

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: AEPS®-3 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 AEPS developers are committed to careful study of the validity, reliability, and utility of the AEPS-3 Test and Curriculum as well as to the quality and usefulness of associated materials. A curriculum validation study was completed in four sites in Kentucky and Oregon, including one center-based early childhood program serving children ages 6 weeks to 6 years and three regional programs serving children eligible for EI/ESCSE services in home and classroom settings. Eleven early childhood educators, early interventionists, and early childhood special educators participated in a study that included 25 children ages 1 year 2 months to 5 years 6 months. Participants were required to complete an online training module and pass an interrater reliability test with a score of 80% or higher to prove competency scoring AEPS-3. They were also required to attend a 3-hour online training course on the AEPS-3 Curriculum. After using the AEPS-3 Curriculum with children in their program, participants submitted their data and joined online focus groups to discuss questions about planning, implementation, and progress monitoring with the curriculum.

Researchers met to determine congruence from the data and identify themes. First, it was found that the curriculum helped providers link assessment information collected from the AEPS-3 Test to the AEPS-3 Curriculum. Second, providers perceived that the curriculum helped them implement recommended practices for young children with and without disabilities. Specific practices they mentioned included being consistent and intentional in supporting children's development, linking assessment and instruction, embedding children's goals into ongoing routines and activities, and supporting families to implement instruction in routines and activities. Third, providers expressed that the AEPS-3 Curriculum provides support for implementing a multi-tiered system of support (MTSS) for young children with and without disabilities. Specifically, the AEPS-3 Test provides guidance about not only which skills a child needs to learn but also which tier of support the child needs to learn those skills. Providers found that they typically provided instruction at the universal tier and then built upon that tier as is recommended when implementing MTSS. Finally, providers found that it was feasible to implement the progress monitoring strategies associated with the AEPS-3 Curriculum within their programs.

For more information about the research base of AEPS-3, see Volume 1, Chapter 7, *AEPS-3 Research* (pp. 69–79) and *References* (pp. 81–83).

Bricker, D., & Johnson, J. J. (Eds.). (2022). *AEPS®-3 Volume 1: User's guide*. In D. Bricker, C. Dionne, J. Grisham, J. J. Johnson, M. Macy, K. Slentz, & M. Waddell, *Assessment, Evaluation, and Programming System for Infants and Children, Third Edition (AEPS®-3)*. Brookes.

Grisham, J., Waddell, M., Crawford, R., & Toland, M. (2020). Psychometric properties of the Assessment, Evaluation, and Programming System for Infants and Children—Third Edition, (AEPS-3). *Journal of Early Intervention*, 43(1), 24–37.

<https://doi.org/10.1177/1053815120967359>.

Macy, M., Bricker, D., Dionne, C., Grisham-Brown, J., Johnson, J., Slentz, K., Waddell, M., Behm, M., & Shrestha, H. (2015). Content validity analysis of qualitative feedback on the revised Assessment, Evaluation, and Programming System for Infants and Children (AEPS) Test. *Journal of Intellectual Disability-Diagnosis and Treatment*, 3(4), 177–186.

<http://dx.doi.org/10.6000/2292-2598.2015.03.04.3>

Toland, M., Grisham, J., Waddell, M., Crawford, R., & Dueber, D. (2021). Scale evaluation and eligibility determination of a field test version of the assessment, Evaluation, and Programming System, Third Edition. *Topics in Early Childhood Special Education*.

<https://doi.org/10.1177/0271121420981712>

Standard	Curriculum Alignment
Approaches to Learning	
AL 1.a. Engages in new and unfamiliar experiences and activities.	<p>See AEPS-3 alignment to Ohio standards with AEPS-3 Skills Matrix.</p> <p><u>Skill example</u>: Cognitive, A. Sensory Exploration, 1. Orients to events or stimulation</p> <p><u>Curriculum Routines & Activities</u>: Beginning level—Active & Outdoor Play, Arrival & Departure, Art, Bath Time, Block Play, Circle Time, Diapering, Toileting, & Handwashing, Dramatic Play, Dressing, Field Trips, Math, Meals & Snacks, Music & Movement, Sensory</p>
AL 1.b. Completes activities with increasingly complex steps.	<p>See AEPS-3 alignment to Ohio standards with AEPS-3 Skills Matrix.</p> <p><u>Skill example</u>: Social-Emotional, A. Interactions with Adults, 3. Participates in familiar social routines with caregivers</p> <p><u>Curriculum Routines & Activities</u>: Growing level—Bath Time, Meals & Snacks, Music & Movement, Nap & Sleep, Technology</p>

<p>AL 1.c. Persists in completing a task with increasing concentration.</p>	<p>See AEPS-3 alignment to Ohio standards with AEPS-3 Skills Matrix.</p> <p><u>Skill example:</u> Cognitive, D. Reasoning, 3. Solves problems using multiple strategies</p> <p><u>Curriculum Routines & Activities:</u> Ready level–Active & Outdoor Play, Art, Bath Time, Block Play, Dramatic Play, Math, Meals & Snacks, Music & Movement, Science, Sensory, Writing</p>
<p>AL 2.a. Develops a growth mindset.</p>	<p>See AEPS-3 alignment to Ohio standards with AEPS-3 Skills Matrix.</p> <p><u>Skill example:</u> Social-Emotional, B. Social-Emotional Expression and Regulation, 3. Makes positive statements about self or accomplishments</p> <p><u>Curriculum Routines & Activities:</u> Growing level–Active & Outdoor Play, Arrival & Departure, Art, Block Play, Circle Time, Diapering, Toileting, & Handwashing, Dramatic Play, Field Trips, Technology; Ready level–Active & Outdoor Play, Arrival & Departure, Art, Bath Time, Block Play, Circle Time, Diapering, Toileting, & Handwashing, Dramatic Play, Field Trips, Technology</p>
<p>Cognitive Development</p>	
<p>CO 1.a. Develops the ability to recall information about objects, people, and past experiences.</p>	<p>See AEPS-3 alignment to Ohio standards with AEPS-3 Skills Matrix.</p> <p><u>Skill example:</u> Social-Emotional, A. Interactions with Adults, 3.1 Initiates next step of familiar social routine</p> <p><u>Curriculum Routines & Activities:</u> Growing level–Arrival & Departure, Art, Bath Time, Circle Time, Diapering, Toileting, & Handwashing, Dressing, Meals & Snacks, Music & Movement, Nap & Sleep, Science, Writing</p>
<p>CO 2.a. Demonstrates increasing ability to think symbolically.</p>	<p>See AEPS-3 alignment to Ohio standards with AEPS-3 Skills Matrix.</p> <p><u>Skill example:</u> Cognitive, E. Scientific Discovery, 1.2 Uses senses to explore</p> <p><u>Curriculum Routines & Activities:</u> Beginning level–Active & Outdoor Play, Arrival & Departure, Art, Bath Time, Block Play, Circle Time, Dramatic Play, Dressing, Field Trips, Meals & Snacks, Music & Movement, Sensory, Writing</p>

<p>CO 3.a. Uses increasingly complex strategies to solve problems.</p>	<p>See AEPS-3 alignment to Ohio standards with AEPS-3 Skills Matrix. <u>Skill example:</u> Cognitive, D. Reasoning, 4.1 Draws conclusions about causes of events based on personal experience <u>Curriculum Routines & Activities:</u> Growing level–Arrival & Departure, Block Play, Circle Time, Diapering, Toileting, & Handwashing, Dramatic Play, Field Trips, Science</p>
<p>CO 4.a. Develops ability to be flexible in own thinking and behavior.</p>	<p>See AEPS-3 alignment to Ohio standards with AEPS-3 Skills Matrix. <u>Skill example:</u> Social-Emotional, E. Meeting Social Expectations, 2.2 Adjusts behavior based on feedback from others or environment <u>Curriculum Routines & Activities:</u> Growing level–Active & Outdoor Play, Arrival & Departure, Art, Bath Time, Block Play, Circle Time, Diapering, Toileting, & Handwashing, Dramatic Play, Field Trips, Math, Meals & Snacks, Music & Movement, Nap & Sleep, Sensory, Technology</p>
<p>Creative Development</p>	
<p>CR 1.a. Expresses ideas and feelings through visual art.</p>	<p>See AEPS-3 alignment to Ohio standards with AEPS-3 Skills Matrix. <u>Skill example:</u> Social-Communication, A. Early Social Communication, 4.2 Makes choices to express preferences <u>Curriculum Routines & Activities:</u> Beginning level–Arrival & Departure, Art, Bath Time, Block Play, Circle Time, Dramatic Play, Dressing, Field Trips, Math, Meals & Snacks, Music & Movement, Nap & Sleep, Sensory, Writing</p>

<p>CR 1.b. Expresses self creatively through music and dance.</p>	<p>See AEPS-3 alignment to Ohio standards* with AEPS-3 Skills Matrix.</p> <p><u>Skill examples:</u> Cognitive, D. Reasoning, 2.1 Tries different simple actions to achieve goal Social-Communication D. Social Use of Language, 3.2 Varies voice to impart meaning and recognize social or environmental conditions</p> <p><u>Curriculum Routines & Activities:</u> CO.D2.1. Beginning level–Active & Outdoor Play, Arrival & Departure, Art, Bath Time, Block Play, Dramatic Play, Dressing, Field Trips, Meals & Snacks, Sensory SC.D.3.2. Ready level–Active & Outdoor Play, Arrival & Departure, Art, Bath Time, Block Play, Circle Time, Diapering, Toileting, & Handwashing, Dramatic Play, Field Trips, Meals & Snacks, Music & Movement, Nap & Sleep, Science, Sensory, Technology</p>
<p>CR 2.a. Develops ability to express new ideas through imaginative and inventive play.</p>	<p>See AEPS-3 alignment to Ohio standards with AEPS-3 Skills Matrix.</p> <p><u>Skill example:</u> Cognitive, B. Imitation and Memory, 1.1 Imitates novel simple motor action not already in repertoire</p> <p><u>Curriculum Routines & Activities:</u> Beginning level–Active & Outdoor Play, Arrival & Departure, Art, Bath Time, Block Play, Circle Time, Diapering, Toileting, & Handwashing, Dramatic Play, Dressing, Field Trips, Math, Meals & Snacks, Music & Movement, Writing</p>
<p>Language and Literacy</p>	
<p>LL 1.a. Demonstrates understanding of increasingly complex language.</p>	<p>See AEPS-3 alignment to Ohio standards with AEPS-3 Skills Matrix. :</p> <p><u>Skill example:</u> Social-Communication, B. Communicative Understanding, 1.1 Follows pointing gestures with eyes</p> <p><u>Curriculum Routines & Activities:</u> Beginning level–Active & Outdoor Play, Arrival & Departure, Art, Bath Time, Block Play, Circle Time, Diapering, Toileting, & Handwashing, Dramatic Play, Dressing, Field Trips, Math, Meals & Snacks, Music & Movement, Writing</p>

<p>LL 1.b. Develops and expands understanding of vocabulary and concepts.</p>	<p>See AEPS-3 alignment to Ohio standards with AEPS-3 Skills Matrix. <u>Skill example:</u> Social-Communication, C. Communicative Expression, 1.2 Uses 50 single words, signs, or symbols <u>Curriculum Routines & Activities:</u> Growing level–Active & Outdoor Play, Arrival & Departure, Art, Bath Time, Block Play, Circle Time, Diapering, Toileting, & Handwashing, Dramatic Play, Dressing, Field Trips, Math, Meals & Snacks, Music & Movement, Nap & Sleep, Science, Sensory, Technology, Writing</p>
<p>LL 1.c. Communicates using increasingly complex language.</p>	<p>See AEPS-3 alignment to Ohio standards with AEPS-3 Skills Matrix. <u>Skill example:</u> Social-Communication, C. Communicative Expression, 1. Produces multiple-word sentences to communicate <u>Curriculum Routines & Activities:</u> Growing level–Active & Outdoor Play, Arrival & Departure, Art, Bath Time, Block Play, Circle Time, Diapering, Toileting, & Handwashing, Dramatic Play, Dressing, Field Trips, Math, Meals & Snacks, Nap & Sleep, Science, Sensory, Technology, Writing</p>
<p>LL 1.d. Participates in conversations with increasing application of turn-taking skills.</p>	<p>See AEPS-3 alignment to Ohio standards with AEPS-3 Skills Matrix. <u>Skill example:</u> Social-Communication, D. Social Use of Language, 1. Uses language to initiate and sustain social interaction <u>Curriculum Routines & Activities:</u> Growing level–Active & Outdoor Play, Arrival & Departure, Bath Time, Block Play, Circle Time, Diapering, Toileting, & Handwashing, Dramatic Play, Dressing, Field Trips, Math, Meals & Snacks, Nap & Sleep, Science, Technology, Writing</p>
<p>LL 1.e. Develops comprehension of read-aloud text.</p>	<p>See AEPS-3 alignment to Ohio standards with AEPS-3 Skills Matrix. <u>Skill example:</u> Literacy, A. Awareness of Print Concepts, 1. Participates in shared group reading <u>Curriculum Routines & Activities:</u> Growing level–Circle Time, Field Trips, Science, Sensory, Technology</p>

<p>LL 2.a. Develops awareness of syllables in spoken words.</p>	<p>See AEPS-3 alignment to Ohio standards with AEPS-3 Skills Matrix.</p> <p><u>Skill example:</u> Literacy, B. Phonological Awareness, 2.1 Blends two simple words into compound words</p> <p><u>Curriculum Routines & Activities:</u> Ready level–Circle Time, Music & Movement</p>
<p>LL 2.b. Develops awareness of initial sounds, onsets, and rimes in spoken words.</p>	<p>See AEPS-3 alignment to Ohio standards with AEPS-3 Skills Matrix.</p> <p><u>Skill example:</u> Social-Communication, A. Early Social Communication, 2. Produces speech sounds</p> <p><u>Curriculum Routines & Activities:</u> Beginning level–Arrival & Departure, Art, Bath Time, Block Play, Circle Time, Diapering, Toileting, & Handwashing, Dramatic Play, Dressing, Field Trips, Meals & Snacks, Music & Movement, Sensory, Writing</p>
<p>LL 2.c. Develops understanding of rhyme.</p>	<p>See AEPS-3 alignment to Ohio standards with AEPS-3 Skills Matrix.</p> <p><u>Skill example:</u> Social-Communication, A. Early Social Communication, 3.2 Vocalizes to another person expressing negative affective state</p> <p><u>Curriculum Routines & Activities:</u> Beginning level–Active & Outdoor Play, Arrival & Departure, Art, Bath Time, Block Play, Circle Time, Diapering, Toileting, & Handwashing, Dramatic Play, Dressing, Field Trips, Meals & Snacks, Music & Movement, Sensory, Technology, Writing</p>
<p>LL 3.a. Develops knowledge of print organization.</p>	<p>See AEPS-3 alignment to Ohio standards with AEPS-3 Skills Matrix.</p> <p><u>Skill example:</u> Literacy, A. Awareness of Print Concepts, 2.2 Holds book or other printed material with pictures correctly oriented</p> <p><u>Curriculum Routines & Activities:</u> Growing level–Bath Time, Circle Time, Dramatic Play, Field Trips, Nap & Sleep, Science, Sensory, Technology</p>

<p>LL 3.b. Develops knowledge of the alphabet.</p>	<p>See AEPS-3 alignment to Ohio standards with AEPS-3 Skills Matrix. <u>Skill example:</u> Literacy, C. Alphabet Knowledge, 1.2 Names 12 frequently occurring letters <u>Curriculum Routines & Activities:</u> Ready level–Active & Outdoor Play, Arrival & Departure, Bath Time, Block Play, Circle Time, Dramatic Play, Dressing, Field Trips, Meals & Snacks, Nap & Sleep, Technology, Writing</p>
<p>LL 4.a. Develops understanding that writing represents spoken language.</p>	<p>See AEPS-3 alignment to Ohio standards with AEPS-3 Skills Matrix. <u>Skill example:</u> Literacy, A. Awareness of Print Concepts, 3.2 Recognizes common signs and logos <u>Curriculum Routines & Activities:</u> Growing level–Active & Outdoor Play, Arrival & Departure, Art, Block Play, Circle Time, Diapering, Toileting, & Handwashing, Dramatic Play, Field Trips, Meals & Snacks, Nap & Sleep, Writing</p>
<p>LL 4.b. Draws and writes using increasingly sophisticated grasp.</p>	<p>See AEPS-3 alignment to Ohio standards with AEPS-3 Skills Matrix. <u>Skill example:</u> Fine Motor, C. Mechanics of Writing, 1.4 Scribbles <u>Curriculum Routines & Activities:</u> Growing level–Arrival & Departure, Art, Bath Time, Dramatic Play, Math, Science, Technology, Writing</p>
<p>Mathematics</p>	
<p>MA 1.a. Develops understanding of the stable order of the counting sequence and learns to recite numbers in order.</p>	<p>See AEPS-3 alignment to Ohio standards with AEPS-3 Skills Matrix. <u>Skill example:</u> Math, A. Counting, 1.2 Recites numbers 1–3 <u>Curriculum Routines & Activities:</u> Beginning level–Active & Outdoor Play, Arrival & Departure, Art, Bath Time, Block Play, Circle Time, Diapering, Toileting, & Handwashing, Dramatic Play, Dressing, Field Trips, Math, Meals & Snacks, Music & Movement, Nap & Sleep, Sensory, Writing</p>

<p>MA 1.b. Develops understanding of one-to-one correspondence and cardinality.</p>	<p>See AEPS-3 alignment to Ohio standards with AEPS-3 Skills Matrix.</p> <p><u>Skill example:</u> Math, B. Quantitative Relations, 1.3 Uses quantity comparison words</p> <p><u>Curriculum Routines & Activities:</u> Growing level–Arrival & Departure, Art, Block Play, Circle Time, Dramatic Play, Dressing, Field Trips, Math, Science, Sensory, Writing</p>
<p>MA 1.c. Develops ability to subitize small quantities.</p>	<p>See AEPS-3 alignment to Ohio standards* with AEPS-3 Skills Matrix.</p> <p><u>Skill examples:</u></p> <p>Math, A. Counting, 1. Counts out 3 items Math, A. Counting, 1.1 Counts 3 items to determine “How Many?” Math, A. Counting, 2.1 Counts 10 items to determine “How Many?” FS1.1a Child demonstrates one-to-one correspondence by assigning one of two objects to another person and keeping other object. FS 1.1b Child demonstrates concept of one</p> <p><u>Curriculum Routines & Activities:</u></p> <p>MA.A.1, A.1.1, FS1.1a, FS1.1b. Growing level–Active & Outdoor Play, Arrival & Departure, Art, Bath Time, Block Play, Circle Time, Dramatic Play, Dressing, Field Trips, <i>Math</i>, Meals & Snacks, Nap & Sleep, Science, Sensory, Technology, Writing MA.A.2.1. Ready level–Active & Outdoor Play, Art, Block Play, Circle Time, Dramatic Play, Dressing, Field Trips, <i>Math</i>, Meals & Snacks, Technology</p>
<p>MA 1.d. Develops ability to recognize and name written numerals.</p>	<p>See AEPS-3 alignment to Ohio standards with AEPS-3 Skills Matrix.</p> <p><u>Skill example:</u> Math, C. Reading and Writing Numbers, 1. Reads and writes numbers for quantities to 5</p> <p><u>Curriculum Routines & Activities:</u> Ready level–Active & Outdoor Play, Arrival & Departure, Art, Bath Time, Circle Time, Dramatic Play, Math, Meals & Snacks, Nap & Sleep, Science, Technology, Writing</p>

<p>MA 2.a. Develops understanding of number relationships and operations.</p>	<p>See AEPS-3 alignment to Ohio standards with AEPS-3 Skills Matrix.</p> <p><u>Skill example:</u> Math, D. Addition and Subtraction, 2.3 Demonstrates understanding of concept of subtraction</p> <p><u>Curriculum Routines & Activities:</u> Ready level–Art, Bath Time, Block Play, Circle Time, Dramatic Play, Math, Meals & Snacks, Nap & Sleep, Science, Sensory, Technology, Writing</p>
<p>MA 3.a. Develops knowledge of measurement to compare and describe objects.</p>	<p>See AEPS-3 alignment to Ohio standards* with AEPS-3 Skills Matrix.</p> <p><u>Skill examples:</u></p> <p>Cognitive, A. Sensory Exploration, 2.1 Uses sensory means to explore people, animals, and objects</p> <p>Cognitive, C. Conceptual Knowledge, 4. Uses early conceptual comparisons</p> <p>Cognitive, C. Conceptual Knowledge, 4.2 Identifies concrete concepts</p> <p>Fine Motor, B. Functional Skill Use, 1.2 Uses hand to activate object.</p> <p>Fine Motor, B. Functional Skill Use, 1.3 Uses finger to explore object</p> <p><u>Curriculum Routines & Activities:</u></p> <p>CO.A.2.1. Beginning level–Active & Outdoor Play, Arrival & Departure, Art, Bath Time, Block Play, Circle Time, Dramatic Play, Dressing, Field Trips, Math, Meals & Snacks, Music & Movement, Sensory</p> <p>CO.C.4, C.4.2. Growing level–Active & Outdoor Play, Arrival & Departure, Art, Bath Time, Block Play, Circle Time, Dramatic Play, Field Trips, Math, Meals & Snacks, Music & Movement, Nap & Sleep, Science, Sensory, Writing</p> <p>CO.C.4. Ready level–Active & Outdoor Play, Arrival & Departure, Art, Bath Time, Block Play, Circle Time, Diapering, Toileting, & Handwashing, Dramatic Play, Field Trips, Math, Meals & Snacks, Music & Movement, Nap & Sleep, Science, Sensory, Technology, Writing</p> <p>FM.B.1.2. Beginning level–Active & Outdoor Play, Arrival & Departure, Diapering, Toileting, & Handwashing, Dramatic Play, Field Trips, Music & Movement, Nap & Sleep</p> <p>FM.B.1,3. Beginning level–Active & Outdoor Play, Arrival & Departure, Art, Block Play, Dramatic Play, Dressing, Field Trips, Math, Meals & Snacks, Music & Movement, Sensory, Writing</p>

<p>MA 3.b. Develops the ability to sort.</p>	<p>See AEPS-3 alignment to Ohio standards with AEPS-3 Skills Matrix.</p> <p><u>Skill example:</u> Cognitive, C. Conceptual Knowledge, 3. Classifies using multiple attributes</p> <p><u>Curriculum Routines & Activities:</u> Ready level–Block Play, Circle Time, Dressing, Field Trips, Meals & Snacks, Science, Technology</p>
<p>MA 3.c. Develops understanding of patterns.</p>	<p>See AEPS-3 alignment to Ohio standards* with AEPS-3 Skills Matrix.</p> <p><u>Skill example:</u></p> <p>Cognitive B. Imitation 1.1 Imitates novel simple motor action not already in repertoire</p> <p>Cognitive B. Imitation 1.2 Imitates familiar simple motor action</p> <p>Cognitive, D. Reasoning, 2.2 Uses simple actions on objects</p> <p>Cognitive C. Conceptual Knowledge 3.2: Classifies according to physical attribute</p> <p>Social-Emotional, A. Interactions with Adults, 2.2 Repeats part of interactive game or action in order to continue game or action</p> <p><u>Curriculum Routines & Activities:</u></p> <p>CO.B.1.1, B1.2. Beginning level–Active & Outdoor Play, Arrival & Departure, Art, Bath Time, Block Play, Circle Time, Diapering, Toileting, & Handwashing, Dramatic Play, Dressing, Field Trips, Math, Meals & Snacks, Music & Movement, Writing</p> <p>CO.D.2.2. Beginning level–Active & Outdoor Play, Arrival & Departure, Art, Block Play, Dramatic Play, Dressing, Field Trips, Math, Meals & Snacks, Science, Technology</p> <p>CO.C.3.2. Growing level–Active & Outdoor Play, Arrival & Departure, Art, Block Play, Dramatic Play, Dressing, Field Trips, Meals & Snacks, Science</p> <p>SE.A.2.2. Beginning level–Active & Outdoor Play, Art, Bath Time, Block Play, Circle Time, Dramatic Play, Dressing, Field Trips, Math, Music & Movement</p>

<p>MA 4.a. Develops ability to recognize shapes and their attributes.</p>	<p>See AEPS-3 alignment to Ohio standards with AEPS-3 Skills Matrix.</p> <p><u>Skill example:</u> Cognitive, A. Sensory Exploration, 2.1 Uses sensory means to explore people, animals, and objects</p> <p><u>Curriculum Routines & Activities:</u> Beginning level–Active & Outdoor Play, Arrival & Departure, Art, Bath Time, Block Play, Circle Time, Dramatic Play, Dressing, Field Trips, Math, Meals & Snacks, Music & Movement, Sensory</p>
<p>MA 4.b. Develops understanding of spatial relationships.</p>	<p>See AEPS-3 alignment to Ohio standards* with AEPS-3 Skills Matrix.</p> <p><u>Skill examples:</u></p> <p>Cognitive, A. Sensory Exploration, 2. Combines simple actions to examine people, animals, and objects</p> <p>Fine Motor, B. Functional Skill Use, 1.3 Uses finger to explore object</p> <p>Fine Motor, B. Functional Skill Use, 3.3 Fits variety of shapes into corresponding spaces</p> <p>Social-Communication, D. Social Use of Language, 2.2 Describes objects, people, and events as part of social exchange</p> <p>Social-Communication, C. Communicative Expression 1.0 Produces multiple-word sentences to communicate</p> <p>Social-Communication, B. Communicative Understanding, 3.1 Follows multistep directions with contextual cues</p> <p>Social-Communication, B. Communicative Understanding, 3.3 Follows one-step direction with contextual cues</p> <p><u>Curriculum Routines & Activities:</u></p> <p>CO.A.2. Beginning level–Active & Outdoor Play, Arrival & Departure, Art, Bath Time, Block Play, Circle Time, Dramatic Play, Field Trips, Math, Meals & Snacks, Music & Movement, Sensory</p> <p>FM.B.1.3. Beginning level–Active & Outdoor Play, Arrival & Departure, Art, Block Play, Dramatic Play, Dressing, Field Trips, Math, Meals & Snacks, Music & Movement, Sensory, Writing</p> <p>FM.B.3.1. Growing level–Block Play, Field Trips, Math, Science</p> <p>SC.B.3.1, B.3.3, C.1, D.2.2. Growing level–Active & Outdoor Play, Arrival & Departure, Art, Bath Time, Block Play, Circle Time, Diapering, Toileting, & Handwashing, Dramatic Play, Dressing, Field Trips, Math, Meals & Snacks, Music & Movement, Nap & Sleep, Science, Sensory, Technology, Writing</p>

Physical Development and Wellness	
<p>PW 1.a. Develops competency in a variety of locomotor skills and non-locomotor skills.</p>	<p>See AEPS-3 alignment to Ohio standards with AEPS-3 Skills Matrix.</p> <p><u>Skill example:</u> Gross Motor, A. Body Control and Weight Transfer, 1. Turns head, moves arms, and kicks legs independently of each other</p> <p><u>Curriculum Routines & Activities:</u> Beginning level–Active & Outdoor Play, Arrival & Departure, Block Play, Diapering, Toileting, & Handwashing, Dressing, Field Trips, Music & Movement, Sensory</p>
<p>PW 1.b. Demonstrates developing control of fundamental fine motor skills, including hand-eye coordination.</p>	<p>See AEPS-3 alignment to Ohio standards with AEPS-3 Skills Matrix.</p> <p><u>Skill example:</u> Fine Motor, A. Reach, Grasp, and Release, 1. Makes directed batting or swiping movements with each hand</p> <p><u>Curriculum Routines & Activities:</u> Beginning level–Active & Outdoor Play, Arrival & Departure, Art, Bath Time, Block Play, Diapering, Toileting, & Handwashing, Dressing, Field Trips, Music & Movement, Nap & Sleep</p>
<p>PW 1.c. Develops oral motor skills.</p>	<p>See AEPS-3 alignment to Ohio standards with AEPS-3 Skills Matrix.</p> <p><u>Skill example:</u> Adaptive, A. Eating and Drinking, 1.2 Swallows liquids</p> <p><u>Curriculum Routines & Activities:</u> Beginning level–Field Trips, Meals & Snacks, Nap & Sleep</p>
<p>PW 1.d. Uses senses and movement to guide motions and interactions with objects and other people.</p>	<p>See AEPS-3 alignment to Ohio standards* with AEPS-3 Skills Matrix.</p> <p><u>Skill examples:</u></p> <p>Cognitive, D. Reasoning, 2.1 Tries different simple actions to achieve goal</p> <p>Cognitive, E. Scientific Discovery, 1. Expands simple observations and explorations into further inquiry</p> <p>Gross Motor, B. Movement and Coordination (All)</p> <p>Gross Motor, C. Active Play (All)</p> <p><u>Curriculum Routines & Activities:</u></p> <p>CO.D.2.1. Beginning level–Active & Outdoor Play, Arrival & Departure, Art, Bath Time, Block Play, Dramatic Play, Dressing, Field Trips, Meals & Snacks, Sensory</p> <p>CO.E.1. Growing level–Arrival & Departure, Bath Time, Circle Time, Science</p>

<p>PW 2.a. Develops knowledge about the body, its parts, and how it functions in relation to health and well-being.</p>	<p>See AEPS-3 alignment to Ohio standards with AEPS-3 Skills Matrix.</p> <p><u>Skill example:</u> Cognitive, C. Conceptual Knowledge, 3.1 Classifies according to function</p> <p><u>Curriculum Routines & Activities:</u> Growing level–Active & Outdoor Play, Bath Time, Block Play, Circle Time, Dramatic Play, Dressing, Field Trips, Math, Meals & Snacks, Science, Technology; Ready level–Active & Outdoor Play, Art, Bath Time, Dramatic Play, Dressing, Meals & Snacks, Science, Sensory, Technology, Writing</p>
<p>PW 2.b. Demonstrates personal health and self-care practices with increasing independence.</p>	<p>See AEPS-3 alignment to Ohio standards with AEPS-3 Skills Matrix.</p> <p><u>Skill example:</u> Social-Communication, A. Early Social Communication, 4.1 Makes requests of others</p> <p><u>Curriculum Routines & Activities:</u> Beginning level–Arrival & Departure, Art, Bath Time, Block Play, Circle Time, Dramatic Play, Dressing, Field Trips, Math, Meals & Snacks, Music & Movement, Nap & Sleep</p>
<p>PW 2.c. Consumes healthy food and develops healthy eating habits.</p>	<p>See AEPS-3 alignment to Ohio standards with AEPS-3 Skills Matrix.</p> <p><u>Skill example:</u> Adaptive, A. Eating and Drinking, 2. Eats foods from variety of food groups with variety of textures</p> <p><u>Curriculum Routines & Activities:</u> Growing level–Field Trips, Meals & Snacks, Science, Sensory</p>
<p>PW 2.d. Develops healthy sleep and rest behaviors.</p>	<p>See AEPS-3 alignment to Ohio standards with AEPS-3 Skills Matrix.</p> <p><u>Skill example:</u> Social-Emotional, E. Meeting Social Expectations, 1. Meets observable physical needs in socially appropriate ways</p> <p><u>Curriculum Routines & Activities:</u> Growing level–Dramatic Play, Sensory; Ready level–Active & Outdoor Play, Arrival & Departure, Bath Time, Block Play, Circle Time, Diapering, Toileting, & Handwashing, Dramatic Play, Dressing, Field Trips, Math, Meals & Snacks, Music & Movement, Nap & Sleep, Science, Sensory</p>

<p>PW 2.e. Participates in preferred physical activities and develops understanding that being physically active is healthy.</p>	<p>See AEPS-3 alignment to Ohio standards* with AEPS-3 Skills Matrix.</p> <p><u>Skill examples:</u> Social-Emotional, D. Independent and Group Participation, 3. Initiates and completes independent activities Skill: Gross Motor, C. Active Play (All)</p> <p><u>Curriculum Routines & Activities:</u> Growing level–Arrival & Departure, Art, Block Play, Circle Time, Diapering, Toileting, & Handwashing, Dressing, Field Trips, Math, Meals & Snacks, Nap & Sleep, Science, Technology, Writing</p>
<p>PW 2.f. Demonstrates increasing understanding of safety practices and behaviors.</p>	<p>See AEPS-3 alignment to Ohio standards with AEPS-3 Skills Matrix.</p> <p><u>Skill example:</u> Adaptive, D. Personal Safety, 2 Complies with common home and community safety rules</p> <p><u>Curriculum Routines & Activities:</u> Ready level–Active & Outdoor Play, Arrival & Departure, Art, Bath Time, Block Play, Diapering, Toileting, & Handwashing, Dramatic Play, Field Trips, Math, Meals & Snacks, Music & Movement, Nap & Sleep, Science, Sensory, Technology, Writing</p>
<p>Science</p>	
<p>SC 1.a. Explores and investigates objects and events in the environment.</p>	<p>See AEPS-3 alignment to Ohio standards with AEPS-3 Skills Matrix.</p> <p><u>Skill example:</u> Cognitive, E. Scientific Discovery, 2.1 Generates specific questions for investigation</p> <p><u>Curriculum Routines & Activities:</u> Growing level–Bath Time, Field Trips, Science</p>
<p>SC 1.b. Develops ability to reason about cause and effect.</p>	<p>See AEPS-3 alignment to Ohio standards with AEPS-3 Skills Matrix.</p> <p><u>Skill example:</u> Cognitive, E. Scientific Discovery, 3.2 Manipulates materials to cause change</p> <p><u>Curriculum Routines & Activities:</u> Growing level–Active & Outdoor Play, Art, Block Play, Field Trips, Math, Music & Movement, Science, Sensory, Writing</p>

Social Emotional Development	
SE 1.a. Develops and expands understanding of oneself as a unique person.	<p>See AEPS-3 alignment to Ohio standards with AEPS-3 Skills Matrix.</p> <p><u>Skill example:</u> Social-Emotional, E. Meeting Social Expectations, 4. Relates identifying information about self</p> <p><u>Curriculum Routines & Activities:</u> Ready level–Active & Outdoor Play, Arrival & Departure, Bath Time, Circle Time, Dramatic Play, Field Trips, Meals & Snacks, Science, Writing</p>
SE 1.b. Develops understanding of emotions.	<p>See AEPS-3 alignment to Ohio standards with AEPS-3 Skills Matrix.</p> <p><u>Skill example:</u> Social-Emotional, B. Social-Emotional Expression and Regulation, 1.2 Identifies/labels own emotions</p> <p><u>Curriculum Routines & Activities:</u> Growing level–Active & Outdoor Play, Arrival & Departure, Bath Time, Block Play, Circle Time, Diapering, Toileting, & Handwashing, Dramatic Play, Field Trips, Sensory, Technology, Writing</p>
SE 2.a. Begins to manage emotions and actions.	<p>See AEPS-3 alignment to Ohio standards with AEPS-3 Skills Matrix.</p> <p><u>Skill example:</u> Social-Emotional, B. Social-Emotional Expression and Regulation, 2. Uses appropriate strategies to manage emotional states</p> <p><u>Curriculum Routines & Activities:</u> Growing level–Active & Outdoor Play, Arrival & Departure, Bath Time, Block Play, Diapering, Toileting, & Handwashing, Dramatic Play, Field Trips, Meals & Snacks, Music & Movement, Nap & Sleep, Science, Sensory, Writing</p>
SE 3.a. Develops empathy toward and understanding of others.	<p>See AEPS-3 alignment to Ohio standards with AEPS-3 Skills Matrix.</p> <p><u>Skill example:</u> Social-Emotional, B. Social-Emotional Expression and Regulation, 1. Responds appropriately to others' emotions</p> <p><u>Curriculum Routines & Activities:</u> Growing level–Active & Outdoor Play, Arrival & Departure, Bath Time, Block Play, Circle Time, Dramatic Play, Field Trips, Meals & Snacks, Writing</p>

SE 4.a. Develops secure, trusting relationships with adults.	<p>See AEPS-3 alignment to Ohio standards with AEPS-3 Skills Matrix.</p> <p><u>Skill example:</u> Social-Emotional, A. Interactions with Adults, 1.2 Responds to familiar adult's positive social behavior</p> <p><u>Curriculum Routines & Activities:</u> Beginning level–Active & Outdoor Play, Arrival & Departure, Art, Bath Time, Block Play, Circle Time, Diapering, Toileting, & Handwashing, Dressing, Field Trips, Meals & Snacks, Music & Movement</p>
SE 4.b. Develops socially competent behaviors with peers.	<p>See AEPS-3 alignment to Ohio standards with AEPS-3 Skills Matrix.</p> <p><u>Skill example:</u> Social-Emotional, C. Interactions with peers, 1.3 Plays near one or two peers</p> <p><u>Curriculum Routines & Activities:</u> Beginning level–Active & Outdoor Play, Arrival & Departure, Block Play, Dramatic Play, Field Trips, Math, Music & Movement, Sensory, Writing</p>
SE 4.c. Develops ability to use simple strategies to resolve conflicts with peers.	<p>See AEPS-3 alignment to Ohio standards with AEPS-3 Skills Matrix.</p> <p><u>Skill example:</u> Social-Emotional, D. Independent and Group Participation, 4.1 Uses strategies to resolve conflicts</p> <p><u>Curriculum Routines & Activities:</u> Growing level–Active & Outdoor Play, Block Play, Diapering, Toileting, & Handwashing, Dramatic Play, Field Trips, Math, Meals & Snacks, Music & Movement, Nap & Sleep, Science, Technology, Writing</p>
Social Studies	
SS 1.a. Develops awareness of own culture and other characteristics of groups of people.	<p>See AEPS-3 alignment to Ohio standards with AEPS-3 Skills Matrix.</p> <p><u>Skill example:</u> Cognitive, C. Conceptual Knowledge, 3.3 Discriminates between objects or people using common attributes</p> <p><u>Curriculum Routines & Activities:</u> Growing level–Active & Outdoor Play, Bath Time, Block Play, Circle Time, Dramatic Play, Field Trips, Math, Meals & Snacks, Music & Movement, Science, Sensory, Technology</p>

<p>SS 1.b. Develops a basic understanding of needs and wants.</p>	<p>See AEPS-3 alignment to Ohio standards with AEPS-3 Skills Matrix. <u>Skill example:</u> Social-Emotional, E. Meeting Social Expectations, 1.1 Meets internal physical needs of hunger and thirst <u>Curriculum Routines & Activities:</u> Growing level–Active & Outdoor Play, Block Play, Dramatic Play, Field Trips, Meals & Snacks</p>
<p>SS 1.c. Develops understanding that everyone has rights and responsibilities within a group.</p>	<p>See AEPS-3 alignment to Ohio standards with AEPS-3 Skills Matrix. <u>Skill example:</u> Social-Emotional, E. Meeting Social Expectations, 3. Follows context-specific rules <u>Curriculum Routines & Activities:</u> Ready level–Active & Outdoor Play, Arrival & Departure, Art, Bath Time, Block Play, Circle Time, Diapering, Toileting, & Handwashing, Dramatic Play, Field Trips, Meals & Snacks, Music & Movement, Nap & Sleep, Science, Sensory, Technology, Writing</p>
<p>SS 1.d. Develops the ability to take care of the materials in the environment.</p>	<p>See AEPS-3 alignment to Ohio standards with AEPS-3 Skills Matrix. : <u>Skill example:</u> Fine Motor, A. Reach, Grasp, and Release, 3.1 Releases object into targeted space <u>Curriculum Routines & Activities:</u> Beginning level–Active & Outdoor Play, Art, Bath Time, Block Play, Circle Time, Dramatic Play, Dressing, Field Trips, Music & Movement, Sensory</p>

*revised 3/24; see additional documentation and updated AEPS-3 alignment to Ohio standards