

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: Life Essentials: Exploring My World (2 Year Olds)

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 Kiddie Academy Life Essentials® Two-Year-Old curriculum is based on a central principle of early learning: Children learn through direct experiences by using their own creativity in an environment that encourages curiosity and exploration, while teachers act as facilitators to guide and support play-based learning. Our approach is derived from several different early learning theorists whose studies included cognitive development, sociocultural theory and emotional development. Theorists, Jean Piaget and Lev Vygotsky, both advocate that children learn from active engagement with their environments. Piaget describes how children construct knowledge through independent exploration as they move through predictable stages of development. Vygotsky concludes that social interactions and guidance from peers and more skillful tutors, while engaged in discovery, play a vital role in the cognitive development of children. Abraham Maslow describes how people's basic needs must be met before higher learning can occur. T. Berry Brazelton and Stanley 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. Erik Erikson's research focused on healthy social and emotional development in children, and concluded that nurturing, trusting, and responsive adults can help to influence children to understand.

References:

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

McLeod, S. A. (2018, August 05). *Lev Vygotsky*. Simply Psychology. 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](#)

This curriculum also has a strong emphasis on using quality literature as a basis for learning. In their joint position statement Learning to Read and Write: Developmentally Appropriate Practices for Young Children, the International Reading Association (IRA) and National Association for the Education of Young Children (NAEYC) state that reading aloud may be the single most important thing that caregivers can do to build the skills that are the foundation to future reading success.

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 basis for the activities that are contained within the Exploring My World curriculum. There are 55 standards grouped into five domains. The domains are intended to focus on the development of the whole child. 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.

Standard	Curriculum Alignment
Approaches to Learning	
AL 1.a. Engages in new and unfamiliar experiences and activities.	AL1.OT: The children will demonstrate initiative and curiosity in the world around them. They will demonstrate independence and participate in new experiences. Spiral Ramps , pg. 185 What Do You Hear? , pg. 375
AL 1.b. Completes activities with increasingly complex steps.	LL7.OT: Demonstrates understanding when others talk; participates in conversations and follows one- or two-step directions. CD12.OT: Identifies sequence of events and completes familiar routines and tasks. Wash the Mittens , pg. 351 Teddy Bear, Teddy Bear , pg. 439
AL 1.c. Persists in completing a task with increasing concentration.	AL2.OT: The children will attend and participate in activities that require attention and persistence. Transportation Puzzles , pg. 262 Penguin Shuffle , pg. 369
AL 2.a. Develops a growth mindset.	AL7.OT Demonstrates increased independence and risk taking. Explores the environment independently. SE1.OT: Shows awareness of their own characteristics and uses gestures, actions, and language to reference self. I Can Help , pg. 222 I Think I Can, I Think I Can , pg. 265
Cognitive Development	

<p>CO 1.a. Develops the ability to recall information about objects, people, and past experiences.</p>	<p>AL8a.OT: Demonstrates and communicates how they remember familiar people, routines, or events. Uses a variety of search strategies to locate hidden or missing people and objects. AL8b.OT: Communicates memories and past experiences. Initiates and remembers a series of events and/or actions and imitates skills and peers.</p> <p>Memory Face Match, pg. 54 Show and Share, pg. 121</p>
<p>CO 2.a. Demonstrates increasing ability to think symbolically.</p>	<p>AL5.OT: Experiments or combines objects and materials in new and unexpected ways.</p> <p>Light Up Shapes, pg. 55 Zoo Hospital, pg. 112</p>
<p>CO 3.a. Uses increasingly complex strategies to solve problems.</p>	<p>AL3.OT: The children will persist with activities and challenging tasks by employing different strategies until successful. AL4.OT: Attempts problem solving using a variety of strategies and modifies actions to complete a task.</p> <p>Build an Elevated Train, pg.267 I Can Cut, pg. 325</p>
<p>CO 4.a. Develops ability to be flexible in own thinking and behavior.</p>	<p>CD9.OT: Explores, observes, and experiments with objects and materials to make connections. CD10.OT: Uses problem-solving skills and explores the effects that actions have on objects.</p> <p>Transportation Beanbag Toss, pg. 277 This Is Not a Box, pg. 326</p>
<p>Creative Development</p>	

<p>CR 1.a. Expresses ideas and feelings through visual art.</p>	<p>CD17.OT: Explores a variety of materials to express self through art. Combines a variety of creative art materials to express self and create art. Communicates and describes art pieces.</p> <p>Me, Myself and I Self Portrait; p. 60 Tractors, pg. 213</p>
<p>CR 1.b. Expresses self creatively through music and dance.</p>	<p>CD15.OT: Engages in musical experiences. Participates and communicates about music and dance activities. Experiments with voice and instruments to create pretend songs.</p> <p>Act Like a Scarecrow, pg. 222 Hibernation Song, pg. 238</p>
<p>CR 2.a. Develops ability to express new ideas through imaginative and inventive play.</p>	<p>CD16.OT: Uses pretend play to demonstrate self-expression and creativity. Acts out familiar stories, real or make-believe scenarios, and uses imagination and creativity to express self through dramatic play.</p> <p>Grocery Store, pg. 60 Animal Washing Station, pg. 113</p>
<p>Language and Literacy</p>	
<p>LL 1.a. Demonstrates understanding of increasingly complex language.</p>	<p>LL7.OT: Demonstrates understanding and responds to communication. Demonstrates understanding when others talk; participates in conversations and follows one- or two-step directions.</p> <p>Who Do I See?, pg. 52 Elephants, pg. 105</p>
<p>LL 1.b. Develops and expands understanding of vocabulary and concepts.</p>	<p>LL6.OT: Understands and uses increasing amount of words. Comprehends and uses an expanded vocabulary in everyday speech.</p> <p>My Car, pg. 182 Farmers, pg. 206</p>

<p>LL 1.c. Communicates using increasingly complex language.</p>	<p>LL8.OT: Communicates needs and wants clearly using simple sentences. Communicates needs and wants using verbal and non-verbal cues.</p> <p>Polar Bear Morning, pg. 373 My Garden, pg. 518 The Baker's Dozen pg. 155 The Magic Porridge Pot pg. 542</p>
<p>LL 1.d. Participates in conversations with increasing application of turn-taking skills.</p>	<p>LL7.OT: Demonstrates understanding and responds to communication. Demonstrates understanding when others talk; participates in conversations and follows one- or two-step directions.</p> <p>Jobs People Do, pg. 154 Airplanes!, pg. 271</p>
<p>LL 1.e. Develops comprehension of read-aloud text.</p>	<p>LL5.OT: Attends to and comprehends meaning from stories and informational text read aloud. Actively engages in reading activities. Repeats or acts out familiar events, begins to relate text to personal experiences, and answers simple questions.</p> <p>Little Red Hen, pg. 207 My Five Senses, pg. 286;</p>
<p>LL 2.a. Develops awareness of syllables in spoken words.</p>	<p>LL2: Demonstrates an early awareness of spoken words and sounds.</p> <p>My Art Song, pg. 321 Johnny Works With One Hammer, pg. 395</p>
<p>LL 2.b. Develops awareness of initial sounds, onsets, and rimes in spoken words.</p>	<p>LL2.OT: Participates in rhymes, poems, and songs; begins to categorize sounds.</p> <p>Duck in the Truck, pg. 194 Humpty Dumpty, pg. 334 No One Like Me pg. 53</p>

<p>LL 2.c. Develops understanding of rhyme.</p>	<p>LL2.OT: Participates in rhymes, poems, and songs; begins to categorize sounds.</p> <p>Car Sounds, pg. 201 What Do You Hear?, pg. 375</p>
<p>LL 3.a. Develops knowledge of print organization.</p>	<p>LL4.OT: Demonstrates book knowledge and awareness of print. Demonstrates book handling skills independently by pretend reading and shows understanding and need for pictures and print.</p> <p>Lola Plants a Garden, pg. 516 What Is in a Library?, Pg. 546</p>
<p>LL 3.b. Develops knowledge of the alphabet.</p>	<p>LL1.OT: Demonstrates emerging knowledge of the alphabet and environmental print. Demonstrates an interest and recognizes some letters and familiar environmental print.</p> <p>Alphabet Under Construction, pg. 399 Puddle Jumping, pg. 430</p>
<p>LL 4.a. Develops understanding that writing represents spoken language.</p>	<p>LL4: Demonstrates book knowledge and awareness of print. LL1: Demonstrates emerging knowledge of the alphabet and environmental print.</p> <p>Name Game, pg. 52 Flying High, pg. 271</p>
<p>LL 4.b. Draws and writes using increasingly sophisticated grasp.</p>	<p>LL3.OT: Demonstrates pre-writing skills. Experiments with writing tools to make marks, scribbles, and drawings to convey a message.</p> <p>Outdoor Road Map, pg. 190 Watercolor Paintings, pg. 432</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>CD1.OT: Demonstrates increased knowledge of number names and counting. Uses basic vocabulary to describe quantities. CD2a: Demonstrates beginning ability to count in order to compare and contrast quantities.</p> <p>A Counting We Will Go, pg. 84 Feast for 10!, pg. 218</p>
<p>MA 1.b. Develops understanding of one-to-one correspondence and cardinality.</p>	<p>CD2a.OT: Uses one to one correspondence to count small sets of objects and uses comparative language to describe more or less.</p> <p>Police Badges, pg. 157 Bear Caves, pg. 247</p>
<p>MA 1.c. Develops ability to subitize small quantities.</p>	<p>CD1: Develops understanding of numbers and quantities. CD2b.OT: Uses mathematical processes, observation, and emerging counting skills to solve problems.</p> <p>Giant Dice, pg. 80 Leaf Color Match, pg. 132 Counting Basket, pg. 182</p>
<p>MA 1.d. Develops ability to recognize and name written numerals.</p>	<p>CD1.OT: Demonstrates increased knowledge of number names and counting. Uses basic vocabulary to describe quantities.</p> <p>What's My Number? Pg. 78 Put the Fire Out, pg. 169</p>
<p>MA 2.a. Develops understanding of number relationships and operations.</p>	<p>CD2b.OT: Uses mathematical thinking to solve problems. Uses mathematical processes, observation, and emerging counting skills to solve problems. CD1.OT: Demonstrates increased knowledge of number names and counting. Uses basic vocabulary to describe quantities.</p> <p>Frozen Bugs, pg. 499 How Many Mattresses? Pg. 556</p>

<p>MA 3.a. Develops knowledge of measurement to compare and describe objects.</p>	<p>CD4a.OT: Explores and communicates basic measurement attributes. Develops vocabulary for length, weight, and height to compare objects. Uses measurement tools in play.</p> <p>Tall Buildings, Small Buildings, pg. 390; Weighing Vegetables, pg. 531</p>
<p>MA 3.b. Develops the ability to sort.</p>	<p>CD4b.OT: Sorts and classifies groups based on one characteristic. Recognizes simple patterns.</p> <p>Color Sort, pg. 93 Animal Sort, pg. 106</p>
<p>MA 3.c. Develops understanding of patterns.</p>	<p>CD4b.OT: Sorts and classifies groups based on one characteristic. Recognizes simple patterns.</p> <p>Tree Patterns, p. 131 Vehicle Pattern Cards, p. 195 Donut Sort pg. 157 Farm Animal Sort pg. 208 Cone Patterns pg. 390</p>
<p>MA 4.a. Develops ability to recognize shapes and their attributes.</p>	<p>CD3b.OT: Explores and identifies basic shapes. Identifies, names, and creates basic two-dimensional shapes.</p> <p>Cloud Hopping, pg. 277 Circles, pg. 466</p>
<p>MA 4.b. Develops understanding of spatial relationships.</p>	<p>CD3a.OT: Demonstrates beginning understanding of spatial awareness. Predicts or anticipates how things fit and move through space and begins to use positional words.</p> <p>Where Is the Plane?, pg. 273 Cereal Box Puzzles, pg. 470</p>
<p>Physical Development and Wellness</p>	

<p>PW 1.a. Develops competency in a variety of locomotor skills and non-locomotor skills.</p>	<p>PD5a.OT: Develops large muscle control for movement and exploration. Develops control and performs a range of physical activities. PD5b.OT: Demonstrates advanced balance, strength, and coordination in a variety of complex movements.</p> <p>Nature Action Game, pg. 147 Trip-Trap!, pg. 560 Hokey Pokey pg. 59 A Counting We Will Go pg. 84</p>
<p>PW 1.b. Demonstrates developing control of fundamental fine motor skills, including hand-eye coordination.</p>	<p>PD4a.OT: Demonstrates hand-eye coordination. Uses tools to perform simple fine motor skills. PD4b.OT: Demonstrates coordination and strength in fingers, hands, and wrists to accomplish tasks.</p> <p>I Can Cut, pg. 325 Spray Art Mural, pg. 328</p>
<p>PW 1.c. Develops oral motor skills.</p>	<p>PD6.OT: Demonstrates increasing healthy eating habits. Demonstrates awareness of healthy foods, expresses preferences, and feeds themselves. CD7a: Uses senses to gain information through observation and exploration.</p> <p>Taste Test, pg. 299 Salad Snacks, pg. 535 Slurp! Pg. 507</p>
<p>PW 1.d. Uses senses and movement to guide motions and interactions with objects and other people.</p>	<p>CD7a: Uses senses to gain information through observation and exploration. PD2a.OT: Demonstrates awareness of body. Acts and moves body with purpose.</p> <p>Obstacle Course, pg. 88 Pumpkin Patch, pg. 225</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: Demonstrates awareness of body. PD2a.OT: Acts and moves body with purpose. PD2b.OT: Identifies basic body parts.</p> <p>Head, Shoulders, Knees and Toes, pg. 53 Yoga, pg. 315</p>
<p>PW 2.b. Demonstrates personal health and self-care practices with increasing independence.</p>	<p>PD1.OT: Demonstrates increased understanding of healthy and self-care practices. Demonstrates, initiates, and discusses self-care needs with guidance.</p> <p>Cover Your Nose When You Sneeze, pg. 290 What to Wear, pg. 419</p>
<p>PW 2.c. Consumes healthy food and develops healthy eating habits.</p>	<p>PD6.OT: Demonstrates increasing healthy eating habits. Demonstrates awareness of healthy foods, expresses preferences, and feeds themselves.</p> <p>Healthy Foods, pg. 212 Salad Snacks, pg. 535</p>
<p>PW 2.d. Develops healthy sleep and rest behaviors.</p>	<p>PD7.OT: Develops healthy sleeping habits. Participates in sleep routines and wakes ready for routines.</p> <p>Bedtime Rhymes, pg. 343 My Bedtime Routine, pg. 239 Two-Year-Old Daily Schedule (Rest Time) pg. 12</p>
<p>PW 2.e. Participates in preferred physical activities and develops understanding that being physically active is healthy.</p>	<p>PD8.OT: Actively participates in games and forms of physical activity. Develops strength and stamina for moderate periods of playtime.</p> <p>Popcorn Pop, p.290 Color Run and Tag, p. 301</p>
<p>PW 2.f. Demonstrates increasing understanding of safety practices and behaviors.</p>	<p>PD3.OT: Develops and demonstrates awareness of basic safety routines. Participates, communicates, and understands simple safety instructions.</p> <p>Playground Safety, pg. 136 Cautious with Creatures, pg. 497</p>

Science	
SC 1.a. Explores and investigates objects and events in the environment.	<p>CD9.OT: Explores, observes, and experiments with objects and materials to make connections. CD7a.OT: Uses senses and simple tools to experiment with how things work and to investigate differences between objects.</p> <p>Textured Ramps, pg. 291 Water Beetles Float, pg. 505</p>
SC 1.b. Develops ability to reason about cause and effect.	<p>CD10.OT: Uses problem-solving skills and explores the effects that actions have on objects.</p> <p>Recycled Music Station, pg. 317 Paper Towel Art, pg. 323 Kick Bowling pg. 134</p>
Social Emotional Development	
SE 1.a. Develops and expands understanding of oneself as a unique person.	<p>SE1.OT: Shows awareness of their own characteristics and uses gestures, actions, and language to reference self.</p> <p>My Family, pg. 64 Big Like Bear, pg. 377</p>
SE 1.b. Develops understanding of emotions.	<p>SE1.OT: Shows awareness of their own characteristics and uses gestures, actions, and language to reference self. SE2.OT: Demonstrates increasing emotional regulation and manages emotions and impulse control with adult guidance.</p> <p>How I Feel, pg. 56 Body Language, pg. 444</p>
SE 2.a. Begins to manage emotions and actions.	<p>SE2.OT: Demonstrates increasing emotional regulation and manages emotions and impulse control with adult guidance.</p> <p>Flower, Flower, Bee, pg. 522 Stop and Go, pg. 160 How I Feel pg. 56</p>

SE 3.a. Develops empathy toward and understanding of others.	SE4.OT: Demonstrates empathy and compassion for others. Is able to communicate to make needs known. Little Red Hen’s Friends , pg. 211 Things That Help People , pg. 534
SE 4.a. Develops secure, trusting relationships with adults.	SE3.OT: Forms and maintains secure relationships. I Can Help , pg. 222 Bear Says “Thank You” , pg. 376
SE 4.b. Develops socially competent behaviors with peers.	SE3: Develops appropriate social skills to establish and maintain positive relationships. AL6.OT: Engages in cooperative play with a small group of children for short periods of time. Penguin Says “Please” , pg. 365 Throwing and Catching , pg.457
SE 4.c. Develops ability to use simple strategies to resolve conflicts with peers.	SE4: Demonstrates positive behaviors and engages in self-expression. AL6: Demonstrates cooperative behaviors in stages of play. Penguin Says “Please” , pg. 365 Sharing , pg. 546
Social Studies	
SS 1.a. Develops awareness of own culture and other characteristics of groups of people.	CD11a.OT: Communicates awareness of differences and similarities between self and others. Uses play to show knowledge of relationships and roles in familiar contexts. My Family , pg. 64 Circassian Big Circle Dance , pg. 443
SS 1.b. Develops a basic understanding of needs and wants.	CD14b.OT: Recognizes concept of supply and demand and is able to communicate about their choices. Earth Gives Us... , pp. 479-480 Things That Help People , pg. 534

<p>SS 1.c. Develops understanding that everyone has rights and responsibilities within a group.</p>	<p>CD11a: Demonstrates an increased understanding of relationships and roles within their family, community, and themselves as members of a group. CD11b.OT: Demonstrates understanding of acceptable behaviors. Recognizes and follows basic rules.</p> <p>Community Helper Class Book, pg. 172 I Can Help, pg. 222</p>
<p>SS 1.d. Develops the ability to take care of the materials in the environment.</p>	<p>CD8.OT: Identifies characteristics of living and non-living things and with assistance participates in activities to protect their environment. CD11a: Demonstrates an increased understanding of relationships and roles within their family, community, and themselves as members of a group.</p> <p>How I Can Help at Home, pg. 403 Clean Our Neighborhood, pg. 473</p>