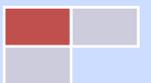
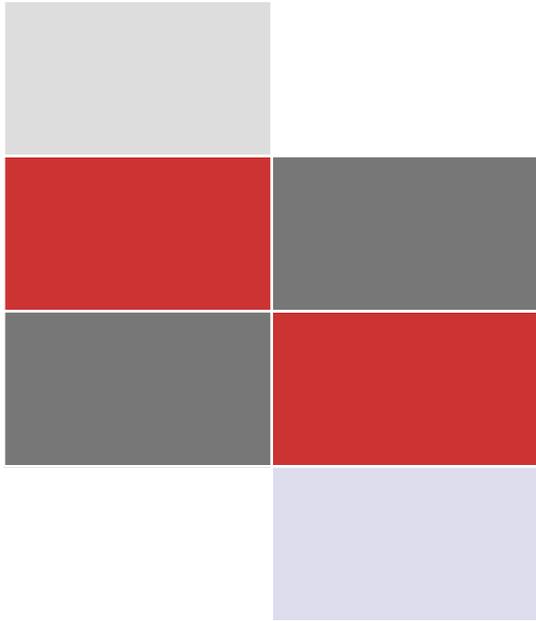


2015
2017

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 Three, 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, foster secure attachment with adults, maintain healthy relationships, self regulate behaviors and emotions, and develop a healthy personal identify

Objectives	Frog Street Infants and Toddlers	Frog Street PreK	Head Start Child Development and Early Learning Framework	LA Early Learning Guidelines: Birth to Five	Head Start Parent and Family Engagement	Brigance
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	Foster meaningful, reciprocal relationships between mother and child, father and child in a manner that is both culturally receptive and responsive	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	Talk together with families about the child's signals in ways that help families explore these signals and understand and respond to their child's behavior Provide families with information, training and connections to future early care educational settings to help facilitate the transition process	

Physical Development and Health

2. Promote early healthy habits, children will demonstrate increasing ability to manipulate a variety of objects requiring small and large muscle coordination, explore and function in their environments

Objectives	Frog Street Infants and Toddlers	Frog Street PreK	Head Start Child Development and Early Learning Framework	LA Early Learning Guidelines: Birth to Five	Head Start Parent and Family Engagement	Brigance
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	Use goal oriented home visits to establish relationships with families ant to identify and support interests, strengths, and accomplishments – including levels of nutrition knowledge and benefits of practicing regular physical activities	B-11mos. 4A; 12-23mos. 9B; 2 Years 2C; 3Yrs. 6A; 4Yrs. 6B; 5Yrs. 3C
2.2 Demonstrate control of	To learn about	Physical	Physical development and	To learn about moving and	Assist families in using	B-11mos. 1A; 12-

small muscles for such purposes as using utensils, self-care, building, writing, and exploring.	moving	development	health-Fine motor skills	doing/Health and Physical Development Develop coordination, Spatial awareness, and strength through fine motor activities	available resources and systems of support, regularly and continuously over a period of time	23mos. 1B; 2 Years 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		

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 play

Objectives	Frog Street Infants and Toddlers	Frog Street PreK	Head Start Child Development and Early Learning Framework	LA Early Learning Guidelines: Birth to Five	Head Start Parent and Family Engagement	Brigance
3.1 Demonstrate flexibility, inventiveness, curiosity, motivation, persistence and engagement in learning.	To learn about the world	Stay engages with others, objects, and activities despite interruptions or disruption	Initiative and curiosity; persistence and attentiveness; cooperation		Share information about approaches that promote child outcome outlined in the Head Start Child Development and Early Learning Framework	
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	Engage in play based learning to explore,investigate, and acquire knowledge about themselves and their world	Cooperation; Symbolic representation; Reasoning and problem solving; Creative arts expression	Develop an appreciation for Creative movement through Observation, communication, and participation	Share information about children's social, emotional, and cognitive development and the importance of the home language (ESL families)	

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

Objectives	Frog Street Infants and Toddlers	Frog Street PreK	Head Start Child Development and Early Learning Framework	LA Early Learning Guidelines: Birth to Five	Head Start Parent and Family Engagement	Brigance
4.1 Use math in everyday routines to count, compare, relate, pattern, and problem solve.	To learn about the world	Understand numbers, ways representing numbers, and relationships	Number concepts and quantities; Number relationships and operations	Understand numbers, ways of representing numbers and relationships between numbers and numerals	Consistently connect with families to gather child information and parent observations to inform teaching	4 Yrs. 7B, 10B; 5 Yrs. 8C, 9C, 10C

		between number and quantities			Develop knowledge about different kinds of education and training opportunities available to families	
4.2 Seek multiple solutions/ answers to questions, problems, challenges and tasks	To learn about the world	Acquire scientific knowledge related to physical science	Logic and reasoning- Reasoning and problem solving, symbolic representation		Invite past program parents and the community to share their knowledge and educational experiences with families	
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	Describe local , state, and national cultural events, celebrations, and holidays	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		

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

Objectives	Frog Street Infants and Toddlers	Frog Street PreK	Head Start Child Development and Early Learning Framework	LA Early Learning Guidelines: Birth to Five	Head Start Parent and Family Engagement	Brigance
5.1 Utilize language to express their wants and needs.	To learn about communicating	Speak audibly and use words, phrases, and/or sentences to express a complete thought that can be clearly understood by most people	Receptive and expressive language	Communicate experiences, ideas, and feelings through speaking	Support and encourage parents to share tips on everyday learning practices with staff and other families Engage parents in conversations where child assessment data is shared and parents learn about children's progress	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	Use new vocabulary acquired through conversations, activities, or listening to texts read loud	Receptive and expressive language	Engage in activities that promote the acquisition of emergent reading skills		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	Demonstrates how books are read, such as, front-to-back and one page at a time, ask and answer questions about print that is read Use a variety of writing tools in an	Book appreciation and knowledge; phonological awareness; Alphabet knowledge; Print concepts; Early writing	Engage in activities that promote the acquisition of emergent writing skills		2Yrs. 3C, 4C; 3Yrs. 5A; 4Yrs. 4B, 5B; 5 Yrs. 4C, 7C, 11C,

		appropriate manner showing increasing muscular control				
5.4 Dual language learners will demonstrate competency in their home language while acquiring beginning proficiency in English.	To learn about communicating	Listening and speaking; Reading and writing	Book appreciation and knowledge; phonological awareness; Alphabet knowledge; Print concepts; Early writing; Receptive and expressive language	Understand and interpret spoken and written communication in the target language on a variety of topics.		