

## 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:** Discovering Me

**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 Life Essentials Infant and Toddler Curricula are based on the central principle of early learning: children learn best through direct experiences that encourage exploration and experimentation, when they are supported by nurturing teachers who help the children to develop trusting relationships. Our approach is derived from several different early learning theorists, including Abraham Maslow, T. Berry Brazelton, Stanley Greenspan, Erik Erikson, and Jean Piaget. Maslow describes how people's basic needs must be met before higher learning can occur. Brazelton and Greenspan expanded upon Maslow's theory and outlined seven needs that form the basis of developmentally appropriate practices in early learning. These seven needs emphasize the importance of the role that families, teachers, and communities play in children's lives. Erikson's research focused on healthy social and emotional development in children, and concluded that that nurturing, trusting, and responsive adults can help to influence children to understand and regulate their emotions. Piaget describes how children construct knowledge through independent exploration as they move through predictable stages of development, and how children learn from active engagement with their environments.

**References:**

McLeod, S. A. (2018, June 06). *Jean Piaget's theory of cognitive development*. Simply Psychology. [www.simplypsychology.org/piaget.html](http://www.simplypsychology.org/piaget.html)

McLeod, S. A. (2018, August 05). *Lev Vygotsky*. Simply Psychology. [www.simplypsychology.org/vygotsky.html](http://www.simplypsychology.org/vygotsky.html)

Copple, C. and Bredekamp, S., 2009. *Developmentally Appropriate Practice in Early Childhood Programs Serving Children From Birth Through Age 8*, Third Edition | NAEYC

Based on the research, the Education Department has developed the Kiddie Academy Early Learning Standards for children aged 6 weeks to 36 months. These standards are the foundation for the activities that are contained within in the curricula. There are 55 standards grouped into five domains. The five domains are as follows: Approaches to Learning, Physical Development and Health, Social and Emotional Development, Language Development, and Cognitive Development, which includes Mathematics, Science, Social Studies, and Creative Expression. Each standard has three levels of indicators that show typical development and progression. The different levels are used as a guide, with the understanding that children develop at their own rate and may be in the beginning stages in one area and mastering the objectives in another area. The curriculum is designed to develop the whole child, in all areas of development.

--

<b>Standard</b>	<b>Curriculum Alignment</b>
<b>Approaches to Learning</b>	
AL 1.a. Engages in new and unfamiliar experiences and activities.	<p>AL1.YT: The children will initiate activities and show interest in others.</p> <p><b>Gallery Walk</b>, pg. 65  <b>Rolling for the Sky</b>, pp. 345-346</p>
AL 1.b. Completes activities with increasingly complex steps.	<p>AL3.YT: The children will persist in repetitive tasks, attempting to accomplish challenging tasks even when encountering difficulties.</p> <p><b>Pegboards</b>, pp. 108-109  <b>Pairing Pets</b>, pg. 297</p>
AL 1.c. Persists in completing a task with increasing concentration.	<p>AL2.YT: The children will focus attention on self-selected activities or engage in interactions with others on a common focus.</p> <p><b>Block Play</b> pg. 97  <b>Five Little Pumpkins Storytelling</b> pg. 323</p>
AL 2.a. Develops a growth mindset.	<p>AL8b: Uses memories and prior knowledge to build new knowledge.</p> <p><b>Fun in the Kitchen</b> pg. 146  <b>Stroller Fun</b> pg. 141</p>
<b>Cognitive Development</b>	
CO 1.a. Develops the ability to recall information about objects, people, and past experiences.	<p>AL8.YT: The children will remember and notice changes in familiar people, actions, locations, and routines. Respond to new people and search for hidden or missing people and objects.</p> <p><b>My Body Book</b> pg. 252  <b>Theater Fun</b> pg. 217</p>

CO 2.a. Demonstrates increasing ability to think symbolically.	AL5.YT: The children will use familiar objects for imaginative play.  <b>Doctor's Office</b> , pp. 278-279 <b>Grooming Salon and Veterinary Office</b> , pg. 298
CO 3.a. Uses increasingly complex strategies to solve problems.	AL4.YT: The children will attempt to solve problems independently or employ a new approach to solving a problem.  <b>STEM: Cup Building</b> pg. 405 <b>American Sign Language/Spanish</b> pg. 21
CO 4.a. Develops ability to be flexible in own thinking and behavior.	CD10.YT: The children will experiment with completing a task in more than one way.  <b>Kitchen Tool Techniques</b> , pp. 210-211 <b>Building a Barn</b> , pp. 397-398
<b>Creative Development</b>	
CR 1.a. Expresses ideas and feelings through visual art.	CD17.YT: The children will explore art materials and creativity to express self in art.  <b>Character Essentials, October: We Have Feelings</b> pg. 23 <b>Water Color Fun</b> , pg. 429
CR 1.b. Expresses self creatively through music and dance.	CD15.YT: The children will move body to music, use materials to purposefully create sounds, and demonstrate an understanding of basic elements of music.  <b>Ring Leader</b> , pg. 69 <b>Ring Around the Rosy</b> , pg. 151
CR 2.a. Develops ability to express new ideas through imaginative and inventive play.	CD16.YT: The children will imitate and act out familiar people and scenarios using objects with purpose.  <b>Bear Hunt</b> , pp. 117-118 <b>Pet Puppet Play</b> , pp. 296-297
<b>Language and Literacy</b>	

<p>LL 1.a. Demonstrates understanding of increasingly complex language.</p>	<p>LL7.YT: The children will demonstrate understanding of familiar adult's verbal and non-verbal communications and follow simple directions.</p> <p><b>I Want a Turn!</b>, pg. 162  <b>Modeling Sentences</b>, pg. 163</p>
<p>LL 1.b. Develops and expands understanding of vocabulary and concepts.</p>	<p>LL6.YT: The children will use or imitate new vocabulary and use several words together to make requests.</p> <p><b>Can You Say...?</b>, pg. 160  <b>Hola, Nino / Hola, Nina (Hello, Child)</b>, pg. 170</p>
<p>LL 1.c. Communicates using increasingly complex language.</p>	<p>LL8.YT: The children will communicate needs and wants using non-verbal gestures in addition to using words.</p> <p><b>Grab Bag Goodies</b>, pg. 161  <b>The Rest of the Story</b>, pp. 163-164</p>
<p>LL 1.d. Participates in conversations with increasing application of turn-taking skills.</p>	<p>LL8.YT: The children will engage in simple back-and-forth exchanges.</p> <p><b>Let's Talk</b>, pg. 164  <b>Talking With Puppets</b>, pg. 171</p>
<p>LL 1.e. Develops comprehension of read-aloud text.</p>	<p>LL5.YT: The children will begin to show an understanding of stories and text by answering questions during and after reading.</p> <p><b>Library Center</b> pg. 7  <b>Cooking with Kids</b> pg. 168.</p>
<p>LL 2.a. Develops awareness of syllables in spoken words.</p>	<p>LL2.YT: The children will imitate sound of language.</p> <p><b>Name Songs</b> pg. 223  <b>La Construcción</b>, pg. 287  <b>Spanish Words: Sand</b>, pg. 446</p>
<p>LL 2.b. Develops awareness of initial sounds, onsets, and rimes in spoken words.</p>	<p>LL2.YT: The children will listen to and imitate familiar sounds, rhymes, repetitive words, and songs.</p> <p><b>Nonsense Rhymes</b>, pg. 175  <b>Let's Talk About Mascotas</b>, pg. 296</p>

<p>LL 2.c. Develops understanding of rhyme.</p>	<p>LL2.YT: The children will participate in experiences that focus on alliteration and rhyme.</p> <p><b>Repetitive Rhymes</b>, pg. 176  <b><i>In the Small, Small Pond</i></b>, pp. 378-379</p>
<p>LL 3.a. Develops knowledge of print organization.</p>	<p>LL4: Demonstrates book knowledge and awareness of print.</p> <p><b><i>The Very Hungry Caterpillar Cube</i></b>, pp. 465-466  <b>Alphabet Art</b> pg. 243</p>
<p>LL 3.b. Develops knowledge of the alphabet.</p>	<p>LL1: Demonstrates emerging knowledge of the alphabet and environmental print.</p> <p><b>Name Games</b>, pp. 173-174  <b>Little _____ Personalized Books</b>, pp. 386-387</p>
<p>LL 4.a. Develops understanding that writing represents spoken language.</p>	<p>LL4: The children will demonstrate an awareness of print in their environment.</p> <p><b>Predictable Books</b>, pp. 174-175  <b>Books in Action</b>, pg. 175</p>
<p>LL 4.b. Draws and writes using increasingly sophisticated grasp.</p>	<p>LL3.YT: The children will use large crayons, markers, or paint to make purposeful marks and scribbles.</p> <p><b>Table of Scribbles</b> pg. 328  <b>Musical Markings</b> pg. 207</p>
<p><b>Mathematics</b></p>	
<p>MA 1.a. Develops understanding of the stable order of the counting sequence and learns to recite numbers in order.</p>	<p>CD2a.YT: The children will count small sets of objects with support and explore simple comparisons of quantities.</p> <p><b>The Baker's Dozen</b> pg. 155  <b>Penguin Eggs</b> pg. 135</p>

<p>MA 1.b. Develops understanding of one-to-one correspondence and cardinality.</p>	<p>CD1.YT: The children will imitate rote counting and show awareness related to quantities by using basic words to refer to a change in the amount.</p> <p><b>Feed the Puppy</b>, pg. 298  <b>1, 2, 3, to the Zoo</b>, pp. 468-469</p>
<p>MA 1.c. Develops ability to subitize small quantities.</p>	<p>CD2a.YT: The children will demonstrate a beginning understanding of quantities of objects with adult support.</p> <p><b>Counting Basket</b>, pg. 182  <b>Counting With Duck &amp; Goose</b>, pp. 478-479</p>
<p>MA 1.d. Develops ability to recognize and name written numerals.</p>	<p>CD2a.YT: The children will engage in activities related to numbers.</p> <p><b>Hoop Toss</b>, pg. 127  <b>Doggie Bowl Bean Bag Toss</b>, pg. 302</p>
<p>MA 2.a. Develops understanding of number relationships and operations.</p>	<p>CD2a.YT: The children will count small sets of objects with support and explore simple comparisons of quantities.</p> <p><b>Counting Apples</b>, pp. 316-317  <b>Ten Bananas</b> pg. 181</p>
<p>MA 3.a. Develops knowledge of measurement to compare and describe objects.</p>	<p>CD4a.YT: The children will engage in activities that explore height, length, weight, and simple tools. The children will begin to use size words correctly to compare objects.</p> <p><b>Splash Measuring</b>, pg. 187  <b>Comparing Weights with Rocks</b>, pg. 457</p>
<p>MA 3.b. Develops the ability to sort.</p>	<p>CD4b.YT: The children will sort by shape, color, or size.</p> <p><b>Car Sort</b>, pg. 189  <b>Flower Sorting</b>, pp. 406-407</p>
<p>MA 3.c. Develops understanding of patterns.</p>	<p>CD4b.YT: The children will show interest in simple patterns in everyday life.</p> <p><b>Pattern Fish</b>, pg. 190  <b>Animal Sound Patterns</b>, pg. 388</p>

<p>MA 4.a. Develops ability to recognize shapes and their attributes.</p>	<p>CD3b.YT: The children will recognize and match basic shapes.</p> <p><b>Shape Match</b>, pp. 184-185  <b>Sticky Shapes</b>, pg. 265</p>
<p>MA 4.b. Develops understanding of spatial relationships.</p>	<p>CD3a.YT: The children will explore relationships between objects (how they fit, move, etc.), attempt to move objects in different directions, and explore space with their bodies.</p> <p><b>The Baker's Dozen</b> pg. 155  <b>Stepping Stones</b>, pg. 459</p>
<p><b>Physical Development and Wellness</b></p>	
<p>PW 1.a. Develops competency in a variety of locomotor skills and non-locomotor skills.</p>	<p>PD5a.YT: The children will develop control and coordination of body movements.</p> <p><b>Painting in a Box</b> pg. 208  <b>Silly Fingerplays</b> pg. 70</p>
<p>PW 1.b. Demonstrates developing control of fundamental fine motor skills, including hand-eye coordination.</p>	<p>PD4a.YT: The children will develop hand-eye coordination.  PD4b.YT: The children will demonstrate improved strength and control of hands and fingers to perform various hand actions.</p> <p><b>Clothespin Challenge</b>, pg. 96  <b>Pasta Caterpillars</b>, pp. 370-371</p>
<p>PW 1.c. Develops oral motor skills.</p>	<p>PD6.YT: The children will bite, chew, and swallow soft food smoothly.</p> <p><b>Finger Food Fun</b>, pg. 144  <b>Chewing Demonstration</b>, pg. 145</p>
<p>PW 1.d. Uses senses and movement to guide motions and interactions with objects and other people.</p>	<p>CD7a.YT: The children will use senses to examine objects and demonstrate ability to manipulate objects.</p> <p><b>Sensory Painting</b>, pg. 195  <b>How Does It Feel?</b>, pg. 220</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>PD2a.YT: The children will locate basic body parts when asked.</p> <p><b>Head, Shoulders, Knees, and Toes</b>, pg. 139  <b>Our Bodies</b>, pg. 252</p>

PW 2.b. Demonstrates personal health and self-care practices with increasing independence.	<p>PD1.YT: The children will participate and seek assistance in health care routines.</p> <p><b>Big Kids Wash Hands, Too</b>, pg. 133  <b>Pet Animal Washing Station</b>, pg. 301</p>
PW 2.c. Consumes healthy food and develops healthy eating habits.	<p>PD6: Demonstrates increasing healthy eating habits.</p> <p><b>Healthy Eating Picnic</b>, pg. 258  <b>What Am I Eating?</b>, pp. 306-307</p>
PW 2.d. Develops healthy sleep and rest behaviors.	<p>PD7.YT: The children will cooperate with sleep routines and wake when rested.</p> <p><b>Good Night Book</b>, pp. 146-147  <b>Goodnight Sleepy Babies</b>, pg. 148</p>
PW 2.e. Participates in preferred physical activities and develops understanding that being physically active is healthy.	<p>PD8.YT: The children will enjoy active play and seek to be physically active.</p> <p><b>Trampoline</b>, pg. 125  <b>Color Hop</b>, pg. 150</p>
PW 2.f. Demonstrates increasing understanding of safety practices and behaviors.	<p>PD3.YT: The children will participate in basic safety routines and begin to understand safe and unsafe routines.</p> <p><b>Talking Drill</b>, pg. 142  <b>Playground Safety</b>, pp. 142-143</p>
<b>Science</b>	
SC 1.a. Explores and investigates objects and events in the environment.	<p>CD9.YT: The children will actively explore objects to cause desired effect.</p> <p><b>Craft Stick Dough</b>, pg. 199  <b>Where Is the Music?</b>, pp. 267-268</p>
SC 1.b. Develops ability to reason about cause and effect.	<p>CD10.YT: The children will initiate interactions and repeat strategies and actions to cause desired effect.</p> <p><b>Sponge Race</b>, pp. 104-105  <b>Pumpkin Bowling</b>, pg. 330</p>
<b>Social Emotional Development</b>	



<p>SE 1.a. Develops and expands understanding of oneself as a unique person.</p>	<p>SE1.YT: The children will show awareness of body parts, identify image of self, say his/her name, and show knowledge of abilities and preferences.</p> <p><b>All by Myself</b>, pp. 69-70  <b>Chore Sticks</b>, pg. 70</p>
<p>SE 1.b. Develops understanding of emotions.</p>	<p>SE4.YT: The children will use body language, facial expressions, and sometimes words to express emotions.</p> <p><b>The Look on My Face</b>, pp. 71-72  <b>How Are You Feeling?</b>, pg. 476</p>
<p>SE 2.a. Begins to manage emotions and actions.</p>	<p>SE2.YT: The children will demonstrate developing emotional regulation, engage in self-comforting behaviors, and demonstrate beginning of impulse control.</p> <p><b>Sing a Calm Song</b>, pg. 72  <b>Comfort Basket</b>, pg. 73</p>
<p>SE 3.a. Develops empathy toward and understanding of others.</p>	<p>SE3.YT: The children will react and respond to others' emotional expressions.</p> <p><b>Their Way</b>, pg. 82  <b>Hug It Out!</b>, pp. 476-477</p>
<p>SE 4.a. Develops secure, trusting relationships with adults.</p>	<p>SE3.YT: The children will build a trusting relationship with a caring adult.</p> <p><b>Pretending Parade</b>, pg. 68  <b>Family and Friends Picnic</b>, pg. 248</p>
<p>SE 4.b. Develops socially competent behaviors with peers.</p>	<p>SE3.YT: The children will show interest in peers and their actions.</p> <p><b>Whose Is This?</b>, pg. 84  <b>There's Someone Special</b>, pg. 86</p>
<p>SE 4.c. Develops ability to use simple strategies to resolve conflicts with peers.</p>	<p>AL6: Demonstrates cooperative behavior in stages of play.</p> <p><b>Turn Taking</b>, pg. 80  <b>Playing Ball with Friends</b>, pg. 482</p>

<b>Social Studies</b>	
SS 1.a. Develops awareness of own culture and other characteristics of groups of people.	<p>CD11a: Demonstrates an increased understanding of relationships and roles within their family, community, and themselves as members of a group.</p> <p><b>Painting a House</b>, pg. 244  <b>Our Community</b>, pg. 277</p>
SS 1.b. Develops a basic understanding of needs and wants.	<p>CD14b.YT: The children will understand the concept of trading and exchanging and is able to make simple choices.</p> <p><b>Play Dough with Fruit and Vegetable Cookie Cutters</b>, pg. 309  <b>Slide Painting</b>, pg. 338</p>
SS 1.c. Develops understanding that everyone has rights and responsibilities within a group.	<p>CD11b.YT: The children will demonstrate understanding of basic rules. The children will assist with clean-up times.</p> <p><b>Leader of the Day</b>, pp. 70-71  <b>Clean Up Where You Are</b>, pg. 76</p>
SS 1.d. Develops the ability to take care of the materials in the environment.	<p>CD8: Demonstrates an increased understanding of living and non-living things in their environment.</p> <p><b>Look for Living Things</b>, pg. 198  <b>Digging in the Dirt</b>, pg. 459</p>