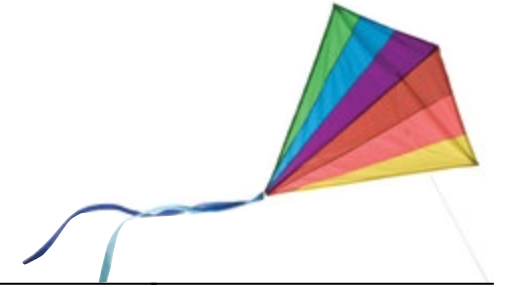


Alignment of



Objectives for Development & Learning



WITH

Teaching Strategies Objectives for Development and Learning (ODL)

aligned to

Wyoming's Early Learning Standards

Standards adopted 2022

Ages: birth through kindergarten

CONTENT STANDARD

Relationships and Interactions - Strong positive relationships and interactions provide a critical foundation for lifelong development and learning. These relationships help children develop a sense of identity and belonging, manage their emotions, recognize and appreciate diversity, and build skills for interacting effectively with others.

BENCHMARK		Emotional Development
GRADE LEVEL EXAMPLE	1	Children develop a sense of Identity and belonging by:
EXPECTATION	1a.	Developing an awareness and appreciation of self as a unique, competent, and capable individual. Objectives for Development and Learning Objective 29 Demonstrates knowledge about self
EXPECTATION	1b.	Feeling a sense of pride and belonging to family, community, and other groups. Objectives for Development and Learning Objective 30 Shows basic understanding of people and how they live
EXPECTATION	1c.	Expressing confidence in a range of abilities and in the capacity to accomplish tasks and take on new challenges. Objectives for Development and Learning • Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately • Objective 29 Demonstrates knowledge about self

CONTENT STANDARD

Relationships and Interactions - Strong positive relationships and interactions provide a critical foundation for lifelong development and learning. These relationships help children develop a sense of identity and belonging, manage their emotions, recognize and appreciate diversity, and build skills for interacting effectively with others.

BENCHMARK		Emotional Development
GRADE LEVEL EXAMPLE	2	Children demonstrate healthy emotional expression and functioning by:
EXPECTATION	2a.	Expressing, recognizing, and labeling their body’s sensations and emotions.
		Objectives for Development and Learning <ul style="list-style-type: none"> • Objective 01 Regulates own emotions and behaviors a. Manages feelings
EXPECTATION	2b.	Adapting to diverse situations and new environments with appropriate emotions and behaviors.
		Objectives for Development and Learning <ul style="list-style-type: none"> • Objective 01 Regulates own emotions and behaviors a. Manages feelings • Objective 01 Regulates own emotions and behaviors b. Follows limits and expectations
EXPECTATION	2c.	Managing their internal state and emotions with increasing independence.
		Objectives for Development and Learning <ul style="list-style-type: none"> • Objective 01 Regulates own emotions and behaviors a. Manages feelings
EXPECTATION	2d.	Handling impulses and behavior with support from adults.
		Objectives for Development and Learning <ul style="list-style-type: none"> • Objective 01 Regulates own emotions and behaviors a. Manages feelings

CONTENT STANDARD

Relationships and Interactions - Strong positive relationships and interactions provide a critical foundation for lifelong development and learning. These relationships help children develop a sense of identity and belonging, manage their emotions, recognize and appreciate diversity, and build skills for interacting effectively with others.

BENCHMARK		Social Development
GRADE LEVEL EXAMPLE	1	Children build relationships with adults by:
EXPECTATION	1a.	Showing trust, developing emotional bonds, and interacting comfortably with adults.
		Objectives for Development and Learning <ul style="list-style-type: none"> • Objective 02 Establishes and sustains positive relationships a. Forms relationships with adults

EXPECTATION	1b.	Communicating with familiar adults and accepting or requesting guidance.
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Objectives for Development and Learning

- **Objective 01** Regulates own emotions and behaviors **b. Follows limits and expectations**
- **Objective 02** Establishes and sustains positive relationships **a. Forms relationships with adults**

CONTENT STANDARD

Relationships and Interactions - Strong positive relationships and interactions provide a critical foundation for lifelong development and learning. These relationships help children develop a sense of identity and belonging, manage their emotions, recognize and appreciate diversity, and build skills for interacting effectively with others.

BENCHMARK		Social Development
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GRADE LEVEL EXAMPLE	2	Children build relationships with peers by:
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EXPECTATION	2a.	Engaging in and maintaining positive interactions and relationships with other children.
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Objectives for Development and Learning

- **Objective 02** Establishes and sustains positive relationships **c. Interacts with peers**
- **Objective 02** Establishes and sustains positive relationships **d. Makes friends**

EXPECTATION	2b.	Engaging in age-appropriate social play (e.g., parallel, associative, cooperative).
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Objectives for Development and Learning

- **Objective 02** Establishes and sustains positive relationships **c. Interacts with peers**

EXPECTATION	2c.	Using problem-solving skills to resolve conflicts with other children.
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Objectives for Development and Learning

- **Objective 03** Participates cooperatively and constructively in group situations **b. Solves social problems**

CONTENT STANDARD

Relationships and Interactions - Strong positive relationships and interactions provide a critical foundation for lifelong development and learning. These relationships help children develop a sense of identity and belonging, manage their emotions, recognize and appreciate diversity, and build skills for interacting effectively with others.

BENCHMARK		Social Development
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GRADE LEVEL EXAMPLE	3	Children demonstrate pro-social behavior by:
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EXPECTATION	3a.	Recognizing and labeling others' emotions. Objectives for Development and Learning · Objective 02 Establishes and sustains positive relationships b. Responds to emotional cues
EXPECTATION	3b.	Expressing care and concern toward others. Objectives for Development and Learning · Objective 02 Establishes and sustains positive relationships b. Responds to emotional cues
EXPECTATION	3c.	Recognizing how actions affect others. Objectives for Development and Learning · Objective 02 Establishes and sustains positive relationships b. Responds to emotional cues · Objective 03 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others
EXPECTATION	3d.	Asserting themselves and communicating preferences in age-appropriate ways. Objectives for Development and Learning · Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately
EXPECTATION	3e.	Participating collaboratively with a group. Objectives for Development and Learning · Objective 02 Establishes and sustains positive relationships c. Interacts with peers

CONTENT STANDARD

Relationships and Interactions - Strong positive relationships and interactions provide a critical foundation for lifelong development and learning. These relationships help children develop a sense of identity and belonging, manage their emotions, recognize and appreciate diversity, and build skills for interacting effectively with others.

BENCHMARK		Culture, Family, and Community
GRADE LEVEL EXAMPLE	1	Children develop an understanding of culture, family, and community by:
EXPECTATION	1a.	Demonstrating self-awareness, confidence, family pride, and positive social identities. Objectives for Development and Learning · Objective 29 Demonstrates knowledge about self

EXPECTATION	1b.	Expressing comfort and joy with human diversity, using accurate language for human differences, and forming deep, caring connections across all dimensions of human diversity. <u>Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
EXPECTATION	1c.	Developing an awareness of the functions, contributions, and diverse characteristics of their own family and others. <u>Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
EXPECTATION	1d.	Recognizing and describing physical features of the classroom, home, and community. <u>Objectives for Development and Learning</u> Objective 32 Demonstrates simple geographic knowledge
EXPECTATION	1e.	Developing an understanding of the basic principles of how communities function. <u>Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
EXPECTATION	1f.	Recognizing unfairness (injustice), using language to describe unfairness, and understanding that unfairness hurts. <u>Objectives for Development and Learning</u> • Objective 02 Establishes and sustains positive relationships b. Responds to emotional cues • Objective 03 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others
EXPECTATION	1g.	Demonstrating a sense of empowerment and the skills to act, with others or alone, against prejudice and/or discriminatory actions. <u>Objectives for Development and Learning</u> • Objective 03 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others

CONTENT STANDARD

COMMUNICATION - Communication is fundamental to the human experience. Language and literacy development is essential for children’s learning across all domains. Dual language learners and those who use alternative forms of communication develop their language in the same way as all children. The emerging ability of children to communicate successfully with others in multiple ways allows them to build relationships, share meaning, express needs, and convey ideas.

BENCHMARK		Communication
GRADE LEVEL EXAMPLE	1	Children demonstrate receptive language skills by:
EXPECTATION	1a.	Understanding, responding to, and learning from conversations with others. Objectives for Development and Learning <ul style="list-style-type: none"> Objective 08 Listens to and understands increasingly complex language a. Comprehends language Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations
EXPECTATION	1b.	Responding appropriately to simple statements, directions, questions, and stories. Objectives for Development and Learning <ul style="list-style-type: none"> Objective 08 Listens to and understands increasingly complex language a. Comprehends language
EXPECTATION	1c.	Comprehending increasingly complex and varied vocabulary. Objectives for Development and Learning <ul style="list-style-type: none"> Objective 08 Listens to and understands increasingly complex language a. Comprehends language

CONTENT STANDARD

COMMUNICATION - Communication is fundamental to the human experience. Language and literacy development is essential for children’s learning across all domains. Dual language learners and those who use alternative forms of communication develop their language in the same way as all children. The emerging ability of children to communicate successfully with others in multiple ways allows them to build relationships, share meaning, express needs, and convey ideas.

BENCHMARK		Communication
GRADE LEVEL EXAMPLE	2	Children demonstrate expressive language skills by:
EXPECTATION	2a.	Using increasingly complex and varied vocalizations and vocabulary to express ideas and needs. Objectives for Development and Learning <ul style="list-style-type: none"> Objective 09 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary

EXPECTATION	2b.	Communicating in order to seek help, get information, or clarify something that is not understood. Objectives for Development and Learning <ul style="list-style-type: none"> • Objective 08 Listens to and understands increasingly complex language a. Comprehends language • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations
EXPECTATION	2c.	Understanding, following, and using appropriate social and conversational rules. Objectives for Development and Learning <ul style="list-style-type: none"> • Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language
EXPECTATION	2d.	Persisting with conversations through multiple exchanges. Objectives for Development and Learning <ul style="list-style-type: none"> • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations
EXPECTATION	2e.	Varying the amount of information provided to meet the demands of the situation. Objectives for Development and Learning <ul style="list-style-type: none"> • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations • Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language
EXPECTATION	2f.	Expressing themselves in increasingly long, detailed, and sophisticated ways. Objectives for Development and Learning <ul style="list-style-type: none"> • Objective 09 Uses language to express thoughts and needs c. Uses conventional grammar

CONTENT STANDARD

COMMUNICATION - Communication is fundamental to the human experience. Language and literacy development is essential for children’s learning across all domains. Dual language learners and those who use alternative forms of communication develop their language in the same way as all children. The emerging ability of children to communicate successfully with others in multiple ways allows them to build relationships, share meaning, express needs, and convey ideas.

BENCHMARK		Literacy
GRADE LEVEL EXAMPLE	1	Children gain early reading skills and an appreciation for books by:

EXPECTATION	1a.	Showing interest in shared reading experiences and engaging with books independently. <u>Objectives for Development and Learning</u> · Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts
EXPECTATION	1b.	Comprehending meaning from pictures and stories. <u>Objectives for Development and Learning</u> · Objective 18 Comprehends and responds to books and other texts b. Uses emergent reading skills
EXPECTATION	1c.	Demonstrating an understanding of narrative structure through storytelling/retelling. <u>Objectives for Development and Learning</u> · Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts
EXPECTATION	1d.	Engaging with or asking and answering questions about a book that is read aloud. <u>Objectives for Development and Learning</u> · Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections
EXPECTATION	1e.	Recognizing how books are read (front to back and one page at a time) and recognizing basic features of books such as title, author, and illustrator. <u>Objectives for Development and Learning</u> · Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts
EXPECTATION	1f.	Making connections between stories and real-life experiences. <u>Objectives for Development and Learning</u> · Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections

CONTENT STANDARD

COMMUNICATION - Communication is fundamental to the human experience. Language and literacy development is essential for children’s learning across all domains. Dual language learners and those who use alternative forms of communication develop their language in the same way as all children. The emerging ability of children to communicate successfully with others in multiple ways allows them to build relationships, share meaning, express needs, and convey ideas.

BENCHMARK

Literacy

GRADE LEVEL EXAMPLE	2	Children demonstrate phonological awareness by:
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EXPECTATION	2a.	Attending to, repeating, and using rhythms, rhymes, phrases, or refrains from stories or songs.
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Objectives for Development and Learning

- **Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme**

EXPECTATION	2b.	Demonstrating awareness that spoken language is composed of smaller segments (e.g., words, syllables, and sounds).
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Objectives for Development and Learning

- **Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound**

CONTENT STANDARD

COMMUNICATION - Communication is fundamental to the human experience. Language and literacy development is essential for children’s learning across all domains. Dual language learners and those who use alternative forms of communication develop their language in the same way as all children. The emerging ability of children to communicate successfully with others in multiple ways allows them to build relationships, share meaning, express needs, and convey ideas.

BENCHMARK		Literacy
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GRADE LEVEL EXAMPLE	3	Children develop writing skills by:
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EXPECTATION	3a.	Recognizing that writing is a way of communicating for a variety of purposes.
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Objectives for Development and Learning

- **Objective 19 Demonstrates writing skills b. Writes to convey ideas and information**

EXPECTATION	3b.	Using a combination of drawing, dictating, and writing to tell a story.
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Objectives for Development and Learning

- **Objective 19 Demonstrates writing skills b. Writes to convey ideas and information**

EXPECTATION	3c.	Communicating through written representations, symbols, and letters using increasingly sophisticated marks.
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Objectives for Development and Learning

- **Objective 19 Demonstrates writing skills b. Writes to convey ideas and information**
- **Objective 19 Demonstrates writing skills c. Writes using conventions**

CONTENT STANDARD

COMMUNICATION - Communication is fundamental to the human experience. Language and literacy development is essential for children’s learning across all domains. Dual language learners and those who use alternative forms of communication develop their language in the same way as all children. The emerging ability of children to communicate successfully with others in multiple ways allows them to build relationships, share meaning, express needs, and convey ideas.

BENCHMARK		Literacy
GRADE LEVEL EXAMPLE	4	Children gain knowledge of print concepts and the alphabet by:
EXPECTATION	4a.	Identifying letters of the alphabet and producing correct sounds associated with letters. Objectives for Development and Learning <ul style="list-style-type: none"> • Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters • Objective 16 Demonstrates knowledge of the alphabet b. Identifies letter-sound correspondences
EXPECTATION	4b.	Developing an understanding that print carries a message through symbols and word. Objectives for Development and Learning <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts

CONTENT STANDARD

COGNITION - Supporting children’s cognition—how they think and what they know—is vital to the acquisition of new knowledge and skills. When children approach learning with curiosity, initiative, imagination, and flexibility they become lifelong learners. Mathematics and scientific reasoning skills help children connect ideas, develop logical and abstract thinking, question, and analyze to understand and organize the world around them.

BENCHMARK		Approaches to Learning
GRADE LEVEL EXAMPLE	1	Children foster initiative and curiosity by:
EXPECTATION	1a.	Demonstrating eagerness to explore, learn about, and discuss a range of topics, ideas, and tasks. Objectives for Development and Learning <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation
EXPECTATION	1b.	Demonstrating flexibility, imagination, and inventiveness in approaching tasks and activities. Objectives for Development and Learning <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking

EXPECTATION	1c.	Planning, initiating, and completing learning activities with peers.
<p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning b. Persists 		
<p>CONTENT STANDARD</p> <p>COGNITION - Supporting children’s cognition—how they think and what they know—is vital to the acquisition of new knowledge and skills. When children approach learning with curiosity, initiative, imagination, and flexibility they become lifelong learners. Mathematics and scientific reasoning skills help children connect ideas, develop logical and abstract thinking, question, and analyze to understand and organize the world around them.</p>		
BENCHMARK		Approaches to Learning
GRADE LEVEL EXAMPLE	2	Children practice cognitive self-regulation and executive function skills by:
EXPECTATION	2a.	Demonstrating an increasing ability to control impulses.
<p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 01 Regulates own emotions and behaviors a. Manages feelings 		
EXPECTATION	2b.	Maintaining focus, sustaining attention, and persisting in tasks with age-appropriate support.
<p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages • Objective 11 Demonstrates positive approaches to learning b. Persists 		
EXPECTATION	2c.	Using memories as a foundation for more complex actions and thoughts.
<p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 12 Remembers and connects experiences a. Recognizes and recalls • Objective 12 Remembers and connects experiences b. Makes connections 		
EXPECTATION	2d.	Demonstrating flexibility in thinking and behavior.
<p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking 		
EXPECTATION	2e.	Shifting attention between tasks and moving through transitions with minimal direction.
<p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 01 Regulates own emotions and behaviors b. Follows limits and expectations 		

CONTENT STANDARD

COGNITION - Supporting children’s cognition—how they think and what they know—is vital to the acquisition of new knowledge and skills. When children approach learning with curiosity, initiative, imagination, and flexibility they become lifelong learners. Mathematics and scientific reasoning skills help children connect ideas, develop logical and abstract thinking, question, and analyze to understand and organize the world around them.

BENCHMARK		Approaches to Learning
GRADE LEVEL EXAMPLE	3	Children demonstrate symbolic representation by:
EXPECTATION	3a.	Using imagination in play and interactions with themselves, materials, and others. Objectives for Development and Learning · Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play
EXPECTATION	3b.	Recognizing the difference between pretend or fantasy situations and reality. Objectives for Development and Learning · Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play
EXPECTATION	3c.	Representing people, places, things, and processes, through drawings, movement, writing, and three-dimensional objects. Objectives for Development and Learning · Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically
EXPECTATION	3d.	Exploring and representing their ideas through creative arts. Objectives for Development and Learning Objective 33 Explores the visual arts

CONTENT STANDARD

COGNITION - Supporting children’s cognition—how they think and what they know—is vital to the acquisition of new knowledge and skills. When children approach learning with curiosity, initiative, imagination, and flexibility they become lifelong learners. Mathematics and scientific reasoning skills help children connect ideas, develop logical and abstract thinking, question, and analyze to understand and organize the world around them.

BENCHMARK		Mathematics
GRADE LEVEL EXAMPLE	1	Children build an understanding of number sense and operations by:

EXPECTATION	1a.	Developing a sense of quantity and number. <u>Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies
EXPECTATION	1b.	Knowing number names and counting sequences. <u>Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations a. Counts
EXPECTATION	1c.	Recognizing the number of objects in a set. <u>Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies
EXPECTATION	1d.	Comparing numbers and quantities. <u>Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies
EXPECTATION	1e.	Understanding the relationship between numbers and quantities. <u>Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies • Objective 20 Uses number concepts and operations a. Counts
EXPECTATION	1f.	Associating a quantity with written numerals and writing numbers. <u>Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations c. Connects numerals with their quantities
EXPECTATION	1g.	Understanding addition as adding to and understanding subtraction as taking-away-from. <u>Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations d. Understands and uses place value and base ten • Objective 20 Uses number concepts and operations e. Applies properties of mathematical operations and relationships

CONTENT STANDARD

COGNITION - Supporting children’s cognition—how they think and what they know—is vital to the acquisition of new knowledge and skills. When children approach learning with curiosity, initiative, imagination, and flexibility they become lifelong learners. Mathematics and scientific reasoning skills help children connect ideas, develop logical and abstract thinking, question, and analyze to understand and organize the world around them.

BENCHMARK		Mathematics
GRADE LEVEL EXAMPLE	2	Children practice measurement and comparison by:
EXPECTATION	2a.	Measuring objects by their various attributes using standard and non-standard measurement.
		<p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 22 Compares and measures a. Measures objects
EXPECTATION	2b.	Using differences in attributes to make comparisons.
		<p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 13 Uses classification skills
EXPECTATION	2c.	Identifying currency and recognizing that it holds value.
		<p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 22 Compares and measures b. Measures time and money

CONTENT STANDARD

COGNITION - Supporting children’s cognition—how they think and what they know—is vital to the acquisition of new knowledge and skills. When children approach learning with curiosity, initiative, imagination, and flexibility they become lifelong learners. Mathematics and scientific reasoning skills help children connect ideas, develop logical and abstract thinking, question, and analyze to understand and organize the world around them.

BENCHMARK		Mathematics
GRADE LEVEL EXAMPLE	3	Children develop spatial sense and an understanding of geometry by:
EXPECTATION	3a.	Exploring the positions of objects and their movement in space.
		<p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships

EXPECTATION	3b.	Identifying, describing, comparing, and composing 2D and 3D shapes.
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Objectives for Development and Learning

- **Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes**

CONTENT STANDARD

COGNITION - Supporting children’s cognition—how they think and what they know—is vital to the acquisition of new knowledge and skills. When children approach learning with curiosity, initiative, imagination, and flexibility they become lifelong learners.

Mathematics and scientific reasoning skills help children connect ideas, develop logical and abstract thinking, question, and analyze to understand and organize the world around them.

BENCHMARK		Mathematics
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GRADE LEVEL EXAMPLE	4	Children practice sequencing and patterns by:
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EXPECTATION	4a.	Matching, sorting, classifying, and ordering objects.
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Objectives for Development and Learning

- **Objective 13 Uses classification skills**

EXPECTATION	4b.	Recognizing, duplicating, and extending simple patterns.
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Objectives for Development and Learning

- **Objective 23 Demonstrates knowledge of patterns**

CONTENT STANDARD

COGNITION - Supporting children’s cognition—how they think and what they know—is vital to the acquisition of new knowledge and skills. When children approach learning with curiosity, initiative, imagination, and flexibility they become lifelong learners.

Mathematics and scientific reasoning skills help children connect ideas, develop logical and abstract thinking, question, and analyze to understand and organize the world around them.

BENCHMARK		Scientific Reasoning
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GRADE LEVEL EXAMPLE	1	Children engage in scientific inquiry by:
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EXPECTATION	1a.	Exploring, observing, and describing objects, materials, organisms, and events.
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Objectives for Development and Learning

- **Objective 24 Uses scientific inquiry skills**
- **Objective 26 Demonstrates knowledge of the physical properties of objects and materials**
- **Objective 25 Demonstrates knowledge of the characteristics of living things**

EXPECTATION	1b.	Comparing and categorizing observable phenomena. Objectives for Development and Learning • Objective 24 Uses scientific inquiry skills
EXPECTATION	1c.	Using understanding of causal relationships to act on social and physical environments. Objectives for Development and Learning • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
EXPECTATION	1d.	Engaging in scientific talk. Objectives for Development and Learning • Objective 24 Uses scientific inquiry skills
EXPECTATION	1e.	Developing an understanding of the processes that assist people in designing and building. Objectives for Development and Learning • Objective 24 Uses scientific inquiry skills • Objective 28 Uses tools and other technology to perform tasks

CONTENT STANDARD

COGNITION - Supporting children’s cognition—how they think and what they know—is vital to the acquisition of new knowledge and skills. When children approach learning with curiosity, initiative, imagination, and flexibility they become lifelong learners. Mathematics and scientific reasoning skills help children connect ideas, develop logical and abstract thinking, question, and analyze to understand and organize the world around them.

BENCHMARK		Scientific Reasoning
GRADE LEVEL EXAMPLE	2	Children practice science and engineering skills by:
EXPECTATION	2a.	Using a variety of strategies to solve problems. Objectives for Development and Learning • Objective 24 Uses scientific inquiry skills • Objective 11 Demonstrates positive approaches to learning s. Solves problems
EXPECTATION	2b.	Asking a question, gathering information, and making predictions. Objectives for Development and Learning • Objective 24 Uses scientific inquiry skills

EXPECTATION	2c.	Planning and conducting investigations and experiments.
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Objectives for Development and Learning
 • **Objective 24 Uses scientific inquiry skills**

EXPECTATION	2d.	Analyzing results, drawing conclusions, and communicating results.
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Objectives for Development and Learning
 • **Objective 24 Uses scientific inquiry skills**

CONTENT STANDARD

PHYSICAL HEALTH AND DEVELOPMENT - Promoting children’s physical health and development enables them to explore and function in their environment and supports development in all other domains. Early health habits lay the foundation for lifelong healthy living.

BENCHMARK		Physical Development
GRADE LEVEL EXAMPLE	1	Children develop gross motor skills by:

EXPECTATION	1a.	Demonstrating control, strength, and coordination of large muscles.
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Objectives for Development and Learning
 • **Objective 04 Demonstrates traveling skills**
 • **Objective 05 Demonstrates balancing skills**

EXPECTATION	1b.	Using perceptual information to guide movement and interactions with objects and other people.
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Objectives for Development and Learning
 • **Objective 04 Demonstrates traveling skills**
 • **Objective 06 Demonstrates gross-motor manipulative skills**

CONTENT STANDARD

PHYSICAL HEALTH AND DEVELOPMENT - Promoting children’s physical health and development enables them to explore and function in their environment and supports development in all other domains. Early health habits lay the foundation for lifelong healthy living.

BENCHMARK		Physical Development
GRADE LEVEL EXAMPLE	2	Children develop fine motor skills by:

EXPECTATION	2a.	Demonstrating increasing control, strength, and coordination of small muscles.
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Objectives for Development and Learning
 • **Objective 07 Demonstrates fine-motor strength and coordination a. Uses fingers and hands**

EXPECTATION	2b.	Exhibiting complex fine motor coordination when using tools to complete tasks. Objectives for Development and Learning • Objective 07 Demonstrates fine-motor strength and coordination a. Uses fingers and hands
CONTENT STANDARD		PHYSICAL HEALTH AND DEVELOPMENT - Promoting children’s physical health and development enables them to explore and function in their environment and supports development in all other domains. Early health habits lay the foundation for lifelong healthy living.
BENCHMARK		Daily Living Skills
GRADE LEVEL EXAMPLE	1	Children develop an understanding of health, nutrition, and safety Practices by:
EXPECTATION	1a.	Demonstrating healthy behaviors that contribute to lifelong well-being through physical activity. Objectives for Development and Learning • Objective 04 Demonstrates traveling skills • Objective 06 Demonstrates gross-motor manipulative skills
EXPECTATION	1b.	Demonstrating personal health and hygiene skills and practicing self-care routines. Objectives for Development and Learning • Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately
EXPECTATION	1c.	Exploring and enjoying a variety of nutritional foods and developing healthy eating practices. No Correlations
EXPECTATION	1d.	Developing knowledge and skills that help promote nutritious food choices and eating habits. No Correlations
EXPECTATION	1e.	Developing an awareness and understanding of safety rules and routines while learning to make safe and appropriate choices. Objectives for Development and Learning • Objective 01 Regulates own emotions and behaviors b. Follows limits and expectations

EXPECTATION

1f.

Assessing situations and taking appropriate risks.

Objectives for Development and Learning

- **Objective 01 Regulates own emotions and behaviors b. Follows limits and expectations**