOLD

HSELOF DOMAIN → SUB-DOMAIN	KINDERGARTEN READINESS GOAL	PFCE- Family Engagement Outcomes	IOWA EARLY LEARNING STANDARD (06/2018)	GOLD OBJECTIVE
Approaches to Learning → Emotional and Behavioral Self-Regulation	Children follow classroom rules and routines with increasing independence.	Family Well-being → Program environment → Community partnership Positive Parent-child Relationships → Program environment → Family Partnerships → Teaching/Learning → Community Partnerships Families as Lifelong Educators → Teaching/Learning Family Engagement in Transitions → Teaching and learning → Community Partnerships Family Connections to peers/community → Program Environment → Family Partnerships → Teaching/Learning → Community Partnerships Family as Advocates/Leaders → Family Partnerships → Community Partnerships	1.3 Self Regulation  4.1 Awareness of Family and Community	Social-Emotional #1: Regulates own emotions and behaviors b: Follows limits and expectations
Three Year Olds: → Accept redirection from adults → Manages classroom rules, routines, and transitions with occasional reminders				
Four Year Olds: → Manages classroom rules, routines, and transitions with occasional reminders → Approaching basic rules in new but similar situations				
Approaches to		Family Well-being	1.3	Social-Emotional

<p>Learning</p> <ul style="list-style-type: none"> <li>→ Relationships with Adults</li> <li>→ Relationships with Other Children</li> </ul>	<p>Children engage and maintain positive relationships and interaction with adults and other children.</p> <p>Children engage in prosocial and cooperative behavior with adults.</p> <p>Child engages in cooperative play with other children; uses basic problem-solving skills to resolve conflicts with other children.</p>	<ul style="list-style-type: none"> <li>● Program environment</li> <li>● Community partnership</li> </ul> <p>Positive Parent-child Relationships</p> <ul style="list-style-type: none"> <li>→ Program environment</li> <li>→ Family Partnerships</li> <li>→ Teaching/Learning</li> <li>→ Community Partnerships</li> </ul> <p>Families as Lifelong Educators</p> <ul style="list-style-type: none"> <li>→ Teaching/Learning</li> </ul> <p>Family Engagement in Transitions</p> <ul style="list-style-type: none"> <li>→ Teaching and learning</li> <li>→ Community Partnerships</li> </ul> <p>Family Connections to peers/community</p> <ul style="list-style-type: none"> <li>→ Program Environment</li> <li>→ Family Partnerships</li> <li>→ Teaching/Learning</li> <li>→ Community Partnerships</li> </ul> <p>Family as Advocates/Leaders</p> <ul style="list-style-type: none"> <li>→ Family Partnerships</li> <li>→ Community Partnerships</li> </ul>	<p>Relationship with Adults</p> <p>1.4 Relationship with Children</p>	<p>#1: Regulates own emotions and behaviors</p> <p>c: Takes care of own needs appropriately</p> <p>Social-Emotional #2: Establishes and sustains positive relationships</p> <p>a. Forms relationships with adults</p> <p>c. Interacts with peers</p> <p>Social-Emotional #3: Participates cooperatively and constructively in group situations</p> <p>b. Solves social problems</p>
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Three Year Olds:

- Demonstrates confidence in meeting own needs
- Approaching taking responsibility for own well being
- Manages separation without distress and engages with trusted adults
- Approaching engaging with trusted adults as resources and to share mutual interest
- Approaching uses successful strategies for entering groups
- Uses successful strategies for entering groups
- Seeks adults to solve problems
- Suggestion solutions to social problems

Four Year Olds:

- Demonstrates confidence in meeting own needs
- Taking responsibility for own well being
- Approaching engaging with trusted adults as resources and to share mutual interest

- Engaging with trusted adults as resources and to share mutual interest
- Uses successful strategies for entering groups
- Initiates, joins in, and sustains positive interactions with small groups of 2-3 children
- Approaching suggesting solutions to social problems
- Approaching resolving social problems through negotiations and compromises

<p>Approaches to Learning</p> <ul style="list-style-type: none"> <li>→ Emotional Functioning</li> </ul>	<p>Children will recognize and regulate emotions, attention, impulses, and behavior.</p>	<p>Family Well-being</p> <ul style="list-style-type: none"> <li>● Program environment</li> <li>● Community partnership</li> </ul> <p>Positive Parent-child Relationships</p> <ul style="list-style-type: none"> <li>→ Program environment</li> <li>→ Family Partnerships</li> <li>→ Teaching/Learning</li> <li>→ Community Partnerships</li> </ul> <p>Families as Lifelong Educators</p> <ul style="list-style-type: none"> <li>→ Teaching/Learning</li> </ul> <p>Family Engagement in Transitions</p> <ul style="list-style-type: none"> <li>→ Teaching and learning</li> <li>→ Community Partnerships</li> </ul> <p>Family Connections to peers/community</p> <ul style="list-style-type: none"> <li>→ Program Environment</li> <li>→ Family Partnerships</li> <li>→ Teaching/Learning</li> <li>→ Community Partnerships</li> </ul> <p>Family as Advocates/Leaders</p> <ul style="list-style-type: none"> <li>→ Family Partnerships</li> <li>→ Community Partnerships</li> </ul>	<p>1.2 Self Regulation</p>	<p>Social-Emotional</p> <p>#1: Regulates own emotions and behaviors</p> <p>a. Manages feelings</p> <p>#2: Establishes and sustains positive relationships</p> <p>b. Responds to emotional cues</p>
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- Three Year Olds:
- Approaching comforting self by seeking out special object/person
  - Ability to looks at a situation differently or delay gratification
  - Approaching demonstrating concern for others
  - Approaching identifying basic emotional reactions of others and their causes accurately

- Four Year Olds:
- Approaching ability to looks at a situation differently or delay gratification

<ul style="list-style-type: none"> <li>→ Approaching controlling strong emotions in an appropriate manner most of the time</li> <li>→ Approaching identifying basic emotional reactions of others and their causes accurately</li> <li>→ Identifying basic emotional reactions of others and their causes accurately</li> </ul>				
<p>Approaches to Learning</p> <ul style="list-style-type: none"> <li>→ Initiative and Curiosity</li> <li>→ Creativity</li> </ul>	<p>Children will express interest, curiosity, and initiative in exploring creative fine arts.</p>	<p>Family Well-being</p> <ul style="list-style-type: none"> <li>→ Program Environment</li> </ul> <p>Positive Parent-child Relationships</p> <ul style="list-style-type: none"> <li>→ Teaching and learning</li> </ul> <p>Families as Lifelong Educators</p> <ul style="list-style-type: none"> <li>→ Program Environment</li> <li>→ Family Partnerships</li> <li>→ Teaching and learning</li> </ul> <p>Families as Learners</p> <ul style="list-style-type: none"> <li>→ Teaching/Learning</li> <li>→ Community Partnerships</li> </ul> <p>Family as Advocates/Leaders</p> <ul style="list-style-type: none"> <li>→ Family Partnerships</li> <li>→ Community Partnerships</li> </ul>	<p>5.1 Art</p> <p>5.2 Music, Rhythm, and Movement</p> <p>5.3 Dramatic Play</p>	<p>The Arts</p> <p>#33: Explores the visual arts</p> <p>#34: Explores musical concepts and expression</p> <p>#35: Explores dance and movement concepts</p> <p>#36: Explores drama through actions and language</p>
<p>Three Year Olds:</p> <ul style="list-style-type: none"> <li>→ Uses and cares for creative Art material</li> <li>→ Communicates about own art work</li> <li>→ Participates in music/movement activities</li> <li>→ Expresses thoughts/feelings/energy through various forms/genres of music</li> <li>→ Participates in a variety of rhythmic movement</li> <li>→ Demonstrates effort awareness: Speed, force, control</li> <li>→ Participates in make believe play</li> <li>→ Uses creativity and imagination when using materials</li> </ul>				
<p>Four Year Olds:</p> <ul style="list-style-type: none"> <li>→ Demonstrates care and persistence when creativity art projects</li> <li>→ Shows increasing awareness for color, line, form, spacing design and texture</li> <li>→ Expresses thoughts/feelings/energy through various forms/genres of music</li> <li>→ shows increasing awareness to components of music; melody, pitch, rhythm, tempo, dynamics, timbra</li> <li>→ Participates in a variety of rhythmic movement</li> <li>→ demonstrates meaningful, creative responses when listening to music to reflect the expressive element of music</li> <li>→ Assumes different roles in dramatic play experiences and shows real life roles can be enacted</li> <li>→ Interacts with peers in dramatic play that is making the experience more complex</li> </ul>				

<p>Approaches to Learning</p> <ul style="list-style-type: none"> <li>→ Cognitive Self-Regulation (Executive Functioning)</li> </ul>	<p>Children will begin and finish activities with persistence, attention, and cooperation.</p>	<p>Family Well-being</p> <ul style="list-style-type: none"> <li>→ Program Environment</li> <li>→ Family Partnership</li> <li>→ Teaching/Learning</li> <li>→ Community Partnerships</li> </ul> <p>Positive Parent-Child Relationships</p> <ul style="list-style-type: none"> <li>→ Program Environment</li> <li>→ Family Partnership</li> <li>→ Teaching/Learning</li> <li>→ Community Partnerships</li> </ul> <p>Families as Lifelong Educators</p> <ul style="list-style-type: none"> <li>→ Program Environment</li> <li>→ Family Partnership</li> <li>→ Teaching/Learning</li> <li>→ Community Partnerships</li> </ul> <p>Families as Learners</p> <ul style="list-style-type: none"> <li>→ Family Partnerships</li> <li>→ Teaching/Learning</li> </ul> <p>Family Engagement in Transitions</p> <ul style="list-style-type: none"> <li>→ Family Partnerships</li> <li>→ Teaching/Learning</li> <li>→ Community Partnerships</li> </ul> <p>Family Connections to peers and community</p> <ul style="list-style-type: none"> <li>→ Program Environment</li> <li>→ Family Partnership</li> <li>→ Teaching/Learning</li> <li>→ Community Partnerships</li> </ul> <p>Families as Advocates</p> <ul style="list-style-type: none"> <li>→ Family Partnerships</li> </ul>	<p>3.2 Engagement and Persistence</p>	<p>Cognition</p> <p>#11: Demonstrates positive approaches to learning</p> <p>a: Attends and engages</p> <p>c: Solves problems</p>
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Three Year Olds:

- Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
- Approaching Sustaining on working on age-appropriate, interesting tasks; can ignore most distractions and interruptions
- Observes and imitates how other people solve problems; asks for a solution and uses it

<p>→ Solves problems without having to try every possibility</p>				
<p>Four Year Olds</p> <p>→ Approaching Sustaining on working on age-appropriate, interesting tasks; can ignore most distractions and interruptions</p> <p>→ Approaching Sustains attention to tasks or projects over time (days to weeks); can return to activities after interruptions</p> <p>→ Approaching Solves problems without having to try every possibility</p> <p>→ Approaching Thinks problems through, considering several possibilities and analyzing results</p>				
<p>Language and Communication</p> <p>→ Attending and understanding</p> <p>→ Vocabulary</p>	<p>Children will comprehend and use communication and language for a variety of purposes, incorporating an increasingly complex and varied vocabulary.</p>	<p>Positive Parent-child relationships</p> <p>→ Program Environment</p> <p>→ Family Partnership</p> <p>→ Teaching/Learning</p> <p>Families as Lifelong Educators</p> <p>→ Program Environment</p> <p>→ Family Partnerships</p> <p>→ Teaching/Learning</p> <p>→ Community Partnerships</p> <p>Families as Learners</p> <p>→ Teaching/Learning</p> <p>Family Engagement in Transitions</p> <p>→ Program Environment</p> <p>→ Family Partnerships</p> <p>→ Teaching/Learning</p> <p>→ Community Partnerships</p> <p>Family connections to Peers and Community</p> <p>→ Family Partnerships</p> <p>→ Teaching/Learning</p>	<p>6.1</p> <p>Language Understanding and use (PS1-PS6)</p>	<p>Language</p> <p>#8: Listens to and understands increasingly complex language</p> <p>a: Comprehends language</p> <p>#9: Uses language to express thoughts and needs</p> <p>a: Uses an expanding expressive vocabulary</p> <p>c: Uses conventional grammar</p> <p>#10: Uses appropriate conversational and other communication skills</p> <p>a: Engages in conversation</p>
<p>Three Year Olds:</p> <p>→ Approaching Responds appropriately to specific vocabulary and simple statements, questions, and stories</p> <p>→ Responds appropriately to specific vocabulary and simple statements, questions, and stories</p> <p>→ Approaching Describes and tells the use of many familiar items</p> <p>→ Describes and tells the use of many familiar items</p> <p>→ Approaching Uses three- to four-word sentences; may omit some words or use some words incorrectly</p> <p>→ Uses complete, four- to six-word sentences</p> <p>→ Approaching Engages in conversations of at least three exchanges</p>				

<ul style="list-style-type: none"> <li>→ Engages in conversations of at least three exchanges</li> </ul>				
<p>Four Year Olds:</p> <ul style="list-style-type: none"> <li>→ Responds appropriately to specific vocabulary and simple statements, questions, and stories</li> <li>→ Approaching Responds appropriately to complex statements, questions, vocabulary, and stories, asking questions when needed; offers opposites for frequently occurring verbs and adjectives; understands the differences between similar action verbs</li> <li>→ Approaching Describes and tells the use of many familiar items</li> <li>→ Approaching Incorporates new, less familiar, or technical words (acquired through texts and conversations) in everyday conversations; correctly uses new meanings for familiar words</li> <li>→ Approaching Uses complete, four- to six-word sentences</li> <li>→ Approaching Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns)</li> <li>→ Engages in conversations of at least three exchanges</li> <li>→ Approaching Engages in complex, lengthy conversations of five or more exchanges</li> </ul>				
<p>Literacy</p> <ul style="list-style-type: none"> <li>→ Print and Alphabet Knowledge</li> </ul>	<p>Children will have knowledge of the alphabet and phonological awareness.</p>	<p>Positive Parent-child Relationships</p> <ul style="list-style-type: none"> <li>→ Family Partnerships</li> <li>→ Teaching/Learning Families as Lifelong Educators</li> <li>→ Teaching/Learning Family Engagement in Transition</li> <li>→ Family Partnerships</li> <li>→ Teaching/Learning Family Connections to Peers and community</li> <li>→ Teaching.Learning</li> </ul>	<p>6.2 Early Literacy</p>	<p>Literacy #16: Demonstrates knowledge of the alphabet</p> <p>a: Identifies and names letters b: Uses letter-sound knowledge</p>
<p>Three Year Olds:</p> <ul style="list-style-type: none"> <li>→ Recognizes and names a few letters in own name</li> <li>→ Recognizes and names as many as 10 letters, especially those in own name</li> <li>→ Not yet identifying letters sounds</li> <li>→ Identifies the sounds of a few letters</li> </ul>				
<p>Four Year Olds:</p> <ul style="list-style-type: none"> <li>→ Recognizes and names a few letters in own name</li> <li>→ Approaching Identifies and names 11–20 upper- and 11–20 lowercase letters when presented in random order</li> <li>→ Identifies the sounds of a few letters</li> <li>→ Approaching Produces at least one correct sound for each letter in the alphabet</li> </ul>				

Literacy	Children will demonstrate emergent writing skills.	Positive Parent-child Relationships → Family Partnerships → Teaching/Learning Families as Lifelong Educators → Teaching/Learning Family Engagement in Transition → Family Partnerships → Teaching/Learning Family Connections to Peers and community → Teaching.Learning	6.3 Early Writing	Literacy #19: Demonstrates emergent writing skills a: Writes name b: Writes to convey meaning
Three Year Olds: → Makes controlled linear scribbles → Writes letter strings → Uses drawing, dictation, and controlled linear scribbles to convey a message → Uses drawing, dictation, and letter strings to convey a message				
Four Year Olds: → Writes mock letters or letter-like forms → Approaching Writes accurate first name → Uses drawing, dictation, and mock letters or letter forms to convey a message → Uses drawing, dictation, and early invented spelling to convey a message				
Cognition → Reasoning and Problem Solving	Children will recognize, understand, analyze, and solve a problem.	Positive Parent-child relationships → Program Environment → Family Partnership → Teaching/Learning Families as Lifelong Educators → Program Environment → Family Partnerships → Teaching/Learning → Community Partnerships Families as Learners → Teaching/Learning Family Engagement in Transitions	3.3 Reasoning and Problem Solving	Cognitive #11: Demonstrates positive approaches to learning c: Solves problems d: Shows curiosity and motivation  #12: Remembers and connects experiences b: Makes connections



		<ul style="list-style-type: none"> <li>→ Program Environment</li> <li>→ Family Partnerships</li> <li>→ Teaching/Learning</li> <li>→ Community Partnerships</li> </ul> <p>Family connections to Peers and Community</p> <ul style="list-style-type: none"> <li>→ Family Partnerships</li> <li>→ Teaching/Learning</li> </ul>		
<p>Three Year Olds:</p> <ul style="list-style-type: none"> <li>→ Observes and imitates how other people solve problems; asks for a solution and uses it</li> <li>→ Solves problems without having to try every possibility</li> <li>→ Explores and investigates ways to make something happen</li> <li>→ Shows eagerness to learn about a variety of topics and ideas</li> <li>→ Remembers the sequence of personal routines and experiences with teacher support</li> <li>→ Draws on everyday experiences and applies this knowledge to a similar situation</li> </ul>				
<p>Four Year Olds:</p> <ul style="list-style-type: none"> <li>→ Approaching Solves problems without having to try every possibility</li> <li>→ Approaching Thinks problems through, considering several possibilities and analyzing results</li> <li>→ Approaching Shows eagerness to learn about a variety of topics and ideas</li> <li>→ Approaching Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects</li> <li>→ Approaching Draws on everyday experiences and applies this knowledge to a similar situation</li> <li>→ Approaching Generates a rule, strategy, or idea from one learning experience and applies it in a new context</li> </ul>				
<p>Cognitive</p> <ul style="list-style-type: none"> <li>→ Mathematics Knowledge and Skills</li> </ul>	<p>Children will use math in everyday routines to count, compare, relate, pattern and problem solve.</p>	<p>Positive Parent-child Relationships</p> <ul style="list-style-type: none"> <li>→ Family Partnerships</li> <li>→ Teaching/Learning</li> </ul> <p>Families as Lifelong Educators</p> <ul style="list-style-type: none"> <li>→ Teaching/Learning</li> </ul> <p>Family Engagement in Transition</p> <ul style="list-style-type: none"> <li>→ Family Partnerships</li> <li>→ Teaching/Learning</li> </ul> <p>Family Connections to Peers and community</p> <ul style="list-style-type: none"> <li>→ Teaching.Learning</li> </ul>	<p>7.1 Numbers and Operations</p> <p>7.2 Patterns</p> <p>7.3 Shapes and Spatial Relationships</p>	<p>Mathematics</p> <p>#20: Uses number concepts and operations</p> <p>a: Counts</p> <p>b: Quantifies</p> <p>c: Connects numerals with their quantities</p> <p>#21: Explores and describes spatial relationships and shapes</p> <p>b: Understands shapes</p> <p>#23: Demonstrates knowledge of patterns</p>

Three Year Olds:

- Approaching Verbally counts to 10; counts up to five objects accurately, using one number name for each object
- Approaching Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting
- Approaching Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts
- Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts
- Recognizes and names a few numerals
- Identifies numerals to 5 by name and connects each to counted objects
- Approaching Identifies a few basic shapes (circle, square, triangle)
- Approaching Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation
- Approaching Copies simple repeating patterns
- Copies simple repeating patterns

Four Year Olds:

- Approaching Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting
- Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting
- Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts
- Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many
- Identifies numerals to 5 by name and connects each to counted objects
- Identifies numerals to 10 by name and connects each to counted objects
- Approaching Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation
- Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation
- Copies simple repeating patterns
- Approaching Recognizes, creates, and explains more complex repeating and simple growing patterns

<p>Cognition</p> <ul style="list-style-type: none"> <li>→ Science Knowledge and Skills</li> </ul>	<p>Children will have the ability to observe, investigate, and</p>	<p>Family Well-being</p> <ul style="list-style-type: none"> <li>→ Program Environment</li> </ul> <p>Positive Parent-child Relationships</p>	<p>8.1 Scientific Investigations</p> <p>8.2</p>	<p>Science and Technology #24: Uses scientific inquiry skills</p>
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	explore the world around them to gain knowledge in the areas of living things, physical properties, and the Earth's environment.	<ul style="list-style-type: none"> <li>→ Teaching and learning Families as Lifelong Educators</li> <li>→ Program Environment</li> <li>→ Family Partnerships</li> <li>→ Teaching and learning Families as Learners</li> <li>→ Teaching/Learning</li> <li>→ Community Partnerships</li> <li>Family as Advocates/Leaders</li> <li>→ Family Partnerships</li> <li>→ Community Partnerships</li> </ul>	<p>Scientific Reasoning</p> <p>8.3</p> <p>Scientific Communications</p>	<p>#25: Demonstrates knowledge of the characteristics of living things</p> <p>#26: Demonstrates knowledge of the physical properties of objects and materials</p> <p>#27: Demonstrates knowledge of Earth's environment</p>
<p>Three Year Olds:</p> <ul style="list-style-type: none"> <li>→ Shows curiosity by exploring things in the environment</li> <li>→ Attentively observing and exploring the environment with multiple sense</li> <li>→ Classifies living versus nonliving things</li> <li>→ Communicates about the characteristics of living things</li> <li>→ Observes and manipulates objects and materials</li> <li>→ Examines, describes, categorizes and measures the observable features of objects</li> <li>→ Understands that there are different types of weather and that weather changes</li> <li>→ Describes and measures weather</li> <li>→ Manipulates various scientific tools</li> <li>→ Uses different scientific tools correctly</li> </ul>				
<p>Four Year Olds:</p> <ul style="list-style-type: none"> <li>→ Intensively observing and exploring the environment using multiple senses</li> <li>→ Connects new discoveries to what is already known</li> <li>→ Communicates about the characteristics of living things</li> <li>→ Shows awareness of life cycles, how things grow/change and reproduce</li> <li>→ Examines, describes, categorizes and measures the observable features of objects</li> <li>→ Understands physical properties of objects and change and natural forces can affect objects and materials</li> <li>→ Describes and measures weather</li> <li>→ Communicates that the Earth's surface is made up of different material (rock/Sand/dirt/water)</li> </ul>				
<p>Cognition</p> <ul style="list-style-type: none"> <li>→ Social Studies Knowledge and Skills</li> </ul>	<p>Children will acquire knowledge of self, family, and community diversity.</p>	<p>Family Well-being</p> <ul style="list-style-type: none"> <li>→ Program Environment</li> </ul> <p>Positive Parent-child Relationships</p> <ul style="list-style-type: none"> <li>→ Teaching and learning</li> </ul>	<p>4.1</p> <p>Awareness of Family and Community</p>	<p>Social Studies</p> <p>#29: Demonstrates knowledge about self</p>

		<p>Families as Lifelong Educators</p> <ul style="list-style-type: none"> <li>→ Program Environment</li> <li>→ Family Partnerships</li> <li>→ Teaching and learning</li> </ul> <p>Families as Learners</p> <ul style="list-style-type: none"> <li>→ Teaching/Learning</li> <li>→ Community Partnerships</li> </ul> <p>Family as Advocates/Leaders</p> <ul style="list-style-type: none"> <li>→ Family Partnerships</li> <li>→ Community Partnerships</li> </ul>		<p>#30: Shows basic understanding of people and how they live</p> <p>#31: Explores change related to familiar people or places</p> <p>#32: Demonstrates simple geographic knowledge</p>
<p>Three Year Olds:</p> <ul style="list-style-type: none"> <li>→ Demonstrate understanding that each person has unique characteristics</li> <li>→ Demonstrate understanding that each person has their own way of communicating, problem solving and is part of a family</li> <li>→ Demonstrates understand that different people have various jobs in the community</li> <li>→ Understands family and community needs, roles, relationships and means of transportation people use</li> <li>→ Understand that people and things change over time</li> <li>→ Shows that time can be measured</li> <li>→ Recognizes aspects of the environment</li> <li>→ Shows increasing understand that maps are tools with symbols to help us locate objects, find where we are, and where we are going</li> </ul>				
<p>Four Year Olds:</p> <ul style="list-style-type: none"> <li>→ Demonstrate understanding that each person has their own way of communicating, problem solving and is part of a family</li> <li>→ Understand cultural differences and others unique characteristics</li> <li>→ Understands family and community needs, roles, relationships and means of transportation people use</li> <li>→ Demonstrates increasing understand that there are rules in our homes, schools and communities and that each rule has a purpose</li> <li>→ Shows that time can be measured</li> <li>→ Communicates about time and differentiates between past, future and present</li> <li>→ Shows increasing understand that maps are tools with symbols to help us locate objects, find where we are, and where we are going</li> <li>→ Shows increasingly knowledge of the worlds geography</li> </ul>				
<p>Perceptual, Motor, and Physical Development</p> <ul style="list-style-type: none"> <li>→ Physical Development and Health</li> </ul>	<p>Children will identify and practice healthy and safe habits.</p>	<p>Family Well-being</p> <ul style="list-style-type: none"> <li>→ Program Environment</li> </ul> <p>Positive Parent-child Relationships</p> <ul style="list-style-type: none"> <li>→ Teaching and learning</li> </ul> <p>Families as Lifelong Educators</p> <ul style="list-style-type: none"> <li>→ Program Environment</li> <li>→ Family Partnerships</li> </ul>	<p>2.1 Healthy and Safe Living</p>	<p>Social Studies</p> <p>#29: Demonstrates knowledge about self</p>

		<ul style="list-style-type: none"> <li>→ Teaching and learning</li> <li>Families as Learners</li> <li>→ Teaching/Learning</li> <li>→ Community Partnerships</li> <li>Family as Advocates/Leaders</li> <li>→ Family Partnerships</li> <li>→ Community Partnerships</li> </ul>		
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Three Year Olds:

- Demonstrate understanding that each person has unique characteristics
- Demonstrate understanding that each person has their own way of communicating, problem solving and is part of a family

Four Year Olds:

- Demonstrate understanding that each person has their own way of communicating, problem solving and is part of a family
- Understand cultural differences and others unique characteristics

Perceptual, Motor, and Physical Development → Physical Development and Health	Children will develop large and fine motor skills.	Positive Parent-child Relationships → Family Partnerships → Teaching/Learning Families as Lifelong Educators → Teaching/Learning Family Engagement in Transition → Family Partnerships → Teaching/Learning Family Connections to Peers and community → Teaching.Learning	2.3 Small Motor Development  2.2 Large Motor Skills	Physical #4: Demonstrates traveling skills  #5: Demonstrates balancing skills  #6: Demonstrates gross-motor manipulative skills  #7: Demonstrates fine-motor strength and coordination a: Uses fingers and hands b: Uses writing and drawing tools
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Three Year Olds:

- Approaching Moves purposefully from place to place with control
- Moves purposefully from place to place with control
- Approaching Sustains balance during simple movement experiences
- Approaching Sustains balance during complex movement experiences
- Approaching Manipulates balls or similar objects with flexible body movements
- Manipulates balls or similar objects with flexible body movements
- Approaching Uses refined wrist and finger movements
- Approaching Uses small, precise finger and hand movements
- Approaching Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks
- Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end

Four Year Olds:

- Moves purposefully from place to place with control
- Coordinates increasingly complex movements in play and games
- Sustains balance during simple movement experiences
- Sustains balance during complex movement experiences
- Manipulates balls or similar objects with flexible body movements
- Manipulates balls or similar objects with a full range of motion
- Uses refined wrist and finger movements
- Uses small, precise finger and hand movements
- Approaching Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end
- Approaching Uses three-point finger grip and efficient hand placement when writing and drawing

<p>Language and Literacy</p> <ul style="list-style-type: none"> <li>→ English Language Development</li> </ul>	<p>English language learners will listen, understand, and speak some English with increasing skill.</p>	<p>Positive Parent-child Relationships</p> <ul style="list-style-type: none"> <li>→ Family Partnerships</li> <li>→ Teaching/Learning</li> </ul> <p>Families as Lifelong Educators</p> <ul style="list-style-type: none"> <li>→ Teaching/Learning</li> </ul> <p>Family Engagement in Transition</p> <ul style="list-style-type: none"> <li>→ Family Partnerships</li> <li>→ Teaching/Learning</li> </ul> <p>Family Connections to Peers and community</p> <ul style="list-style-type: none"> <li>→ Teaching.Learning</li> </ul> <p>Families as Advocates</p> <ul style="list-style-type: none"> <li>→ Program Environment</li> <li>→ Family Partnerships</li> <li>→ Community Partnerships</li> </ul>	<p>6.1 Language Understanding and Use (PS7-PS11)</p>	<p>English Language Acquisition</p> <p>#37: Demonstrates progress in listening to and understanding English</p> <p>#38: Demonstrates progress in speaking English</p>
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Three Year Olds:

- Approaching Observes others as they converse in English during play or other small-group experiences; may engage in similar activities by imitating behavior; attends to oral English
- Understands increasingly complex phrases used by adults and children
- Approaching Repeats sounds and words in English, sometimes very quietly
- Uses increasingly complex English grammar; makes some mistakes typical of young children

Four Year Olds:

- Approaching Observes others as they converse in English during play or other small-group experiences; may engage in similar activities by imitating behavior; attends to oral English

- Understands increasingly complex phrases used by adults and children
- Approaching Repeats sounds and words in English, sometimes very quietly
- Uses increasingly complex English grammar; makes some mistakes typical of young children

Children with disabilities have more individualized and intense instruction according to their IEP or 504 plan. Staff, AEA and families work together to ensure that PCFE goals and Kindergarten readiness goals are flexible with their individual needs.