

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: New Beginnings (Infants)

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

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

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.

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Standard	Curriculum Alignment
Approaches to Learning	
AL 1.a. Engages in new and unfamiliar experiences and activities.	AL1.IN: The children will initiate interactions and show awareness of their surroundings. Name Call , pg. 88 Pet Sensory Board , pg. 338
AL 1.b. Completes activities with increasingly complex steps.	LL7.IN: The children will respond and listen to familiar voices. The children will understand and respond to verbal and nonverbal commands. CD12.IN: The children will respond to changes in routines and anticipate next step. In and Out , pg. 116 Clear the Way , pg. 148
AL 1.c. Persists in completing a task with increasing concentration.	AL2.IN: The children will attend to people or objects around them for short periods of time. Name Claps , pg. 89 Garden Chimes , pg. 389
AL 2.a. Develops a growth mindset.	AL7: Demonstrates increased independence and risk taking. AL7.IN: The children will explore new experiences with the support of a familiar adult. SE1.IN: The children will begin to show awareness of and confidence in growing abilities. Pride , pg. 92 Hula Hoop Walk , pg. 144
Cognitive Development	

<p>CO 1.a. Develops the ability to recall information about objects, people, and past experiences.</p>	<p>AL8a.IN: The children will show awareness when familiar people or objects are out of sight. AL8b.IN: The children will show excitement with familiar objects. Imitates sounds and actions and anticipates familiar routines.</p> <p>Hide and Seek, pg. 81 Creepy Crawly Bugs, pg. 366</p>
<p>CO 2.a. Demonstrates increasing ability to think symbolically.</p>	<p>AL5.IN: Demonstrates creativity and imagination. The children will use a variety of materials and actions to interact with others. AL8a.IN: The children will show awareness when familiar people or objects are out of sight.</p> <p>Making Faces, pg. 68 Toy Surprise, pg. 83</p>
<p>CO 3.a. Uses increasingly complex strategies to solve problems.</p>	<p>AL4.IN: The children will try one or two strategies to solve a problem and demonstrate repetitive actions.</p> <p>Grab the Toy pg. 107 Where is it? pg. 200</p>
<p>CO 4.a. Develops ability to be flexible in own thinking and behavior.</p>	<p>CD10.IN: The children will use own actions to make things happen. AL4.IN: The children will try one or two strategies to solve a problem and demonstrate repetitive actions.</p> <p>Surprise Noise, pg. 78 Shape Sorter, pg. 113</p>
<p>Creative Development</p>	
<p>CR 1.a. Expresses ideas and feelings through visual art.</p>	<p>CD17.IN: Explores a variety of materials to express self through art. The children will explore simple art materials to engage in art and explore a variety of art forms and processes.</p> <p>Scribble Time, pg. 116 Creative Collages, pg. 223</p>

<p>CR 1.b. Expresses self creatively through music and dance.</p>	<p>CD15.IN: The children will respond to music and experiment with sounds, simple instruments, and his/her voice. The children will begin to express self through music experiences, develop a sense of rhythm, and move rhythmically.</p> <p>Pat-A-Cake, pg. 73 Musical Excitement, pg. 86</p>
<p>CR 2.a. Develops ability to express new ideas through imaginative and inventive play.</p>	<p>CD16.IN: Uses pretend play to demonstrate self-expression and creativity. The children will use toys and household objects in different ways to play.</p> <p>Wagon Wheel Delivery, pg. 142 Pet Bath, pg. 338</p>
<p>Language and Literacy</p>	
<p>LL 1.a. Demonstrates understanding of increasingly complex language.</p>	<p>LL7.IN: The children will respond to familiar verbal and non-verbal communications.</p> <p>Gesture Response, pg. 70 Singsong Voices, pg. 184</p>
<p>LL 1.b. Develops and expands understanding of vocabulary and concepts.</p>	<p>LL6.IN: The children will use or imitate specific sounds or single words for familiar people, animals or objects. The children will begin to associate words with objects.</p> <p>Choices, Choices, pg. 189 Hello, Goodbye, pg. 192</p>
<p>LL 1.c. Communicates using increasingly complex language.</p>	<p>LL8.IN: The children will communicate needs and wants using a variety of sounds, gestures, facial expressions or single words.</p> <p>Babbling Babies, pg. 185 More, or All Done?, pg. 314</p>

<p>LL 1.d. Participates in conversations with increasing application of turn-taking skills.</p>	<p>LL7.IN: The children will respond to familiar verbal and non-verbal communications.</p> <p>Talk With Me, pg. 177 Face to Face Conversations, pg. 184</p>
<p>LL 1.e. Develops comprehension of read-aloud text.</p>	<p>LL5.IN: The children will attend to pictures and show interest in reading experiences.</p> <p>Picture Page Stories, pg. 188 Touch and Feel Books, pg. 289</p>
<p>LL 2.a. Develops awareness of syllables in spoken words.</p>	<p>LL2.IN: Demonstrates an early awareness of spoken words and sounds. Listens to nursery rhymes and songs and responds or imitates different sounds.</p> <p>LL6.IN: The children will use or imitate specific sounds or single words for familiar people, animals, or objects.</p> <p>What Does the Mouse Say? pg. 190 Spring Animal Sounds, pg. 443</p>
<p>LL 2.b. Develops awareness of initial sounds, onsets, and rimes in spoken words.</p>	<p>LL2.IN: Demonstrates an early awareness of spoken words and sounds. Listens to nursery rhymes and songs and responds or imitates different sounds.</p> <p>If You're Happy and You Know It, pg. 68 Fingerplay Fun, pg. 188</p>
<p>LL 2.c. Develops understanding of rhyme.</p>	<p>LL2.IN: Demonstrates an early awareness of spoken words and sounds. Listens to nursery rhymes and songs and responds or imitates different sounds.</p> <p>Two Little Blackbirds, pg. 89 Rhyme With Me, pg. 180</p>

<p>LL 3.a. Develops knowledge of print organization.</p>	<p>LL4.IN: The children will explore books in a variety of ways and show enjoyment in looking at pictures. The children will hold and manipulate books, including those they can recognize.</p> <p>Page Turning, pg. 117 Read With Me, pg. 175</p>
<p>LL 3.b. Develops knowledge of the alphabet.</p>	<p>LL1: Demonstrates emerging knowledge of the alphabet and environmental print.</p> <p>Read With Me pg. 175 Emotions Class Book, pg. 273 Water pg. 408</p>
<p>LL 4.a. Develops understanding that writing represents spoken language.</p>	<p>LL4: Demonstrates book knowledge and awareness of print.</p> <p>Sing With Me pg. 176 Write With Me, pg. 178</p>
<p>LL 4.b. Draws and writes using increasingly sophisticated grasp.</p>	<p>LL3.IN: The children will with assistance, use simple writing tools to make random marks.</p> <p>Sidewalk chalk, pg. 127 Write With Me, pg. 178</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>CD2a.IN: The children will participate in simple counting led by an adult and explore relationships between objects.</p> <p>Magazine Flip, pg. 80 Ladybug Spots, pg. 367</p>

<p>MA 1.b. Develops understanding of one-to-one correspondence and cardinality.</p>	<p>CD1.IN: The children will observe and explore objects. The children will use gestures to indicate they want more than one object. CD2a.IN: The children will participate in simple counting led by an adult and explore relationships between objects.</p> <p>Count with Me, pg. 201 Pumpkin Counting, pg. 396</p>
<p>MA 1.c. Develops ability to subitize small quantities.</p>	<p>CD1.IN: Develops understanding of numbers and quantities. The children will observe and explore objects. CD2b.IN: The children will engage in numerical play. CD2a.IN The children will participate in simple counting led by an adult and explore relationships between objects.</p> <p>Count with Me, pp. 201 This Little Piggy, pp. 216-217 Leaf Counting, pp. 426-427 Counting Snowflakes, pp. 436-437</p>
<p>MA 1.d. Develops ability to recognize and name written numerals.</p>	<p>CD2b.IN: The children will engage in numerical play.</p> <p>Balls in a Basket, pg. 145 This Little Piggy, pp. 216-217</p>
<p>MA 2.a. Develops understanding of number relationships and operations.</p>	<p>CD2a.IN: The children will participate in simple counting led by an adult and explore relationships between objects. CD2b.IN: The children will engage in numerical play.</p> <p>Ten in the Bed, pg. 217 Find the Raindrops, pg. 414</p>
<p>MA 3.a. Develops knowledge of measurement to compare and describe objects.</p>	<p>CD4a.IN: Explores and communicates basic measurement attributes. The children will explore objects of different sizes.</p> <p>Compare with Me, pp. 200-201 Pet Bowls, pp. 336-337</p>

<p>MA 3.b. Develops the ability to sort.</p>	<p>CD4b.IN: Demonstrates increased ability to compare, sort, classify, and create patterns. The children will explore or examine differences between objects.</p> <p>Sort with Me, pg. 202 Leaf Sorting, pg. 426</p>
<p>MA 3.c. Develops understanding of patterns.</p>	<p>CD4b.IN: Demonstrates increased ability to compare, sort, classify, and create patterns. The children will explore or examine differences between objects.</p> <p>Black and White, pg. 203 Butterfly Pattern, pp. 368-369</p>
<p>MA 4.a. Develops ability to recognize shapes and their attributes.</p>	<p>CD3b.IN: Explores and identifies basic shapes. The children will explore objects with different shapes and sizes.</p> <p>Let's Have a Ball pg. 84 Texture Tools, pp. 160</p>
<p>MA 4.b. Develops understanding of spatial relationships.</p>	<p>CD3a.IN: Demonstrates beginning understanding of spatial awareness. The children will examine simple objects, attempt to put objects into other objects, and watch objects move.</p> <p>Here I Am!, pp. 62-63 Grab the Toy, pt. 107</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.IN: The children will develop control of body and explore new positions and movements. PD5b.IN: The children will demonstrate emerging balance, strength, and coordination, often with support. The children will lift their head and shoulders off the floor using torso and arm muscles, roll over, sit with support, etc.</p> <p>Tummy Time Peek-a-Boo, pg. 132 Tripod, pg. 136</p>

<p>PW 1.b. Demonstrates developing control of fundamental fine motor skills, including hand-eye coordination.</p>	<p>PD4a.IN: Demonstrates hand-eye coordination. The children will use both hands, or a pincer grasp to perform a task. PD4b.IN: The children will develop grasp reflex to accomplish actions.</p> <p>Ribbon Tickles, pg. 109 Musical Shakes, pg. 110</p>
<p>PW 1.c. Develops oral motor skills.</p>	<p>CD7a.IN: CD7a.IN: The children will use senses and actions to explore objects and gain knowledge about them. The children will explore objects and toys, with mouth. PD6.IN: The children will demonstrate emerging interest in feeding routines.</p> <p>Mash It Up, pg. 161 Sensory Awareness, pg. 206;</p>
<p>PW 1.d. Uses senses and movement to guide motions and interactions with objects and other people.</p>	<p>CD7a.IN: The children will use senses and actions to explore objects and gain knowledge about them. CD10.IN: The children will use own actions to make things happen. CD9.IN: the children will hold, touch, and experience different textures.</p> <p>Vision Practice, pg. 206 Reach and Explore, pg. 207</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.IN: The children will exhibit body awareness and begin to move body in space. PD2b.IN: The children will demonstrate awareness of basic body parts when named.</p> <p>Head, Shoulders, Knees, and Toes, pg. 165 Find Your Face, pg. 166</p>
<p>PW 2.b. Demonstrates personal health and self-care practices with increasing independence.</p>	<p>PD1.IN: Demonstrates increased understanding of healthy and self-care practices. The children will cooperate with daily health care practices.</p> <p>Pull ‘Em Up, pg. 170 Communicating with Cries, 186</p>

<p>PW 2.c. Consumes healthy food and develops healthy eating habits.</p>	<p>PD6.IN: The children will demonstrate emerging interest in feeding routines.</p> <p>Arm Support, pg. 161 Lunch time, pg. 315</p>
<p>PW 2.d. Develops healthy sleep and rest behaviors.</p>	<p>PD7.IN: The children will develop personal sleep routines and show alertness during waking periods.</p> <p>Soft Touches, pg. 153 Musical Relaxation, pg. 153</p>
<p>PW 2.e. Participates in preferred physical activities and develops understanding that being physically active is healthy.</p>	<p>PD8.IN: Engages in active play. The children will engage and explore active movements indoors and outdoors.</p> <p>Kicking Fun, pg. 155 Tunnel Crawl, pg. 158</p>
<p>PW 2.f. Demonstrates increasing understanding of safety practices and behaviors.</p>	<p>PD3.IN: The children will respond and participate in basic safety routines.</p> <p>AL8a.IN: Shows awareness when familiar people or objects are out of sight. Responds in simple ways to familiar versus unfamiliar people.</p> <p>Secure Seat, pg. 147 Family Picnic, pg. 266</p>
<p>Science</p>	
<p>SC 1.a. Explores and investigates objects and events in the environment.</p>	<p>CD9.IN: The children will use senses to explore different shapes, sizes, and textures.</p> <p>CD7a.IN: The children will use senses and actions to explore objects and gain knowledge about them.</p> <p>Texture Tour, pg. 76 What Is It?, pg. 208</p>
<p>SC 1.b. Develops ability to reason about cause and effect.</p>	<p>CD10.IN: Uses thinking and planning to cause desired effect. The children will use own actions to make things happen.</p> <p>Surprise Noise, pg. 78 Knock Down, pg. 209</p>

Social Emotional Development	
SE 1.a. Develops and expands understanding of oneself as a unique person.	SE1.IN: The children will show awareness of their bodies, respond to self in a mirror, and show awareness of abilities and preferences. Talk and Praise , pg. 62 Name Game , pg. 73
SE 1.b. Develops understanding of emotions.	SE4.IN: The children will express a range of emotions and react to others' emotions. Smile Time , pg. 65 Surprise , pg. 93
SE 2.a. Begins to manage emotions and actions.	SE2.IN: Develops early emotional regulation, self-soothes with adult support. Bounce and Soothe , pg. 87 Help Me , pg. 182
SE 3.a. Develops empathy toward and understanding of others.	SE4.IN: Expresses a range of emotions and reacts to others' emotions. Baby Faces Collage , pg. 93 Face Time , pg. 95
SE 4.a. Develops secure, trusting relationships with adults.	SE3.IN: Develops appropriate social skills to establish and maintain positive relationships. Responds positively to familiar adults and peers. Here I Am! , pg. 62 Pat-a-Cake , pg. 108
SE 4.b. Develops socially competent behaviors with peers.	SE3.IN: Develops appropriate social skills to establish and maintain positive relationships. Responds positively to familiar adults and peers AL6.IN: Shows interest in others while engaging in parallel play. Self-Selection , pg. 83 Cup Dance , pg. 119

<p>SE 4.c. Develops ability to use simple strategies to resolve conflicts with peers.</p>	<p>SE4.IN: Demonstrates positive behaviors and engages in self-expression. Expresses a range of emotions and reacts to others' emotions. AL6: Demonstrates cooperative behaviors in stages of play.</p> <p>Emotion Support, pg. 84 Help Me, pg. 182</p>
<p>Social Studies</p>	
<p>SS 1.a. Develops awareness of own culture and other characteristics of groups of people.</p>	<p>CD11a: Demonstrates and increased understanding of relationships and roles within their family, community, and themselves as members of a group. CD11a.IN: The children will show preference and seek for attention from familiar people.</p> <p>Play With Me, pg. 179 Family Pictures, pg. 212</p>
<p>SS 1.b. Develops a basic understanding of needs and wants.</p>	<p>CD14b.IN: The children will understand the concept of “more” and demonstrate preference for specific objects and people.</p> <p>More Blocks?, pg. 212 More, or All Done?, pg. 314</p>
<p>SS 1.c. Develops understanding that everyone has rights and responsibilities within a group.</p>	<p>CD11a.IN: Demonstrates an increased understanding of relationships and roles within their family, community, and themselves as members of a group. The children will show preference and seek for attention from familiar people. CD11b.IN: The children will begin to understand acceptable and unacceptable behaviors with adult guidance.</p> <p>Follow Me, pg. 64 Testing Limits, pg. 216</p>
<p>SS 1.d. Develops the ability to take care of the materials in the environment.</p>	<p>CD8.IN: The children will identify and show interest in familiar living and non-living objects in their environment.</p> <p>In and Out, pg. 116 Clothesline, pg. 257</p>

