

2013
2014

School Readiness Goals and Crosswalk

Alignment of school readiness goals with curriculum and assessment documents



EBRPHS/EHS Goals and Objectives – Curriculum and Assessment Crosswalk (ALIGNMENT)

Alignment of the East Baton Rouge Parish Head Start / Early Head Start Goals and Objectives with The Creative Curriculum for Preschool and The Creative Curriculum for Infants and Toddlers Developmental Continuum, the Head Start Child Development Early Learning Framework, Louisiana Early Learning Guidelines: Birth to Five, Louisiana Standards for Programs Serving Four Year Old Children, the Developing Skills Checklist, Brigance, and Ages and Stages Social / Emotional Questionnaire

Social and Emotional Development

1. Children will demonstrate an increasing ability to identify, label, describe and manage their feelings

Objectives	Creative Curriculum for Infants, Toddlers and Twos	Creative Curriculum for Preschool Children	Head Start Child Development and Early Learning Framework	LA Early Learning Guidelines: Birth to Five	ITERS/ECERS	Developing Skills Checklist	Brigance	Ages and Stages Questionnaire Social/Emotional
1.1 Exhibit positive interactions with adults and peers	To learn about self and others	Plays well with other children	Social relationships-Healthy relationships and interactions with adults and peers	Develop interpersonal skills that foster positive relationships; To learn social emotional competence	ECERS-R: 31(7.2), 32(5.1), 32(5.3), 32(7.2); 33(5.1); 33(5.2),33(7.1),33(7.2)		Birth-11mos. 5A-6A; 12-23 mos. 10B, 11B;	
1.2 Demonstrate the ability to recognize and regulate emotions, attention, impulses, and behavior	To learn about self and others	Sense of self	Self-concept and self-efficacy-Self regulation	To learn about self Develop self-control and understand that actions have consequences	ECERS-R: 29(7.3), 31(7.1), 33(5.1/7.2)			

Physical Development and Health

2. Children will demonstrate increasing ability to manipulate a variety of objects requiring small and large muscle coordination

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2.1 Demonstrate control of large muscles for movement, navigation, and balance	To learn about moving	Physical development	Physical development and health-Gross motor skills	To learn about moving and doing Develop coordination, balance, spatial awareness and strength through gross motor activities	ECERS-R: 7(7.1), 8(5.2), 8(7.2)		B-11mos. 4A; 12-23mos. 9B; 2 Years 2C; 3Yrs. 6A; 4Yrs. 6B; 5Yrs. 3C	
2.2 Demonstrate control of small muscles for such purposes as using utensils,	To learn about moving	Physical development	Physical development and health-Fine motor	To learn about moving and doing/Health and	ECERS-R: 19(5.1), 19(5.3), 19(7.1)		B-11mos. 1A; 12-23mos. 1B; 2 Years	

self-care, building, writing, and exploring.			skills	Physical Development Develop coordination, Spatial awareness, and strength through fine motor activities			8C; 3Yrs. 8A	
2.3 Children and families will practice good health and safety habits.	To learn about self and others	Responsibility for self and others	Health knowledge and practice	Demonstrate safe behaviors in all situations	ECERS-R: 14(5.1), 14(7.1), 14(7.2)			

Approaches to Learning

3. Children will demonstrate increasing ability to observe attentively and seek relevant information about objects or circumstances including similarities / differences noticing attributes, and examining with attention to detail, sustain attention, understand how objects can be used, show a beginning understanding of cause and effect, show a beginning understanding that things can be grouped use problem solving strategies, and engage in pretend playtothers

Objectives	Creative Curriculum for Infants, Toddlers and Twos	Creative Curriculum for Preschool Children	Head Start Child Development and Early Learning Framework	LA Early Learning Guidelines: Birth to Five	ITERS/ECERS	Developing Skills Checklist	Brigance	Agess and Stages Questionnaire Social/Emotional
3.1 Demonstrate flexibility, inventiveness, curiosity, motivation, persistence and engagement in learning.	To learn about the world	Learning and problem solving; Logical thinking; Representation and symbolic thinking	Initiative and curiosity; persistence and attentiveness; cooperation		ECERS-R: 50(7.2)			
3.2 Demonstrate an interest in and participate in a variety of creative, visual arts, dance, music and dramatic play experiences.	To learn about the world	Learning and problem solving; Logical thinking; Representation and symbolic thinking	Cooperation; Symbolic representation; Reasoning and problem solving; Creative arts expression	Develop an appreciation for Creative movement through observation, communication, and participation	ECERS-R:42(7.1-3) 48(7.1-3)			

Cognition and General Knowledge

4. Children will demonstrate increasing ability to learn about the world, sustain attention, understand how objects can be used, show a beginning understanding of cause and effect, show a beginning understanding that things can be grouped use problem solving strategies, and engage in pretend play

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4.1 Use math in everyday routines to count, compare, relate, pattern, and problem	To learn about the world	Logical thinking	Number concepts and quantities; Number	Understand numbers, ways of	ECERS-R: 52(7.1)	Mathematical concepts- Naming shapes,	4 Yrs. 7B, 10B; 5 Yrs. 8C, 9C, 10C	

solve.			relationships and operations	representing numbers and relationships between numbers and numerals		patterns, counting, sets, ordinal positions		
4.2 Seek multiple solutions/ answers to questions, problems, challenges and tasks	To learn about the world	Learning and problem solving	Logic and reasoning- Reasoning and problem solving, symbolic representation		ECERS-R: 29(7.3), 31(7.1), 33(5.1/7.1/7.2)			
4.3 Engage in exploring their family and community, its history and events, and interacting with people and the environment.	To learn about the world	Learning and problem solving; Logical thinking; Representation and symbolic thinking	Social studies knowledge and skills-Self, family and community, people and environment, history and events	Participate in discussions about people, events, and symbols, of the past and present	ECERS-R: 16(7.2), 24(7.3),			

Language and Literacy

5. Children will demonstrate increasing ability to develop receptive and expressive language, participate in conversations, understand and use words, enjoy books and being read to, show an awareness of pictures and print, and experiment with drawing and writing

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5.1 Utilize language to express their wants and needs.	To learn about communicating	Listening and speaking	Receptive and expressive language	Communicate experiences, ideas, and feelings through speaking	ECERS-R: 36(7.1-2)		Birth-11mos. 2A-3A; 12-23 mos. 2B, 6B; Two Year 7C; 3 Year 1A; 4Year 1B, 9B, 10B, 11B; 5 Year 12C	
5.2 Engage in conversations, follow directions, and comprehend language.	To learn about communicating	Listening and speaking	Receptive and expressive language	Engage in activities that promote the acquisition of emergent reading skills	ECERS-R: 15 (7.1)(7.2); 17 (5.1)(5.2)(7.1)(7.2)		2Yrs. 7C; 3 Yrs. 11B; 9B, 11B; 5 Yrs. 1C, 4C, 12C	
5.3 Demonstrate knowledge of print and develop the awareness that print conveys meaning.	To learn about communicating	Reading and writing	Book appreciation and knowledge; phonological awareness; Alphabet knowledge; Print concepts; Early	Engage in activities that promote the acquisition of emergent writing skills	ECERS-R:16(7.2) 19(5.1)	Holding book, naming letters, Drawing, writing, left-right	2Yrs. 3C, 4C; 3Yrs. 5A; 4Yrs. 4B, 5B; 5 Yrs. 4C, 7C, 11C,	

<p>5.4 Dual language learners will demonstrate competency in their home language while acquiring beginning proficiency in English.</p>	<p>To learn about communicating</p>	<p>Listening and speaking; Reading and writing</p>	<p>writing Book appreciation and knowledge; phonological awareness; Alphabet knowledge; Print concepts; Early writing; Receptive and expressive language</p>	<p>Understand and interpret spoken and written communication in the target language on a variety of topics.</p>	<p>ECERS-R: 18 (7.1), 18 (7.2)</p>			
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