

Documentation of Curriculum Alignment to Ohio's Early Learning and Development Standards

Directions: List and/or describe the elements from the curriculum that align to each specific standard. Provide at least one example from your curriculum for each standard. This form will be posted on the Ohio Department of Education's Webpage. Provide sufficient references for each standard so that a program that is using this curriculum can find it.

Name of Curriculum: The ACCESS Curriculum

Type of Curriculum: Infant Toddler Preschool Family Child Care

Content includes all domains? Yes No

If No, select specific domains included in the curriculum:

- Approaches to Learning Cognitive Development Creative Development Language and Literacy Mathematics
- Physical Development and Wellness Science Social and Emotional Development
- Social Studies

Describe the research base of the curriculum including references:

The ACCESS Curriculum

The ACCESS Curriculum (ACCESS) is an emergent, child-centered and science focused curriculum for young children ages birth-5 years. Developed by early childhood faculty at the University of Dayton in collaboration with early childhood educators at the University's demonstration school, the Bombeck Family Learning Center, the curriculum has been piloted, implemented, and updated to reflect the needs of children today. ACCESS has been adopted by early childhood programs affiliated with school districts, charter schools, Head Start grantees, and both center-based and home-based child care in Ohio, nationally and internationally.

ACCESS Elements

ACCESS is composed of five elements that represent the philosophy and theory base that support the curriculum.

Assessment Supported

The *ACCESS Student Assessment System* (ASAS) is authentic, developmentally appropriate and culturally responsive. The ASAS is based on the *Ohio Early Learning and Development Standards* (OELDS) and is used to inform the decisions that teachers make as they plan instruction and routines. Teachers use a system of ongoing documentation to collect assessment data on individual children which is aggregated to see progress for the class as a whole. Through ACCESS, early childhood professionals are equipped with the information necessary to make intentional instructional decisions that meet the needs of children and support the culture of families.

Child-Centered

ACCESS includes an emphasis on following the child's lead, allowing for child choice, providing ample opportunities for teacher-child interactions, and staging an environment that allows children to practice their evolving skills while exploring their world through play. Children learn best when experiences are meaningful and are connected to prior knowledge. Children are more engaged with experiences that have a purpose and can apply to real life situations.

Emergent/Negotiated

Teachers plan instruction, select materials and stage environments that support long-term science investigations. Investigations emerge from the children's interests while also being funneled through the teacher's understanding of the children's developmental strengths and needs. Opportunities to address OELDS are also considered when completing a planning web for investigations and using daily routines as meaningful opportunities for learning.

Science and Inquiry Based

The curriculum builds upon young children's natural curiosity about the world around them and fosters a sense of wonder while providing opportunities for scientific inquiry. It also capitalizes on the teachable moments that present themselves throughout the child's daily routines.

Science instruction also provides an engaging context through which students become literate, develop numeracy skills and academic language while they become more skilled socially.

Standards Integrated

ACCESS integrates all learning and development domains into children's daily learning experiences. The domains include:

- Approaches to Learning
- Cognitive Development
- Creative Development
- Language and Literacy
- Mathematics
- Physical Development and Wellness
- Science
- Social and Emotional Development
- Social Studies

ACCESS Components

Because *ACCESS* is an emergent/negotiated curriculum that uses assessment to identify OELDS to be addressed throughout each day, it is not possible to cite page numbers as would be the case in a more prescriptive curriculum. The following components are how *ACCESS* teachers and children comprise the experiences where OELDS are addressed.

Investigations are long-term, hands-on studies of science topics that are relevant to the children's lives and rooted in their interests. Investigations often provide authentic experiences and help children to develop real-life skills.

Mini-Investigations are short term studies that are relevant to children and families but may not be science focused. Mini-Investigations do not have to be rooted in child interests but must be developmentally appropriate and carried out for a limited period of time.

Daily Routines are predictable parts of the class schedule that reoccur each day. These routines often include play time, meals, rest time, whole group meetings and transitions.

In-betweens are periods of time in which classes take a break from investigations and mini investigations. During this time teachers reflect on their practice (individually and as a team) and make any necessary adjustments to the classroom or routine. This time is also used to conduct individual screenings or formal assessments and address OELDS that have yet to be addressed.

Theory Base

ACCESS embraces the foundational documents of the National Association for the Education of Young Children (NAEYC) and reflects the current standards of the profession from Zero to Three including:

- *ACCESS* aligns with the Developmentally Appropriate Practice Position Statement released by the National Association for the Education of Young Children (NAEYC) released in 2020.
- *ACCESS* supports NAEYC's Advancing Equity in Early Childhood Education Position Statement published in 2019.
- *ACCESS* incorporates the Professional Standards for Early Childhood Educators released by NAEYC in 2019.
- *ACCESS* incorporates the ZERO TO THREE Critical Competencies for Infant-Toddler Educators™

Additionally, *ACCESS* reflects accepted theories and research for the profession of early childhood such as:

Adbo, K., & Carulla, C. V. (2020). Learning about science in preschool: Play-based activities to support children's understanding of chemistry concepts. *International Journal of Early Childhood*, 2020(52), 17–35.

Adams, S.M., Kronberg, A., Donley, M. (2022). *Developing and Administering Early Childhood Education Programs*. Boston, MA: Cengage.

Andersson, K., & Gullberg, A. (2012). What is science in preschool and what do teachers have to know to empower children? *Cultural Studies of Science Education*, 9(2), 275–296. <https://doi.org/10.1007/s11422-012-9439-6>.

Baldwin, J., Adams, S.M., & Kelly, M.K. (2009). Science at the Center: An Emergent, Standards-Based, Child-Centered Framework for Early Learners. *Early Childhood Education Journal* 37(1) 71-77.

https://www.researchgate.net/publication/225440287_Science_at_the_Center_An_Emergent_Standards-Based_Child-Centered_Framework_for_EarlyLearners/citations

Desautels, L. (2024). Connections over Compliance: Rewiring Our Perceptions of Discipline. Wyatt-MacKenzie Publishing. Deadwood, Oregon.

Dweck, Carol S. (2007). *Mindset: the new Psychology of success*. NY: Ballantine Books.

Edwards, C., Gandini, L., & Formanm G. (2011). *The Hundred Languages of Children: The Reggio Emilia Experience in Transformation (3rd)*. Los Angeles, CA: Praeger.

Fleer, M. (2019). Scientific playworlds: A model of teaching science in play-based settings. *Research in Science Education*, 49(5), 1257–1278.

Fleer, M., Fragkiadaki, G., & Rai, P. (2020). STEM begins in infancy: Conceptual PlayWorlds to support new practices for professionals and families. *International Journal of Birth and Parent Education*, 7(4).

Gerber, Magda; Greenwald, Deborah; Weaver, Joan, eds. (2013). *The RIE Manual for parents and professionals (2nd ed.)*. Los Angeles, CA: Resources for Infant Educarers (RIE). [ISBN 9781892560087](#).

Gerber, Magda (2002). Weaver, Joan (ed.). *Dear Parent: Caring for infants with respect (2nd ed.)*. Los Angeles, CA: Resources for Infant Educarers (RIE). [ISBN 9781892560063](#).

Gonzalez-Mena, J., and Dianne Widmeyer Eyer, D. *Infants, Toddlers, and Caregivers: A Curriculum of Respectful, Responsive Care and Education*. [McGraw Hill](#), New York. 2004.

Honig, A. S. (2022). Essentials for excellence in quality early child care. *Early Child Development and Care*, 192(12), 1940-1951.

Kay, L., & Buxton, A. (2023). Makerspaces and the Characteristics of Effective Learning in the early years. *Journal of Early Childhood Research*, 0(0).
<https://doi.org/10.1177/1476718X231210633>

Katz, L.G. & Chard, S.C. (2000). *Engaging children's minds: The project approach*. 2nd ed. Norwood, NJ: Ablex.

National Association for the Education of Young Children (2020). *Developmentally Appropriate Practice: A Position Statement of the National Association for the Education of Young Children*. Washington DC: author.

Piaget, J. (1977). The role of action in the development of thinking. In *Knowledge and Development* (pp. 17–42). Springer US.

Piaget, J., & Inhelder, B. (1973). *Memory and intelligence*. London: Routledge and Kegan Paul.

Vygotsky, L.S. (1987). The collected works of L.S. Vygotsky. Problems of general psychology, vol 1. Tran. N. Minick. Editor of English Translation, R.W. Rieber, ad A.S. Carton. New York: Kluwer Academic and Plenum Publishers. Vygotsky, L. S. (1998). The collected works of L.S. Vygotsky, "Child Psychology". In R. W. Rieber (Ed.), Trans. M.J. Hall (Vol 5.). New York: Kluwer Academic and Plenum Publishers (Ed. English translation).

Summary

In an *ACCESS* classroom, you would see that most of the day's schedule is filled with daily routines such as free play, large motor activity, meals/snacks, nap/rest time, whole group time, toileting, hand washing and transitions. You would also see special, investigation-related learning experiences being carried out. Investigation-related learning experiences are flexible in nature; they can be with a small group or a large group. They can be child guided or teacher guided and can be conducted either inside or outside the classroom. When an investigation is not in progress, that time is occupied instead by mini-investigations or periods of reflection and recuperation called "in-betweens".

ACCESS:

- Inspires teaching teams to create connected and meaningful curriculum that is equitable and accessible for all children.
- Grounds experiences in inquiry and science as the foundation for all learning.
- Provides context to literacy and emphasizes that learning to read is based on science as children use prediction and trial and error to connect symbols to meaningful print.
- Allows learning experiences to align with the OELDS in a manner that is meaningful to both children and teachers.
- Provides an assessment and documentation system that informs instructional decisions and tracks the progress of individual children.
- Fosters nurturing and supportive relationships between children and teachers.
- Responds to the critical need to support social and emotional learning through practice that is child-centered and play-based.
- Incorporates the family and societal context as essential to cohesive and high-quality curriculum.
- Embraces school culture and traditions.
- Views families as partners in the educational process and strives to be culturally responsive.

Completing the Alignment Chart

Because *ACCESS* is emergent and child-centered, it will not have page numbers that are common in more prescriptive models. Instead, we provide typical experiences that provide opportunities for children to learn OELDS and for teachers to document this learning.

For more information visit www.accesscurriculum.com.

Standard	Curriculum Alignment
Approaches to Learning	
AL 1.a. Engages in new and unfamiliar experiences and activities.	Teachers who implement The ACCESS Curriculum utilize novel materials when implementing both everyday learning experiences and investigation-related learning experiences. Investigation topics emerge from children’s unique interests. Because of this, children are often familiar with the topic, but it is not likely that children have studied the topic in depth or from a perspective already used.
AL 1.b. Completes activities with increasingly complex steps.	ACCESS teachers foster inquiry at a very young age and introduce critical thinking strategies like the Scientific Method. From this, children become accustomed to science experimentation and purposeful exploration. Children also have many opportunities to carry-out problem-solving, both objective and interpersonal, with guidance from teachers as needed.
AL 1.c. Persists in completing a task with increasing concentration.	Children are offered and exposed to a variety of challenging learning experiences, some of which require persistence, trial and error, directed focus and the ability to ignore distractors. Examples of these include puzzles, manipulation of complex objects, and the construction of unique child-made creations.
AL 2.a. Develops a growth mindset.	Children are encouraged to continue attempting a task or carry-on with an experience even if it does not initially go the way they were hoping for. Children are guided through calming strategies and problem-solving processes. ACCESS teachers understand the adult’s role in co-regulation, active listening, positive guidance, modeling persistence and problem-solving as well as using effective coping strategies for themselves.
Cognitive Development	

<p>CO 1.a. Develops the ability to recall information about objects, people, and past experiences.</p>	<p>In ACCESS Classrooms, teachers prioritize social and emotional connections with children and families. Knowing about children’s experiences, both inside and outside the classroom, is essential for helping children to build a working memory and expand cognitive functions that require it. Teachers connect new concepts to children’s personal experiences, requiring children to remember objects, people and places. Teachers record child narratives describing family, homelife, culture, tradition and special events. These narratives are often accompanied by children’s illustrations or other creations.</p>
<p>CO 2.a. Demonstrates increasing ability to think symbolically.</p>	<p>Teachers observe this through multiple means including providing opportunities for children to tally the results of predictions on a chart or draw a plan for a block structure. They use print to represent language/concepts in science journals, at the writing center and at the technology station.</p>
<p>CO 3.a. Uses increasingly complex strategies to solve problems.</p>	<p>Teachers scaffold cognitive flexibility intentionally by systematically adding a new variable to an experiment that children are engaged in. As children find that one hypothesis is wrong, teachers help them to shift to considering a new hypothesis.</p>
<p>CO 4.a. Develops ability to be flexible in own thinking and behavior.</p>	<p>Teachers scaffold cognitive flexibility intentionally by systematically adding a new variable to an experiment that children are engaged in. If children find that one hypothesis is wrong, teachers help them to shift to considering a new hypothesis.</p>
<p>Creative Development</p>	
<p>CR 1.a. Expresses ideas and feelings through visual art.</p>	<p>Teachers provide opportunities for children to engage in visual arts using a variety of mediums. Children use visual art to share what they know, as well as ideas and feelings. They are also given opportunities to engage in exploratory art. This is assessed using the ASAS.</p>
<p>CR 1.b. Expresses self creatively through music and dance.</p>	<p>Teachers provide opportunities for children to incorporate music and dance in their learning and development. Some experiences are teacher directed and used during circle time and transitions. Other options are child-directed at the music center and technology station.</p>

CR 2.a. Develops ability to express new ideas through imaginative and inventive play.	Teachers provide a variety of materials including loose parts, natural specimens, traditional toys and other educational materials. Children are able to select materials as they play, create and invent. Ample time and free choice are provided to encourage more complex products.
Language and Literacy	
LL 1.a. Demonstrates understanding of increasingly complex language.	During daily routines, whole group time and investigations, teachers introduce and provide context and meaning for increasingly complex language.
LL 1.b. Develops and expands understanding of vocabulary and concepts.	During daily routines, whole group time and investigations, teachers introduce and provide examples for new vocabulary. They observe children's progress and this is assessed using the ASAS.
LL 1.c. Communicates using increasingly complex language.	During daily routines, whole group time and investigations, teachers introduce and provide opportunities for children to communicate in increasingly complex language.
LL 1.d. Participates in conversations with increasing application of turn-taking skills.	During daily routines, whole group time, freeplay and investigations, teachers observe and document conversational skills providing prompts as needed.
LL 1.e. Develops comprehension of read-aloud text.	Teachers observe and document children during circle time, small groups and one on one book reading and ask questions or provide prompts for children to demonstrate their understanding.
LL 2.a. Develops awareness of syllables in spoken words.	Teachers observe and document children during whole group time, small groups and one on one book reading where the structure of language including syllabication is emphasized.
LL 2.b. Develops awareness of initial sounds, onsets, and rhyme in spoken words.	Teachers observe and document children during whole group time, small groups and one-on-one book reading where the structure of language including initial sounds, onsets and rhymes are emphasized.
LL 2.c. Develops understanding of rhyme.	Teachers observe and document children during whole group time, small groups and one-on-one book reading where the rhyming words are emphasized.

LL 3.a. Develops knowledge of print organization.	The purpose of print and how it is organized as children engage in scaffolding writing experiences during the day. These include but are not limited to journaling, documenting predictions and observations, and book reading.
LL 3.b. Develops knowledge of the alphabet.	When new words are introduced, the letters, sounds and structure of the word is explained. Words are added to the word wall at the writing center where children copy the words in their written work. Teachers review letters and sounds during other reading and writing activities throughout the day.
LL 4.a. Develops understanding that writing represents spoken language.	Children “write” to express their thoughts and ideas, to document predictions and the result of experiments. They write emails and make cards for loved ones. During this time, teachers explain the purpose of print and observe the children’s reactions which are assessed using the ASAS.
LL 4.b. Draws and writes using increasingly sophisticated grasp.	Age appropriate materials that strengthen fine motor skills are provided starting with infants and continuing on to kindergarten. Upon entering a preschool classroom, children sign in using a system that scaffolds them from scribbling to manuscript using upper and lowercase. Photographic evidence is collected and progress in coordination is documented.
Mathematics	
MA 1.a. Develops understanding of the stable order of the counting sequence and learns to recite numbers in order.	Teachers model the correct order of numbers during songs and games and reinforce this by asking children to count or state the next number in a sequence without the assistance of the teacher.
MA 1.b. Develops understanding of one-to-one correspondence and cardinality.	Teachers do not interrupt children when they count incorrectly, but instead ask them to count with them a second time. Teachers count slowly so that the child has the time to cognitively associate spoken words to the quantity seen. They encourage children to say numbers with them and emphasize numbers that may have been missed during previous attempts. This is repeated in games and other forms of play that include counting.

<p>MA 1.c. Develops ability to subitize small quantities.</p>	<p>Teachers incorporate quantifiable materials in the classroom and playground that can be used in games and other forms of play requiring children to subitize. Teachers may also point out small quantities in the environment. Ex.” Can you find the car with two colors on it?” or “There is a ball by the climber with three roofs”</p>
<p>MA 1.d. Develops ability to recognize and name written numerals.</p>	<p>Numbers are posted in the classroom alongside a the quantity of an object or set of objects that it represents. Ex. A picture of three children is posted under the numeral 3 in a learning area with the capacity of three children. The numeral 6 is posted on a jar that holds six markers. These numerals are pointed out in daily routines and free play. Children also participate in games requiring the identification of some numerals with more being required over time.</p>
<p>MA 2.a. Develops understanding of number relationships and operations.</p>	<p>Teachers sing songs and play games that include addition and subtraction. Teachers incorporate applicable uses for addition and subtraction during play. Ex. Children pretending to sell ice cream may state the price of an ice cream cone as three dollars, but the teacher provides only two dollars. The teacher asks how many more dollars are needed to meet the price decided by the child.</p>
<p>MA 3.a. Develops knowledge of measurement to compare and describe objects.</p>	<p>During science investigations, children are provided measuring tools to explore objects and materials. Teachers point out measurements or ask children to assist in measuring. They help children make connections between the numbers indicated and the information it could represent such as size, weight or volume.</p>
<p>MA 3.b. Develops the ability to sort.</p>	<p>Teachers introduce sorting with one differing factor (ex. large or small) and later introduce more factors in sorting a set of objects (large, small, circle, square etc.). Teachers many also ask children to try sorting ideas as well as objects (ex. helpful vs. hurtful). Sorting is often conducted in learning experiences with the sole purpose of sorting, but can also be done during daily routines such as clean-up time.</p>
<p>MA 3.c. Develops understanding of patterns.</p>	<p>Teachers point out patterns in the environment whether they occur naturally or are constructed. Teachers ask children to identify, follow, copy, and create patterns during a variety of learning experiences such as math, art and music.</p>
<p>MA 4.a. Develops ability to recognize shapes and their attributes.</p>	<p>Teachers point out shapes in the environment whether they occur naturally or are constructed. Teachers ask children to identify, match, and create shapes in a variety of learning experiences such as math, art and science.</p>

MA 4.b. Develops understanding of spatial relationships.	Teachers help children recognize the size, shape, and movement of their own bodies as well as the spatial positioning of objects around them. Children participate in games that require both self-awareness and the awareness of other people and objects around them. Children are also asked about the details of their creations including how aspects are planned spatially.
Physical Development and Wellness	
PW 1.a. Develops competency in a variety of locomotor skills and non-locomotor skills.	This is most often taught on the playground, during walks outside and in the gross motor/gym area, but teachers may also have structured large motor games and activities within the classroom. Teachers use the data on the ASAS to stage the environment so that children are challenged to safely develop the next level.
PW 1.b. Demonstrates developing control of fundamental fine motor skills, including hand-eye coordination.	This is taught throughout the day as children have multiple opportunities to write, draw, and use their fine motor skills in authentic meaningful activities. This is assessed on an ongoing basis using the ASAS .
PW 1.c. Develops oral motor skills.	Children are observed eating and drinking during meals and snack time where teachers sit amongst the children at a table. They also observe children speaking in close proximity during small group and individual learning experiences. During times of close proximity, teachers observe language proficiency with tongue and lip movements. Observations are documented through anecdotal recording and visual media.
PW 1.d. Uses senses and movement to guide motions and interactions with objects and other people.	Children are provided with many opportunities to experience a variety of textures, consistencies and hardness of objects and materials.
PW 2.a. Develops knowledge about the body, its parts, and how it functions in relation to health and well- being.	During toileting/diapering, handwashing, meals , gross motor play and human body related investigations, teachers identify the body parts that children are using and connect their actions to concepts of health and wellbeing.
PW 2.b. Demonstrates personal health and self-care practices with increasing independence.	Taught and assessed during handwashing, toileting and putting coats/clothes on and taking them off.
PW 2.c. Consumes healthy food and develops healthy eating habits.	Taught and assessed during snack and lunch where teachers and children eat together at common tables
PW 2.d. Develops healthy sleep and rest behaviors.	Taught and assessed as children prepare for and take their nap.

<p>PW 2.e. Participates in preferred physical activities and develops understanding that being physically active is healthy.</p>	<p>During gross motor play and health-related investigations, teachers encourage safe exercise and facilitate games and activities where safe exercise is included. Teachers document children’s increasing coordination, strength, and stamina using checklists, anecdotal recording, and visual media.</p>
<p>PW 2.f. Demonstrates increasing understanding of safety practices and behaviors.</p>	<p>Teachers utilize school safety drills as an opportunity to explain reasons for rules and routines, especially related to emergency situations. Teachers supplement these conversations with practice drills or safety-related learning experiences, when necessary.</p>
<p>Science</p>	
<p>SC 1.a. Explores and investigates objects and events in the environment.</p>	<p>Teachers stage the environment to support science investigations and use appropriate questioning techniques to support inquiry related to both objects and the environment.</p>
<p>SC 1.b. Develops ability to reason about cause and effect.</p>	<p>During both science investigations and daily routines, preschoolers, with the support of their teachers, engage in experimentation including making predictions, developing hypotheses, engaging in cause and effect and other research designs to examine their hypotheses. Infant and toddler teachers verbalize their observations about physical phenomena and make connections to cause and effect. They also provide classroom experiences that allow infants and toddlers to explore cause and effect in play.</p>
<p>Social Emotional Development</p>	
<p>SE 1.a. Develops and expands understanding of oneself as a unique person.</p>	<p>Teachers plan and implement learning experiences that include asking children to reflect on their own thoughts, interests, wants and needs. Children express this reflection through conversations, narratives, illustrations and other creations.</p>

SE 1.b. Develops understanding of emotions.	Teachers view upsets and conflicts as learning opportunities for children. Teachers assist children in managing emotions beginning with using appropriate vocabulary when describing how the children may be feeling. Depending on a child's brain state (survival, emotional or executive), teachers will assist children in meeting the needs they may have in the moment (physical, emotional or cognitive).
SE 2.a. Begins to manage emotions and actions.	Depending on a child's brain state (survival, emotional or executive), teachers will assist children in meeting the needs they may have in the moment (physical, emotional or cognitive). This may include calming methods, phrases of connection and compassion, descriptive vocabulary, appropriate signs of affection (hugging, hand holding, allowing children to sit in adult laps, gently touching arms and shoulders, playing finger games, conducting I Love You Rituals) when consented to by the child.
SE 3.a. Develops empathy toward and understanding of others.	Teachers point out children's upsets to other children and use descriptive language to explain cause and effect without passing judgment on any child involved. Teachers model how phrases of connection and compassion are used as well as suggesting questions or statements that children may say to one another as a part of conflict resolution or peer relationship building.
SE 4.a. Develops secure, trusting relationships with adults.	Teachers are responsive to children in all ways that children express their needs. Teachers choose how to support children based on which needs are expressed. This includes providing connection when necessary, but also implementing healthy boundaries and consistent structures within a classroom environment. Teachers provide a predictable classroom schedule and clarity in classroom roles and expectations.
SE 4.b. Develops socially competent behaviors with peers.	Teachers model and teach positive behavior skills such as initiating conversation/play, asking questions from a place of curiosity, listening to the words of others, refraining from hurtful actions (and what to do instead ie. emotional release, calming exercises and stating needs), and engaging in conflict resolution.

<p>SE 4.c. Develops ability to use simple strategies to resolve conflicts with peers.</p>	<p>Teachers introduce appropriate responses to emotional upset within oneself and with others, including peers. Teachers guide children in managing themselves before attempting to manage a situation with others. This starts with breathing exercises, healthy methods of emotional release (safe physical activity), and stating needs. After this, children are taught phrases in which they state emotions and/or needs to peers. Teachers model phrases of connection and compassion as well as guide children through conflict resolution between children or may instead explain/clarify/reinforce socially competent behaviors.</p>
<p>Social Studies</p>	
<p>SS 1.a. Develops awareness of one's own culture and other characteristics of groups of people.</p>	<p>Families describe their culture and traditions during an interview when the child transitions into the classroom. In partnership with families, teachers weave the children's culture throughout the curriculum. Similarities and differences in customs, traditions, and home routines are shared and discussed. Children and family members are invited to share their experiences.</p>
<p>SS 1.b. Develops a basic understanding of needs and wants.</p>	<p>Depending on the developmental level of the child, teachers scaffold the language needed to indicate their needs and wants. Teachers provide support as children negotiate conflict and handle difficult emotions. Teachers may involve children in meeting their own needs and provide helpful or encouraging narration.</p>
<p>SS 1.c. Develops understanding that everyone has rights and responsibilities within a group.</p>	<p>Teachers use developmentally appropriate and positive behavior guidance to support children as they learn to consider the perspectives of other children and adults. This occurs during free play as well as structured activities and moments of upset/conflict.</p>

SS 1.d. Develops the ability to take care of the materials in the environment.

Children in ACCESS classrooms are taught during daily routines to take responsibility for the materials that they use or consume. During mealtimes, children are encouraged to place appropriate portions of food on their plates to meet nutritional guidelines as well as to reduce food waste. Children rinse and stack their dishes after meals. Children place garbage in trash bins when activities and snacks are held outside. They are guided on how to handle and return classroom materials to their place carefully.