

Arizona Department of Education Early Learning Standards Alignment with HighReach Learning, Inc., Curriculum for Ages 3–5

The following table aligns the Arizona Department of Education Early Learning Standards, adopted by the Arizona State Board of Education, with the HighReach Learning curriculum for ages 3–5.

All HighReach Learning curricula are integrated and thematic. Within each topic are four subtopics comprised of over 120 center-based activities and events, which can be selected by the teacher based on children’s needs, development levels, and interests. The curriculum is standards based, and all activities link to objectives. There is a proven connection to educational theorists and a balanced approach of child-guided and adult-guided experiences. The curriculum’s pedagogy is “intentionality,” which is supported by research.

HighReach Learning, Inc., Curriculum for Ages 3–5 Alignment with the Arizona Department of Education Early Learning Standards	
SOCIAL EMOTIONAL	
Arizona Department of Education Early Learning Standards	HighReach Learning Curriculum Alignment with Standards
STRAND 1: KNOWLEDGE OF SELF	
CONCEPT 1: SELF-AWARENESS: THE CHILD DEMONSTRATES AN AWARENESS OF HIS OR HER SELF. Children develop a sense of personal identity as they begin to recognize the characteristics that make them unique as individuals and to build self-esteem.	
a. Demonstrates self-confidence.	<ul style="list-style-type: none"> • SE2 Develops growing capacity for independence in a range of activities, routines, and tasks. • SE3 Demonstrates growing confidence in a range of abilities and expresses pride in accomplishments.
b. Makes personal preferences known to others.	<ul style="list-style-type: none"> • SE1 Begins to develop and express awareness of self in terms of specific abilities, characteristics, and preferences.
c. Demonstrates knowledge of self-identity.	<ul style="list-style-type: none"> • SE17 Develops ability to identify personal characteristics, including gender and family composition.
d. Shows an awareness of similarities and differences between self and others.	<ul style="list-style-type: none"> • SE18 Progresses in understanding similarities and respecting differences among people, such as gender, race, special needs, culture, language, and family structures.
CONCEPT 2: RECOGNITION AND EXPRESSION OF FEELINGS: THE CHILD RECOGNIZES AND EXPRESSES FEELINGS OF SELF AND OTHERS. Children develop the ability to effectively and appropriately express themselves and learn that their attitudes and feelings are an important aspect of emotional well-being. Children develop an awareness of the feelings of others through daily interactions with friends and family.	
a. Associates emotions with words and facial expressions.	<ul style="list-style-type: none"> • L10 Shows growing understanding that communication may take many forms, including signs, gestures, symbols, body language, facial expressions, and may be augmented by communication devices.

	<ul style="list-style-type: none"> • SE4 Shows progress in expressing feelings, needs, and opinions in difficult situations and conflicts without harming themselves, others, or property. • SE16 Progresses in responding sympathetically to peers who are in need, upset, hurt, or angry; and in expressing empathy or caring for others.
b. Identifies and describes own feelings. Identifies and describes feelings of others.	<ul style="list-style-type: none"> • SE4 Shows progress in expressing feelings, needs, and opinions in difficult situations and conflicts without harming themselves, others, or property.
c. Demonstrates refusal skills by saying, “No” to/in harmful situations.	<ul style="list-style-type: none"> • L5 Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes. • SE8 Progresses in ability to distinguish between intentional and unintentional acts of others. • PHD10 Builds awareness and ability to follow basic health and safety rules such as fire safety, traffic and pedestrian safety, and responding appropriately to potentially harmful objects, substances, and activities.
d. Expresses empathy for others.	<ul style="list-style-type: none"> • SE16 Progresses in responding sympathetically to peers who are in need, upset, hurt, or angry; and in expressing empathy or caring for others.

STRAND 2: SOCIAL INTERACTIONS WITH OTHERS

CONCEPT 1: SEPARATION: THE CHILD DEMONSTRATES THE ABILITY TO SEPARATE FROM FAMILIAR ADULTS. Positive social relationships between adults and children develop in an environment where children feel safe and secure.

a. Interacts with others when family member is nearby.	<ul style="list-style-type: none"> • SE14 Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults. • SE15 Shows progress in developing friendships with peers.
b. Separates from family members without undue stress.	<ul style="list-style-type: none"> • SE14 Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults. • ATL2 Develops increased ability to make independent choices.
c. Seeks comfort and security from familiar adults.	<ul style="list-style-type: none"> • SE14 Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults.

CONCEPT 2: COOPERATION: The child demonstrates the ability to give and take during social interactions. Children’s cooperation with peers and adults implies an understanding of mutual rights and the ability to balance their needs with those of others.

a. Responds when adults or other children initiate interactions.	<ul style="list-style-type: none"> • SE12 Develops increasing abilities to give and take in interactions, to take turns in games or using materials, and to interact without being overly submissive or directive. • SE15 Shows progress in developing friendships with peers.
b. Initiates and sustains positive interactions with adults and friends.	<ul style="list-style-type: none"> • SE14 Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults. • SE15 Shows progress in developing friendships with peers.

c. Demonstrates positive ways to resolve conflict.	<ul style="list-style-type: none"> • SE11 Shows increasing abilities to use compromise and discussion in working, playing, and resolving conflicts with peers.
STRAND 3: RESPONSIBILITY FOR SELF AND OTHERS	
<p>CONCEPT 1: SELF-CONTROL: THE CHILD FOLLOWS AND UNDERSTANDS RULES AND ROUTINES IN VARIOUS ENVIRONMENTS. Young children develop self-control as they acquire the ability to regulate impulses and follow rules and routines. This enables children to function successfully and independently in both personal and social contexts.</p>	
a. Manages transitions, daily routines and unexpected events.	<ul style="list-style-type: none"> • SE9 Demonstrates increased ability to self-regulate behavior during transition times.
b. Understands and follows rules in the learning environment.	<ul style="list-style-type: none"> • SE6 Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully. • SE9 Demonstrates increased ability to self-regulate behavior during transition times. • SE13 Demonstrates increasing ability to manage personal belongings and share in the care of equipment and materials in the environment.
c. Adjusts behavior for alternate activities and in different settings of the learning environment.	<ul style="list-style-type: none"> • SE9 Demonstrates increased ability to self-regulate behavior during transition times. • ATL3 Approaches tasks and activities with increased flexibility, imagination, and inventiveness.
d. Accepts the consequences of actions positive or negative.	<ul style="list-style-type: none"> • SE5 Develops growing understanding of how their actions affect others and begins to accept the consequences of their actions.
<p>Concept 2: RESPECT: THE CHILD ACKNOWLEDGES THE RIGHTS AND PROPERTY OF SELF AND OTHERS. When children interact with others, they become aware of the limits and boundaries of acceptable behavior and begin to learn about the possible consequences of their actions. They learn to manage their behavior and develop appropriate social interactions with other children. Additionally, children thrive in environments when they have a sense of ownership.</p>	
a. Asks permission before using items that belong to others.	<ul style="list-style-type: none"> • SE5 Develops growing understanding of how their actions affect others and begins to accept the consequences of their actions.
b. Defends own rights and the rights of others.	<ul style="list-style-type: none"> • SE4 Shows progress in expressing feelings, needs, and opinions in difficult situations and conflicts without harming themselves, others, or property.
c. Uses courteous words and actions.	<ul style="list-style-type: none"> • SE15 Shows progress in developing friendships with peers.
d. Participates in cleaning up the learning environment.	<ul style="list-style-type: none"> • SE6 Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully.
e. Shows respect for learning materials and toys.	<ul style="list-style-type: none"> • SE13 Demonstrates increasing ability to manage personal belongings and share in the care of equipment and materials in the environment. • SE6 Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully.

STRAND 4: APPROACHES TO LEARNING

CONCEPT 1: CURIOSITY: THE CHILD IS INQUISITIVE ABOUT NEW EXPERIENCES. Children are active learners, naturally curious, and eager to learn. Curiosity relates to children’s tendencies to explore all aspects of the environment, from objects and people, to ideas and customs. It is through finding the answers to their own questions that children construct knowledge.

a. Selects an activity when choices are provided.	<ul style="list-style-type: none"> • ATL2 Develops increased ability to make independent choices.
b. Shows interest in learning new things and trying new experiences.	<ul style="list-style-type: none"> • ATL1 Chooses to participate in an increasing variety of tasks and activities.
c. Expresses interest in people.	<ul style="list-style-type: none"> • L6 Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults. • SE22 Investigates and gains knowledge about people in the classroom and community and actively helps others in the community. • ATL4 Grows in eagerness to learn about and discuss a growing range of topics, ideas, and tasks.
d. Asks questions to get information.	<ul style="list-style-type: none"> • L5 Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes. • ATL4 Grows in eagerness to learn about and discuss a growing range of topics, ideas, and tasks. • ATL8 Grows in the ability to distinguish when and how to seek help or information. • ATL10 Grows in recognizing and solving problems through active exploration, including trial and error, and interactions and discussions with peers and adults.

CONCEPT 2: INITIATIVE: THE CHILD DEMONSTRATES INDEPENDENCE. Initiative refers to a child’s ability to exhibit a spirit of independence and sense of control over his or her choices. It also reflects the child’s ability to initiate social relationships, and demonstrates a growing sense of self-sufficiency and confidence while interacting with others.

a. Initiates interaction with others.	<ul style="list-style-type: none"> • SE10 Increases abilities to sustain interactions with peers by helping, sharing, and discussion. • ATL1 Chooses to participate in an increasing variety of tasks and activities.
b. Makes decisions independently.	<ul style="list-style-type: none"> • SE2 Develops growing capacity for independence in a range of activities, routines, and tasks. • ATL2 Develops increased ability to make independent choices.
c. Develops independence during activities, routines and play.	<ul style="list-style-type: none"> • SE2 Develops growing capacity for independence in a range of activities, routines, and tasks. • ATL2 Develops increased ability to make independent choices.

CONCEPT 3: PERSISTENCE: THE CHILD DEMONSTRATES THE ABILITY TO MAINTAIN AND SUSTAIN A CHALLENGING TASK. Starting at a very young age, children develop an understanding of how to maintain and sustain a task. Children’s capacities to engage in what they are doing and to meet challenges appropriate to their level of development, demonstrate persistence. The ability to persist in a task is an important element in learning.

a. Continuously attends to a task.	<ul style="list-style-type: none"> • ATL5 Grows in abilities to persist in and complete a variety of tasks, activities, projects, and experiences. • ATL6 Demonstrates increasing ability to set goals and develop and follow through on plans. • ATL7 Shows growing capacity to maintain concentration over time on a task, question, set of directions, or interactions, despite distractions and interruptions.
b. Pursues challenges.	<ul style="list-style-type: none"> • ATL1 Chooses to participate in an increasing variety of tasks and activities. • ATL2 Develops increased ability to make independent choices. • ATL3 Approaches tasks and activities with increased flexibility, imagination, and inventiveness. • ATL4 Grows in eagerness to learn about and discuss a growing range of topics, ideas, and tasks. • ATL6 Demonstrates increasing ability to set goals and develop and follow through on plans.
c. Copes with frustration or disappointment.	<ul style="list-style-type: none"> • SE4 Shows progress in expressing feelings, needs, and opinions in difficult situations and conflicts without harming themselves, others, or property. • SE11 Shows increasing abilities to use compromise and discussion in working, playing, and resolving conflicts with peers. • ATL5 Grows in abilities to persist in and complete a variety of tasks, activities, projects, and experiences.

CONCEPT 4: CREATIVITY: THE CHILD DEMONSTRATES THE ABILITY TO EXPRESS HIS/HER OWN UNIQUE WAY OF SEEING THE WORLD. Creativity can be expressed in many ways. We commonly think of this word in association with the expressive arts. However, creativity involves being able to cope with new situations and problems as well as to see things from a different perspective. A creative child extends and elaborates on ideas and has a sense of humor.

a. Uses imagination to generate new ideas.	<ul style="list-style-type: none"> • ATL3 Approaches tasks and activities with increased flexibility, imagination, and inventiveness. • ATL9 Develops increasing ability to find more than one solution to a question, task, or problem.
b. Appreciates humor.	<ul style="list-style-type: none"> • SE1 Begins to develop and express awareness of self in terms of specific abilities, characteristics, and preferences. • SE10 Increases abilities to sustain interactions with peers by helping, sharing, and discussion. • Additional Information: Within the HighReach Learning curriculum, teachers encourage each child’s individual personality. Teachers also model appropriate behaviors, including an appropriate sense of humor.

CONCEPT 5: PROBLEM-SOLVING: THE CHILD DEMONSTRATES THE ABILITY TO SEEK SOLUTIONS TO PROBLEMS. Problem solving involves the child’s ability to look for or find solutions for everyday problems. This ability is crucial for constructing knowledge as the child builds on his or her prior experiences and integrates new information.

a. Recognizes problems.	<ul style="list-style-type: none"> • ATL9 Develops increasing ability to find more than one solution to a question, task, or problem. • ATL10 Grows in recognizing and solving problems through active exploration, including trial and error, and interactions and discussions with peers and adults.
b. Tries to solve problems.	<ul style="list-style-type: none"> • ATL9 Develops increasing ability to find more than one solution to a question, task, or problem. • ATL10 Grows in recognizing and solving problems through active exploration, including trial and error, and interactions and discussions with peers and adults.
c. Seeks adult assistance when support is required.	<ul style="list-style-type: none"> • ATL8 Grows in the ability to distinguish when and how to seek help or information. • ATL10 Grows in recognizing and solving problems through active exploration, including trial and error, and interactions and discussions with peers and adults.
d. Works to solve a problem independently.	<ul style="list-style-type: none"> • SE2 Develops growing capacity for independence in a range of activities, routines, and tasks. • ATL2 Develops increased ability to make independent choices. • ATL3 Approaches tasks and activities with increased flexibility, imagination, and inventiveness. • ATL9 Develops increasing ability to find more than one solution to a question, task, or problem.

CONCEPT 6: CONFIDENCE: THE CHILD DEMONSTRATES SELF-ASSURANCE IN A VARIETY OF CIRCUMSTANCES. Confident children feel positive about themselves and their ability to do things or to adapt to changing situations. A confident child is willing to take a reasonable risk, to express or defend ideas, to try new experiences, or to engage in challenging tasks.

a. Expresses opinions or ideas.	<ul style="list-style-type: none"> • L5 Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes. • SE3 Demonstrates growing confidence in a range of abilities and expresses pride in accomplishments.
b. Views self as competent and skilled.	<ul style="list-style-type: none"> • SE3 Demonstrates growing confidence in a range of abilities and expresses pride in accomplishments.
c. Is willing to take risks and consider a variety of alternatives.	<ul style="list-style-type: none"> • SE7 Develops increasing ability to discriminate between risk-taking behavior that is appropriate and not appropriate or dangerous. • ATL3 Approaches tasks and activities with increased flexibility, imagination, and inventiveness.

LANGUAGE AND LITERACY

**Arizona Department of Education
Early Learning Standards**

HighReach Learning Curriculum Alignment with Standards

STRAND 1: ORAL LANGUAGE DEVELOPMENT

CONCEPT 1: LISTENING AND UNDERSTANDING: THE CHILD LISTENS WITH UNDERSTANDING TO DIRECTIONS, STORIES, AND CONVERSATIONS. During the preschool years, children learn language more quickly than at any other time in their lives. Associating language with pleasant and stimulating experiences nurtures this development. Young children’s sense of words and sentences, sensitivity to tone, and understanding of ideas communicated, influences their abilities to listen and to comprehend. Listening involves paying attention to adults and peers as they share their ideas, feelings, and needs. Listening is a blend of building relationships and processing information.

a. Comprehends finger-plays, rhymes, chants, poems, conversations, and stories.

- **L1** Demonstrates increasing ability to attend to and understand conversations, stories, songs, and poems.

b. Follows directions that involve • One step • Two steps • A series of unrelated sequences of action.

- **L2** Shows progress in understanding and following simple and multiple-step directions.

CONCEPT 2: SPEAKING AND COMMUNICATING: THE CHILD USES VERBAL AND NONVERBAL COMMUNICATION TO SHARE IDEAS FOR A VARIETY OF PURPOSES (E.G. ASK QUESTIONS, EXPRESS NEEDS, AND OBTAIN INFORMATION). Children develop language by engaging in conversations with others and listening and responding to rhymes, chants, songs, stories, and poems. Children who are encouraged to share their personal experiences, ideas, feelings, and opinions develop confidence using increasingly complex language.

a. Communicates needs, wants, and thoughts, through non-verbal gestures, actions, or expressions.

- **L10** Shows growing understanding that communication may take many forms, including signs, gestures, symbols, body language, facial expressions, and may be augmented by communication devices.

b. Recites finger plays, rhymes, songs, or short poems.

- **L1** Demonstrates increasing ability to attend to and understand conversations, stories, songs, and poems.
- **LT3** Progresses in recognizing matching sounds and rhymes in familiar words, games, songs, stories, and poems.
- **CA1** Participates with increasing interest and enjoyment in a variety of music activities, including listening, singing, finger plays, games, and performances.

c. Makes relevant responses to questions and comments from others.

- **L6** Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.

d. Is understood when sharing experiences, ideas, and feelings with others through the use of language and gestures.

- **L5** Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.
- **L8** Progresses in clarity of pronunciation and towards speaking in sentences of increasing length and grammatical complexity.
- **L10** Shows growing understanding that communication may take many forms, including signs, gestures, symbols, body language, facial expressions, and may be augmented by communication devices.
- **L11** Begins to adjust volume, tone, expression, and inflection as situationally appropriate.

e. Initiates conversations.	<ul style="list-style-type: none"> • L6 Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.
f. Uses appropriate tone and inflection to express ideas, feelings, and needs.	<ul style="list-style-type: none"> • L11 Begins to adjust volume, tone, expression, and inflection as situationally appropriate.
g. Sustains or expands conversations.	<ul style="list-style-type: none"> • L6 Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.
h. Recognizes when the listener does not understand and uses techniques to clarify the message.	<ul style="list-style-type: none"> • L6 Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults. • L8 Progresses in clarity of pronunciation and towards speaking in sentences of increasing length and grammatical complexity. • L10 Shows growing understanding that communication may take many forms, including signs, gestures, symbols, body language, facial expressions, and may be augmented by communication devices. • L11 Begins to adjust volume, tone, expression, and inflection as situationally appropriate.

STRAND 2: PRE-READING PROCESS

CONCEPT 1: PRINT AWARENESS: THE CHILD KNOWS THAT PRINT CARRIES MESSAGES. Through daily experiences with printed materials, young children delight in beginning to understand the connection between spoken and written words. They learn to follow the print as it is read aloud and start to discover that reading and writing are ways to communicate information and to provide pleasure. Children develop understanding that different forms of print, such as signs, letters, telephone books, storybooks, and magazines, have different functions.

a. Distinguishes between print and pictures.	<ul style="list-style-type: none"> • LT11 Shows increasing awareness of print in classroom, home, and community settings.
b. Identifies signs, symbols, and labels in the environment.	<ul style="list-style-type: none"> • LT11 Shows increasing awareness of print in classroom, home, and community settings.
c. Recognizes that letters are grouped to form words.	<ul style="list-style-type: none"> • LT15 Recognizes a word as a unit of print, or awareness that letters are grouped to form words, and that words are separated by spaces.
d. Knows that each spoken word can be written and read.	<ul style="list-style-type: none"> • LT14 Shows progress in recognizing the association between spoken and written words by following print as it is read aloud.
e. Recognizes own written name.	<ul style="list-style-type: none"> • LT15 Recognizes a word as a unit of print, or awareness that letters are grouped to form words, and that words are separated by spaces. • LT22 Identifies at least 10 letters of the alphabet, especially those in their own name. • Additional Information: There are many learning experiences including identification of letters and words. Children are labeling their work and identifying works throughout the classroom. For example, Word Watchers is an activity that encourages children to find a variety of words in their learning environment.

f. Recognizes written names of friends and families.	<ul style="list-style-type: none"> • LT15 Recognizes a word as a unit of print, or awareness that letters are grouped to form words, and that words are separated by spaces. • LT22 Identifies at least 10 letters of the alphabet, especially those in their own name. • Additional Information: There are many learning experiences including identification of letters and words. Children are labeling their work and identifying works throughout the classroom. For example, Word Watchers is an activity that encourages children to find a variety of words in their learning environment.
g. Seeks information in printed materials.	<ul style="list-style-type: none"> • LT12 Develops growing understanding of the different functions of forms of print, such as signs, letters, newspapers, lists, messages, and menus.

CONCEPT 2: BOOK HANDLING SKILLS: THE CHILD DEMONSTRATES HOW TO HANDLE BOOKS APPROPRIATELY AND WITH CARE. It is important to provide young children with many opportunities to interact with, and care for, books in all environments. Young children need to have access to a variety of fiction and nonfiction books throughout the day, including those that reflect diverse cultures. Through these experiences, children learn to hold books right side up and to turn the pages one at a time in order to view the illustrations and to gain a sense of the story or content.

a. Holds a book right side up with the front cover facing the reader, carefully turning the pages one page at a time.	<ul style="list-style-type: none"> • LT9 Progresses in learning how to handle and care for books; knowing to view one page at a time in sequence from front to back; and understanding that a book has a title, author, and illustrator.
b. Identifies where in the book to begin reading.	<ul style="list-style-type: none"> • LT13 Demonstrates increasing awareness of concepts of print, such as that reading in English moves from top to bottom and from left to right, that speech can be written down, and that print conveys a message.
c. Understands a book has a title.	<ul style="list-style-type: none"> • LT9 Progresses in learning how to handle and care for books; knowing to view one page at a time in sequence from front to back; and understanding that a book has a title, author, and illustrator.

CONCEPT 3: SOUNDS AND RHYTHMS OF SPOKEN LANGUAGE (PHONOLOGICAL AWARENESS): THE CHILD HEARS AND UNDERSTANDS THE DIFFERENT SOUNDS OF SPOKEN LANGUAGE. Young children learn to discriminate between the similarities and differences in environmental sounds such as the difference between a dog’s bark and a cat’s meow or the difference between the ringing of a telephone and the ringing of a doorbell. Such awareness is the foundation of young children’s abilities to hear and discriminate different sounds in words (phonological awareness). Research indicates how quickly and how easily children learn to read often depends on how much phonological awareness they have. Children’s abilities to play with or manipulate the smallest units of speech (phonemes) are demonstrated in a variety of ways, including using rhymes, alliteration, and experimenting with beginning and ending sounds. Phonological awareness and phonemic awareness are the foundations that enable some preschool children to match letters and sounds (phonics). A preschooler’s phonetic skills will further develop at the kindergarten level.

a. Recognizes words that rhyme in familiar games, songs, and stories.	<ul style="list-style-type: none"> • LT3 Progresses in recognizing matching sounds and rhymes in familiar words, games, songs, stories, and poems.
b. Invents rhymes and repetitive phrases.	<ul style="list-style-type: none"> • LT3 Progresses in recognizing matching sounds and rhymes in familiar words, games, songs, stories, and poems. • CA1 Participates with increasing interest and enjoyment in a variety of music activities, including listening, singing, finger plays, games, and performances.

c. Identifies syllables in words by snapping, clapping, or other rhythmic movement.	<ul style="list-style-type: none"> • LT4 Shows growing ability to hear and discriminate separate syllables in words.
d. Recognizes when different words begin or end with the same sound (phonemic awareness).	<ul style="list-style-type: none"> • LT2 Shows growing awareness of beginning and ending sounds of words.
<p>CONCEPT 4: LETTER KNOWLEDGE: THE CHILD DEMONSTRATES KNOWLEDGE OF THE ALPHABET. Young children begin to recognize some printed alphabet letters, especially those letters found in their own names. To support young learners' knowledge of letters, adults need to provide children with easy and repeated interactions with written letters and words that are presented in fun and interesting ways.</p>	
a. Discriminates letters from other shapes and symbols.	<ul style="list-style-type: none"> • LT23 Knows that letters of the alphabet are a special category of visual graphics that can be individually named.
b. Identifies similarities and differences in letters.	<ul style="list-style-type: none"> • LT20 Shows progress in associating the names of letters with their shapes and sounds.
c. Identifies letters in familiar words, including those in own name.	<ul style="list-style-type: none"> • LT22 Identifies at least 10 letters of the alphabet, especially those in their own name. • LT21 Increases in ability to notice the beginning letters in familiar words.
d. Recognizes and names at least ten (10) letters of the alphabet.	<ul style="list-style-type: none"> • LT22 Identifies at least 10 letters of the alphabet, especially those in their own name.
e. Makes some letter-sound matches (phonics).	<ul style="list-style-type: none"> • LT5 Associates sounds with written words, such as awareness that different words begin with the same sound.
<p>CONCEPT 5: VOCABULARY DEVELOPMENT: THE CHILD UNDERSTANDS AND USES INCREASINGLY COMPLEX VOCABULARY. The early childhood years are a period of vocabulary exploration. Research indicates that there is a strong connection between vocabulary development and academic success. Children gain language and vocabulary skills by having multiple and frequent opportunities to listen, talk, read, share ideas, relate experiences, and engage in interesting conversations. They need to play with familiar language and experiment with language in different settings. Rhymes, songs, and read-alouds that use uncommon words allow children to talk about and develop an understanding of words they would not otherwise hear in everyday conversations.</p>	
a. Identifies familiar objects, people, and events.	<ul style="list-style-type: none"> • L3 Understands an increasingly complex and varied vocabulary.
b. Describes familiar objects, people, events, and their attributes with general and specific words and phrases.	<ul style="list-style-type: none"> • L7 Uses an increasingly complex and varied spoken vocabulary.
c. Uses new and expanding vocabulary and grammar, including: <ul style="list-style-type: none"> • positional and directional words (e.g. in, on, out, under, off, beside, behind). • temporal words (e.g. before-after) • comparative words (e.g. faster-slower, heavier-lighter). 	<ul style="list-style-type: none"> • L7 Uses an increasingly complex and varied spoken vocabulary. • M5 Begins to use language to compare numbers of objects with terms such as more, less, greater than, fewer, equal to. • M11 Builds an increasing understanding of directionality, order, and positions of objects, and words such as up, down, over, under, top, bottom, inside, outside, in front, and behind. • S8 Develops growing awareness of ideas and language related to attributes of time and temperature.
d. Uses multiple word sentences with grammatical complexity to describe ideas, feelings, activities, and experiences.	<ul style="list-style-type: none"> • L8 Progresses in clarity of pronunciation and towards speaking in sentences of increasing length and grammatical complexity.
e. Uses rare words (uncommon words) in communication.	<ul style="list-style-type: none"> • L7 Uses an increasingly complex and varied spoken vocabulary.

CONCEPT 6: COMPREHENDING STORIES: THE CHILD SHOWS AN INTEREST IN BOOKS AND COMPREHENDS STORIES READ ALOUD.

Children gain understanding about language and reading through their interactions with verbal language, print, and daily routines. In addition, children learn about reading concepts by experiencing a learning environment rich in signs, symbols, words, numbers, and art that reflect diverse cultures. When children are read to regularly and encouraged to interact with printed materials on their own, they develop motivation and skills to read and write by themselves.

a. Takes an active role in reading activities.	<ul style="list-style-type: none">• LT7 Shows growing interest in reading-related activities, such as asking to have a favorite book read, choosing to look at books, drawing pictures based on stories, asking to take books home, going to the library, and engaging in pretend-reading with other children.
b. Asks and answers a variety of questions about stories told or read aloud.	<ul style="list-style-type: none">• LT6 Shows growing interest and involvement in listening to and discussing a variety of fiction and nonfiction books and poetry.
c. Relates stories to life experiences and feelings.	<ul style="list-style-type: none">• LT10 Begins to connect own life with related events in books.
d. Makes predictions from what is seen in illustrations or heard from stories.	<ul style="list-style-type: none">• LT8 Demonstrates progress in abilities to retell and dictate stories from books and experiences, to act out stories in dramatic play, and to predict what will happen next in a story.
e. Makes connections between events in a story.	<ul style="list-style-type: none">• LT8 Demonstrates progress in abilities to retell and dictate stories from books and experiences, to act out stories in dramatic play, and to predict what will happen next in a story.
f. Retells a story in sequence with prompting or props.	<ul style="list-style-type: none">• LT8 Demonstrates progress in abilities to retell and dictate stories from books and experiences, to act out stories in dramatic play, and to predict what will happen next in a story.

STRAND 3: PRE-WRITING PROCESS

CONCEPT 1: WRITTEN EXPRESSION: THE CHILD USES WRITING MATERIALS TO COMMUNICATE IDEAS.

Children begin to recognize the relationship between spoken and written messages by engaging in writing, drawing, and related activities that have meaning and purpose for them. Children receive powerful messages about literacy's pleasures and rewards by observing others reading and writing. Children develop as writers when they are encouraged to write in an environment that has readily accessible writing materials.

a. Uses a variety of writing tools, materials, and surfaces to create drawings or symbols.	<ul style="list-style-type: none">• LT18 Experiments with a growing variety of writing tools and materials, such as pencils, crayons, and computers.
b. Dictates thoughts, ideas, and stories to adults.	<ul style="list-style-type: none">• LT17 Begins to represent stories and experiences through pictures, dictation, and in play.
c. Produces scribbles and letter-like forms to represent words, convey ideas, or tell a story.	<ul style="list-style-type: none">• LT16 Develops understanding that writing is a way of communicating for a variety of purposes.• LT19 Progresses from using scribbles, shapes, or pictures to represent ideas, to using letter-like symbols, to copying or writing familiar words such as their own name.
d. Organizes writing from left to right, indicating an awareness that letters cluster as words and words cluster into phrases or sentences by use of spacing or marks.	<ul style="list-style-type: none">• LT15 Recognizes a word as a unit of print, or awareness that letters are grouped to form words, and that words are separated by spaces.• LT19 Progresses from using scribbles, shapes, or pictures to represent ideas, to using letter-like symbols, to copying or writing familiar words such as their own name.

e. Uses inventive writing to form words to convey ideas or to tell a story.	<ul style="list-style-type: none"> • LT19 Progresses from using scribbles, shapes, or pictures to represent ideas, to using letter-like symbols, to copying or writing familiar words such as their own name.
---	---

MATHEMATICS

**Arizona Department of Education
Early Learning Standards**

HighReach Learning Curriculum Alignment with Standards

STRAND 1: NUMBER SENSE AND OPERATIONS

CONCEPT 1: NUMBER SENSE: THE CHILD USES NUMBERS AND COUNTING AS A MEANS TO DETERMINE QUANTITY AND SOLVE PROBLEMS. Learning the meaning of a number begins with hands-on experiences using a variety of objects found in the home, the classroom, and nature. To build an understanding of numbers and to discover number relationships, children need daily experiences involving comparison and counting in ways that are personally meaningful, challenging, and fun.

a. Uses number words in the context of daily routines, activities, and play.	<ul style="list-style-type: none"> • M1 Demonstrates increasing interest and awareness of numbers and counting as a means for solving problems and determining quantity.
b. Uses and creates symbols to represent numbers.	<ul style="list-style-type: none"> • M2 Begins to associate number concepts, vocabulary, quantities, and written numerals in meaningful ways.
c. Counts groups of objects using one-to-one correspondence.	<ul style="list-style-type: none"> • M4 Begins to make use of one-to-one correspondence in counting objects and matching groups of objects.
d. Compares two sets of objects using terms such as more, fewer, or the same.	<ul style="list-style-type: none"> • M5 Begins to use language to compare numbers of objects with terms such as more, less, greater than, fewer, equal to.
e. Counts a collection of up to 10 items using the last counting word to tell, “how many?”	<ul style="list-style-type: none"> • M6 Develops increased abilities to combine, separate, and name “how many” concrete objects.
f. Identifies numerals 1-10.	<ul style="list-style-type: none"> • M2 Begins to associate number concepts, vocabulary, quantities, and written numerals in meaningful ways.
g. Matches numerals to the quantities they represent.	<ul style="list-style-type: none"> • M2 Begins to associate number concepts, vocabulary, quantities, and written numerals in meaningful ways. • M4 Begins to make use of one-to-one correspondence in counting objects and matching groups of objects.

CONCEPT 2: NUMERICAL OPERATIONS: THE CHILD USES NUMBERS AND COUNTING AS A MEANS TO COMPARE QUANTITY AND UNDERSTAND NUMBER RELATIONSHIPS. Learning the meaning of a number begins with hands-on experiences using a variety of objects found in the home, the classroom, and nature. To build an understanding of numbers and to discover number relationships, children need daily experiences involving comparison and counting in ways that are personally meaningful, challenging, and fun.

a. Describes changes in two or more sets of objects when they are combined.	<ul style="list-style-type: none"> • M6 Develops increased abilities to combine, separate, and name “how many” concrete objects.
b. Describes changes in a set of objects when they are separated into parts.	<ul style="list-style-type: none"> • M6 Develops increased abilities to combine, separate, and name “how many” concrete objects.

STRAND 2: DATA ANALYSIS*

*This strand often requires adult facilitation.

CONCEPT 1: DATA COLLECTION AND ORGANIZATION: THE CHILD COLLECTS, ORGANIZES, AND DISPLAYS RELEVANT DATA. Children are natural observers and questioners. To build upon this strength, adults should facilitate children’s opportunities to ask questions, collect and display information, and talk about what is meaningful to them.

a. Gathers data about self or the environment.	<ul style="list-style-type: none"> • S1 Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials, and observe processes and relationships. • S6 Expands knowledge of and abilities to observe, describe, and discuss the natural world, materials, living things, and natural processes. • S7 Expands knowledge of and respect for their body and the environment.
b. Organizes and displays information by shared attribute or relationship.	<ul style="list-style-type: none"> • S4 Develops growing abilities to collect, describe, and record information through a variety of means, including discussion, drawings, maps, and charts.

CONCEPT 2: DATA ANALYSIS: THE CHILD USES DATA TO SEE RELATIONSHIPS AND MAKE SENSE OF THE ENVIRONMENT. Young children learn to use reasoning skills as they gather, collect, display and analyze data and information. Providing children with opportunities to collect and then analyze or interpret information in their natural settings connects mathematics with children’s everyday experiences. As children experiment with data collection and observation, they gain insight and understanding of how to ask questions and use the information they have available to discover answers for themselves. With adult support, young children increase their use of comparative vocabulary and learn how to describe similarities and differences discovered or evidenced in the data collected.

a. Uses descriptive language to compare data in picture graphs or other concrete representations.	<ul style="list-style-type: none"> • S1 Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials, and observe processes and relationships. • S2 Develops increased ability to observe and discuss common properties, differences, and comparisons among objects and materials. • S4 Develops growing abilities to collect, describe, and record information through a variety of means, including discussion, drawings, maps, and charts.
---	--

STRAND 3: PATTERNS

CONCEPT 1: PATTERNS: THE CHILD RECOGNIZES, COPIES, AND CREATES PATTERNS. Recognition and investigation of patterns are important components of a child’s development. Learning to use patterns to solve problems develops naturally through play. A child’s ability to work with patterns is the precursor to mathematical thinking, especially algebraic processes. Children need frequent opportunities to engage in pattern related activities such as sorting and matching objects using puzzles and playing with repetitive sounds and movement.

a. Copies simple patterns.	<ul style="list-style-type: none"> • M12 Enhances abilities to recognize, duplicate, and extend simple patterns using a variety of materials.
b. Extends simple patterns.	<ul style="list-style-type: none"> • M12 Enhances abilities to recognize, duplicate, and extend simple patterns using a variety of materials.

c. Creates simple patterns.	<ul style="list-style-type: none"> • M12 Enhances abilities to recognize, duplicate, and extend simple patterns using a variety of materials.
STRAND 4: GEOMETRY AND MEASUREMENT	
<p>CONCEPT 1: SPATIAL RELATIONSHIPS AND GEOMETRY: The child demonstrates an understanding of spatial relationships and recognizes attributes of common shapes. Geometry for young children involves observing, playing with, and purposefully investigating shapes that are found in their environment. Children spontaneously make spatial comparisons. This familiarity is a foundation for more complex learning experiences involving shape, position, and orientation in space.</p>	
a. Demonstrates understanding of positional terms (e.g., between inside, under, behind).	<ul style="list-style-type: none"> • M11 Builds an increasing understanding of directionality, order, and positions of objects, and words such as up, down, over, under, top, bottom, inside, outside, in front, and behind.
b. Identifies or names basic shapes (e.g. circles, cylinders, squares, cubes, triangles) found in the environment.	<ul style="list-style-type: none"> • M7 Begins to recognize, describe, compare, and name common shapes, their parts, and attributes.
c. Represents shapes found in the environment.	<ul style="list-style-type: none"> • M8 Progresses in ability to put together and take apart shapes.
d. Compares and describes attributes of two- and three-dimensional objects using own vocabulary.	<ul style="list-style-type: none"> • M9 Begins to be able to determine whether or not two shapes are the same size and shape.
e. Describes the position or location of objects in relation to self or to other objects.	<ul style="list-style-type: none"> • M11 Builds an increasing understanding of directionality, order, and positions of objects, and words such as up, down, over, under, top, bottom, inside, outside, in front, and behind.
<p>CONCEPT 2: MEASUREMENT: THE CHILD USES MEASUREMENT TO MAKE AND DESCRIBE COMPARISONS IN THE ENVIRONMENT. Starting at a very young age, children compare who is taller and who has more. Immersing children in measurement activities provides them with opportunities to explore, compare, and discuss the use of measurement in their environment.</p>	
a. Compares objects using nonstandard units of measurement (e.g. hands, bodies, containers).	<ul style="list-style-type: none"> • M15 Shows progress in using standard and nonstandard measures.
b. Compares objects and uses terms such as longer-shorter, hotter-colder, and faster-slower.	<ul style="list-style-type: none"> • S2 Develops increased ability to observe and discuss common properties, differences, and comparisons among objects and materials.
c. Uses various standard measuring tools for simple measuring tasks.	<ul style="list-style-type: none"> • M15 Shows progress in using standard and nonstandard measures.
d. Uses appropriate vocabulary to describe time and sequence related to daily routines.	<ul style="list-style-type: none"> • L7 Uses an increasingly complex and varied spoken vocabulary. • S8 Develops growing awareness of ideas and language related to attributes of time and temperature. • SE6 Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully.
STRAND 5: STRUCTURE AND LOGIC	
<p>CONCEPT 1: LOGIC AND REASONING: THE CHILD RECOGNIZES AND DESCRIBES RELATIONSHIPS AMONG/BETWEEN OBJECTS RELATIVE TO THEIR OBSERVABLE ATTRIBUTES. Recognizing relationships between objects allows young children to make generalizations and predictions beyond information directly available to them. The ability to think logically and to reason (problem-solve) extends far beyond mathematical boundaries.</p>	
a. Matches and sorts objects by one attribute (e.g., size, color, shape, use).	<ul style="list-style-type: none"> • M10 Shows growth in matching, sorting, putting in a series, and regrouping objects according to one or two attributes such as color, shape, or size.

	<ul style="list-style-type: none"> • M13 Shows increasing abilities to match, sort, put in a series, and regroup objects according to one or two attributes such as shape or size.
b. Matches and sorts objects by two or more attributes (e.g., by size and by color).	<ul style="list-style-type: none"> • M10 Shows growth in matching, sorting, putting in a series, and regrouping objects according to one or two attributes such as color, shape, or size. • M13 Shows increasing abilities to match, sort, put in a series, and regroup objects according to one or two attributes such as shape or size.
c. Describes relationships between groups of objects.	<ul style="list-style-type: none"> • M14 Begins to make comparisons between several objects based on a single attribute. • S2 Develops increased ability to observe and discuss common properties, differences, and comparisons among objects and materials.

SCIENCE

**Arizona Department of Education
Early Learning Standards**

HighReach Learning Curriculum Alignment with Standards

STRAND 1: INQUIRY

CONCEPT 1: OBSERVATIONS, QUESTIONS, AND HYPOTHESES: THE CHILD ASKS QUESTIONS AND MAKES PREDICTIONS BASED ON OBSERVATIONS OF EVENTS IN THE ENVIRONMENT. Children use their senses to observe by looking, feeling, tasting, smelling and listening. Curiosity about the natural world leads children to ask questions. They ask Why? Where? What if? How? Children explore answers to their questions and form conclusions.

a. Demonstrates curiosity about objects, living things, and other natural events in the environment.	<ul style="list-style-type: none"> • S6 Expands knowledge of and abilities to observe, describe, and discuss the natural world, materials, living things, and natural processes. • S10 Builds increasing knowledge of the environment and environmental changes through play. • ATL4 Grows in eagerness to learn about and discuss a growing range of topics, ideas, and tasks.
b. Uses one or more senses to observe and explore objects, living things, and natural events in the environment.	<ul style="list-style-type: none"> • S1 Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials, and observe processes and relationships.
c. Examines attributes of objects, living things, and natural events in the environment.	<ul style="list-style-type: none"> • S1 Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials, and observe processes and relationships. • S6 Expands knowledge of and abilities to observe, describe, and discuss the natural world, materials, living things, and natural processes.
d. Describes changes in objects, living things, and the natural events in the environment.	<ul style="list-style-type: none"> • S5 Begins to describe and discuss predictions, explanations and generalizations based on past experiences. • S10 Builds increasing knowledge of the environment and environmental changes through play.
e. Observes and describes the relationships between objects, living things and natural events.	<ul style="list-style-type: none"> • S6 Expands knowledge of and abilities to observe, describe, and discuss the natural world, materials, living things, and natural processes.

f. Responds to questions about relationships of objects, living things, and events in the natural environment.	<ul style="list-style-type: none"> • S5 Begins to describe and discuss predictions, explanations, and generalizations based on past experiences. • S6 Expands knowledge of and abilities to observe, describe, and discuss the natural world, materials, living things, and natural processes. • S10 Builds increasing knowledge of the environment and environmental changes through play.
g. Asks questions about relationships of objects, living things, and natural events in the environment.	<ul style="list-style-type: none"> • S6 Expands knowledge of and abilities to observe, describe, and discuss the natural world, materials, living things, and natural processes. • S10 Builds increasing knowledge of the environment and environmental changes through play. • ATL4 Grows in eagerness to learn about and discuss a growing range of topics, ideas, and tasks.
h. Predicts the outcome of investigation based on observation.	<ul style="list-style-type: none"> • S5 Begins to describe and discuss predictions, explanations, and generalizations based on past experiences.
<p>CONCEPT 2: INVESTIGATION (SCIENTIFIC TESTING): THE CHILD TESTS PREDICTIONS THROUGH EXPLORATION AND EXPERIMENTATION. Children use their senses and a variety of tools and materials to gather information while investigating. Active experimentation requires questioning, experimenting, refining, and persistence. Information gathered in the process extends a child’s knowledge of the world.</p>	
a. Uses a variety of appropriate tools and materials to complete a planned task or investigation.	<ul style="list-style-type: none"> • S1 Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials, and observe processes and relationships. • S3 Begins to participate in simple investigations to test observations, discuss, and draw conclusions and form generalizations. • S4 Develops growing abilities to collect, describe, and record information through a variety of means, including discussion, drawings, maps, and charts.
b. Test predictions through active experimentations.	<ul style="list-style-type: none"> • S3 Begins to participate in simple investigations to test observations, discuss, and draw conclusions and form generalizations.
c. Changes experiment plan if results are different than expected and continues testing.	<ul style="list-style-type: none"> • S3 Begins to participate in simple investigations to test observations, discuss, and draw conclusions and form generalizations.
d. Persists with an investigation despite distractions and interruptions.	<ul style="list-style-type: none"> • S3 Begins to participate in simple investigations to test observations, discuss, and draw conclusions and form generalizations. • ATL7 Shows growing capacity to maintain concentration over time on a task, question, set of directions, or interactions, despite distractions and interruptions.

CONCEPT 3: ANALYSIS AND CONCLUSIONS: THE CHILD FORMS CONCLUSIONS ABOUT HIS/HER OBSERVATIONS AND EXPERIMENTATIONS. Children form conclusions about their observations and experimentations through collecting and thinking about the information gathered.

a. Compares and contrasts the attributes of objects and living things.	<ul style="list-style-type: none"> • M10 Shows growth in matching, sorting, putting in a series and regrouping objects according to one or two attributes such as color, shape, or size. • M15 Shows progress in using standard and nonstandard measures. • S2 Develops increased ability to observe and discuss common properties, differences, and comparisons among objects and materials.
b. Uses a variety of materials to record and organize data.	<ul style="list-style-type: none"> • S4 Develops growing abilities to collect, describe, and record information through a variety of means, including discussion, drawings, maps, and charts.
c. Identifies cause and effect relationships.	<ul style="list-style-type: none"> • S9 Shows increased awareness and beginning understanding of changes in materials and cause-effect relationships.
d. Forms logical conclusions about investigations.	<ul style="list-style-type: none"> • S3 Begins to participate in simple investigations to test observations, discuss, and draw conclusions and form generalizations. • S9 Shows increased awareness and beginning understanding of changes in materials and cause-effect relationships.

CONCEPT 4: COMMUNICATION: THE CHILD DESCRIBES, DISCUSSES OR PRESENTS PREDICTIONS, EXPLANATIONS AND GENERALIZATIONS. Based on past experiences, children use language or alternate communication system to show recognition of scientific principles.

a. Shares known facts about objects, living things, and other natural events in the environment, through words or pictures.	<ul style="list-style-type: none"> • S4 Develops growing abilities to collect, describe, and record information through a variety of means, including discussion, drawings, maps, and charts. • S6 Expands knowledge of and abilities to observe, describe, and discuss the natural world, materials, living things, and natural processes. • S8 Develops growing awareness of ideas and language related to attributes of time and temperature. • S10 Builds increasing knowledge of the environment and environmental changes through play.
b. Describes attributes of objects, living things and natural events. (e.g. weight, texture, flavor, scent, flexibility, and sound).	<ul style="list-style-type: none"> • S4 Develops growing abilities to collect, describe, and record information through a variety of means, including discussion, drawings, maps, and charts. • S6 Expands knowledge of and abilities to observe, describe, and discuss the natural world, materials, living things, and natural processes. • S8 Develops growing awareness of ideas and language related to attributes of time and temperature. • S10 Builds increasing knowledge of the environment and environmental changes through play.

c. Displays and interprets data.	<ul style="list-style-type: none"> • S4 Develops growing abilities to collect, describe, and record information through a variety of means, including discussion, drawings, maps, and charts. • S6 Expands knowledge of and abilities to observe, describe, and discuss the natural world, materials, living things, and natural processes. • S10 Builds increasing knowledge of the environment and environmental changes through play.
d. Presents scientific ideas in a variety of ways.	<ul style="list-style-type: none"> • S4 Develops growing abilities to collect, describe, and record information through a variety of means, including discussion, drawings, maps, and charts. • S6 Expands knowledge of and abilities to observe, describe, and discuss the natural world, materials, living things, and natural processes. • S8 Develops growing awareness of ideas and language related to attributes of time and temperature. • S10 Builds increasing knowledge of the environment and environmental changes through play.

SOCIAL STUDIES

**Arizona Department of Education
Early Learning Standards**

HighReach Learning Curriculum Alignment with Standards

STRAND 1: AMERICAN HISTORY

CONCEPT 1: RESEARCH SKILLS: THE CHILD DEMONSTRATES AN UNDERSTANDING THAT INFORMATION CAN BE OBTAINED FROM A VARIETY OF SOURCES TO ANSWER QUESTIONS ABOUT ONE’S LIFE. Children are curious about their world. They thrive on learning experiences that are meaningful and that connect to what they have previously learned. Technology, such as television and computers, has become the way for many children to gather information about their community and world. Children need to be provided with many opportunities and resources to obtain information about questions they have and what they want to know.

a. Child seeks information from a variety of sources (i.e. people, books, videos, globes, maps, calendars, etc.).	<ul style="list-style-type: none"> • LT6 Shows growing interest and involvement in listening to and discussing a variety of fiction and nonfiction books and poetry. • ATL4 Grows in eagerness to learn about and discuss a growing range of topics, ideas, and tasks. • ATL10 Grows in recognizing and solving problems through active exploration, including trial and error, and interactions and discussions with peers and adults.
b. Child relates past events with current events or activities.	<ul style="list-style-type: none"> • S5 Begins to describe and discuss predictions, explanations, and generalizations based on past experiences.
c. Child uses time related words such as yesterday/today/tomorrow.	<ul style="list-style-type: none"> • S8 Develops growing awareness of ideas and language related to attributes of time and temperature.
d. Child demonstrates awareness of technology and how it is used to get information.	<ul style="list-style-type: none"> • S11 Expands use and knowledge of various technologies.

STRAND 2: WORLD HISTORY

CONCEPT 1: DIVERSITY (CONTEMPORARY WORLD): THE CHILD RECOGNIZES THAT HE LIVES IN A PLACE WITH MANY PEOPLE, AND THAT THERE ARE PEOPLE AND EVENTS IN OTHER PARTS OF THE WORLD. Children become aware of and begin to recognize the similarities and differences between people through their experiences of cultural and traditional events. Children gain awareness of people and their backgrounds through participation in their community and learning environment experiences. Conversation with friends and exposure to the cultures of others helps children begin to understand that events occur outside their own families and their own environment.

a. Child recognizes that places where people live are made up of individuals from different cultures and who speak different languages.

- **SE18** Progresses in understanding similarities and respecting differences among people, such as gender, race, special needs, culture, language, and family structures.
- **SE20** Begins to express and understand concepts and language of geography in the contexts of their classroom, home, and community.

b. Child discusses and asks questions about similarities and differences in other people.

- **SE18** Progresses in understanding similarities and respecting differences among people, such as gender, race, special needs, culture, language, and family structures.
- **SE22** Investigates and gains knowledge about people in the classroom and community and actively helps others in the community.

c. Child discusses events happening in her/his neighborhood or other parts of the world.

- **SE20** Begins to express and understand concepts and language of geography in the contexts of their classroom, home, and community.
- **SE22** Investigates and gains knowledge about people in the classroom and community and actively helps others in the community.

d. Child describes some characteristics (e.g. clothing, food, jobs) of the people in his/her community.

- **SE18** Progresses in understanding similarities and respecting differences among people, such as gender, race, special needs, culture, language, and family structures.
- **SE22** Investigates and gains knowledge about people in the classroom and community and actively helps others in the community.

STRAND 3: CIVICS/GOVERNMENT

CONCEPT 1: RIGHTS, RESPONSIBILITIES AND ROLES OF CITIZENSHIP: THE CHILD DEMONSTRATES A SENSE OF BELONGING TO THE COMMUNITY AND CONTRIBUTES TO ITS CARE. Children recognize the importance of self and associate themselves as part of their home and learning environments. Children are given opportunities to experience democratic ideas and to make their own decisions in order to demonstrate their roles as individuals. As children learn to demonstrate respect for ideas and rules, they gain the skills necessary for being good citizens within the larger community.

a. Child demonstrates responsible behaviors.

- **SE2** Develops growing capacity for independence in a range of activities, routines, and tasks.
- **SE6** Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully.
- **SE9** Demonstrates increased ability to self-regulate behavior during transition times.

	<ul style="list-style-type: none"> • ATL5 Grows in abilities to persist in and complete a variety of tasks, activities, projects, and experiences.
b. Child shows an understanding of how to care for the environment.	<ul style="list-style-type: none"> • S6 Expands knowledge of and abilities to observe, describe, and discuss the natural world, materials, living things, and natural processes. • S7 Expands knowledge of and respect for their body and the environment. • S10 Builds increasing knowledge of the environment and environmental changes through play.
c. Child recognizes the importance of his/her role as part of a group.	<ul style="list-style-type: none"> • SE3 Demonstrates growing confidence in a range of abilities and expresses pride in accomplishments. • SE17 Develops ability to identify personal characteristics including gender and family composition. • SE18 Progresses in understanding similarities and respecting differences among people, such as gender, race, special needs, culture, language, and family structures. • SE19 Develops growing awareness of jobs and what is required to perform them. • Additional Information: Throughout the HighReach Learning curriculum, children are engaged in a variety of activities that encourage small and large group participation. For example, during group meetings children gather and discuss and explore various topics together.
d. Child demonstrates choice by voting.	<ul style="list-style-type: none"> • SE10 Increases abilities to sustain interactions with peers by helping, sharing, and discussion. • SE12 Develops increasing abilities to give and take in interactions, to take turns in games or using materials, and to interact without being overly submissive or directive. • L5 Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes. • ATL4 Grows in eagerness to learn about and discuss a growing range of topics, ideas, and tasks. • Additional Information: The HighReach Learning curriculum describes different aspects of the day that should incorporate aspects of the democratic process. For example, child planning and child choice is emphasized, group meetings may incorporate voting, and a balance of child-initiated and teacher-initiated activities is emphasized.
STRAND 4: GEOGRAPHY	
<p>CONCEPT 1: THE WORLD IN SPATIAL TERMS: THE CHILD DEMONSTRATES AN AWARENESS OF LOCATION AND SPATIAL RELATIONSHIPS. As young children explore their community and visit a variety of places, they begin to develop a sense of direction and location. While going for rides on the bus or in a car, or while walking in their neighborhoods, children become aware of signs, symbols and other landmarks.</p>	
a. Child uses words to describe directionality and/or location.	<ul style="list-style-type: none"> • SE20 Begins to express and understand concepts and language of geography in the contexts of their classroom, home, and community.
b. Child names the city/state in which he/she lives.	<ul style="list-style-type: none"> • SE1 Begins to develop and express awareness of self in terms of specific abilities, characteristics, and preferences.

	<ul style="list-style-type: none"> • SE20 Begins to express and understand concepts and language of geography in the contexts of their classroom, home, and community.
c. Child describes some physical features (e.g. bodies of water, mountains, weather) of the environment in which he/she lives.	<ul style="list-style-type: none"> • L5 Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes. • S10 Builds increasing knowledge of the environment and environmental changes through play. • SE20 Begins to express and understand concepts and language of geography in the contexts of their classroom, home, and community.

CONCEPT 2: FAMILY IDENTITY (HUMAN SYSTEMS): THE CHILD RECOGNIZES SELF AS A MEMBER OF A FAMILY. As young children begin to experience their own families’ cultural traditions, customs and celebrations, they begin to develop an awareness of their unique family heritage and composition. They make observations about the makeup of their families and begin to notice how their family is similar to or different from that of others. Through these experiences, children begin to clearly view themselves as members of a family unit.

a. Child views self as a member of the family unit.	<ul style="list-style-type: none"> • SE17 Develops ability to identify personal characteristics, including gender and family composition.
b. Child can identify family members (mother, father, sister, brother, grandparents, cousins, etc).	<ul style="list-style-type: none"> • SE17 Develops ability to identify personal characteristics, including gender and family composition.
c. Child describes/discusses own family’s cultural or family traditions.	<ul style="list-style-type: none"> • SE17 Develops ability to identify personal characteristics, including gender and family composition. • SE18 Progresses in understanding similarities and respecting differences among people, such as gender, race, special needs, culture, language, and family structures.
d. Child identifies similarities and differences in her family composition and the families of others.	<ul style="list-style-type: none"> • SE18 Progresses in understanding similarities and respecting differences among people, such as gender, race, special needs, culture, language, and family structures.
e. Child shows knowledge of family members’ roles and responsibilities in the home.	<ul style="list-style-type: none"> • SE17 Develops ability to identify personal characteristics, including gender and family composition. • SE19 Develops growing awareness of jobs and what is required to perform them.

STRAND 5: ECONOMICS

CONCEPT 1: FOUNDATIONS OF ECONOMICS: THE CHILD DEMONSTRATES KNOWLEDGE OF THE INTERACTIONS BETWEEN PEOPLE, RESOURCES, AND REGIONS. Through exploration and role-playing, young children demonstrate their understanding of the various roles of the people in their lives. They observe family members as they go to work, purchase goods, prepare meals and care for children and begin to develop their own sense of how each person relies on the other.

a. Child demonstrates awareness that money is used to purchase goods and services.	<ul style="list-style-type: none"> • S1 Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials, and observe processes and relationships. • S9 Shows increased awareness and beginning understanding of changes in materials and cause-effect relationships. • SE18 Progresses in understanding similarities and respecting differences among people, such as gender, race, special needs, culture, language, and family structures.
--	--

	<ul style="list-style-type: none"> • ATL4 Grows in eagerness to learn about and discuss a growing range of topics, ideas, and tasks. • Additional Information: The HighReach Learning curriculum infuses the program with different activities and experiences to encourage exploration of different aspects of culture. Themes such as money, trade, goods, and services may be incorporated through activities, such as a dramatic play shoe store, including money, price tags, and other aspects of shopping.
b. Child shows an understanding that adults work to earn money to buy things such as groceries.	<ul style="list-style-type: none"> • S1 Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials, and observe processes and relationships. • SE19 Develops growing awareness of jobs and what is required to perform them. • ATL4 Grows in eagerness to learn about and discuss a growing range of topics, ideas, and tasks. • Additional Information: The HighReach Learning curriculum infuses the program with different activities and experiences to encourage exploration of different aspects of culture. Themes such as money, trade, goods, and services may be incorporated through activities, such as a dramatic play shoe store, including money, price tags, and other aspects of shopping.
c. Child recognizes that people rely on others for goods and services such as farm goods, mail delivery, safety or health care.	<ul style="list-style-type: none"> • S1 Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials, and observe processes and relationships. • SE19 Develops growing awareness of jobs and what is required to perform them. • Additional Information: The HighReach Learning curriculum infuses the program with different activities and experiences to encourage exploration of different aspects of culture. Themes such as money, trade, goods, and services may be incorporated through activities, such as a dramatic play shoe store including money, price tags, and other aspects of shopping.

PHYSICAL DEVELOPMENT, HEALTH & SAFETY

STRAND 1: PHYSICAL AND MOTOR DEVELOPMENT

CONCEPT 1: GROSS MOTOR DEVELOPMENT: THE CHILD MOVES WITH BALANCE AND CONTROL.

Children are in constant motion. This movement develops young children’s large muscles as they run, jump, and play in both structured and unstructured settings. Children increase their ability to control their bodies and learn that regular physical activity can enhance (their) overall physical, social and mental health.

a. Moves with control (i.e. walks, runs, skips, jumps, gallops, hops).	<ul style="list-style-type: none"> • PHD4 Shows increasing levels of proficiency, control, and balance in walking, climbing, running, jumping, hopping, skipping, marching, and galloping.
b. Moves with balance.	<ul style="list-style-type: none"> • PHD4 Shows increasing levels of proficiency, control, and balance in walking, climbing, running, jumping, hopping, skipping, marching, and galloping.

CONCEPT 2: GROSS MOTOR DEVELOPMENT: CHILD DEMONSTRATES COORDINATION OF BODY MOVEMENTS. As children grow, their minds and bodies work together to develop control, strength, flexibility, balance and coordination.

a. Coordinates movements to perform tasks.	<ul style="list-style-type: none"> • PHD5 Demonstrates increasing abilities to coordinate movements in throwing, catching, kicking, bouncing balls, and using the slide and swing.
b. Exhibits body awareness.	<ul style="list-style-type: none"> • PHD4 Shows increasing levels of proficiency, control, and balance in walking, climbing, running, jumping, hopping, skipping, marching, and galloping. • PHD5 Demonstrates increasing abilities to coordinate movements in throwing, catching, kicking, bouncing balls, and using the slide and swing.
c. Exhibits body spatial awareness.	<ul style="list-style-type: none"> • PHD4 Shows increasing levels of proficiency, control, and balance in walking, climbing, running, jumping, hopping, skipping, marching, and galloping. • PHD5 Demonstrates increasing abilities to coordinate movements in throwing, catching, kicking, bouncing balls, and using the slide and swing.

CONCEPT 3: FINE MOTOR DEVELOPMENT: THE CHILD USES FINGERS AND HANDS TO MANIPULATE TOOLS AND MATERIALS. Developing fine motor skills is an important foundation for other developmental areas such as cognitive development, artistic expression, daily living skills and handwriting. Children begin to demonstrate an increased amount of strength, dexterity, and stamina to perform fine motor tasks using a variety of manipulatives and tools. When children are engaged in appropriate activities and experiences, they develop the ability to gain fine motor control, which leads to independence.

a. Uses hands and fingers to manipulate a variety of tools and materials, (i.e. crayons, markers, chalk, sponges, paint brushes, scissors, pencils, silverware).	<ul style="list-style-type: none"> • PHD3 Progresses in abilities to use writing, drawing, and art tools, including pencils, markers, chalk, paintbrushes, and various types of technology.
b. Uses eye-hand coordination to perform simple tasks.	<ul style="list-style-type: none"> • PHD2 Grows in hand-eye coordination in building with blocks, putting together puzzles, reproducing shapes and patterns, stringing beads, and using scissors.
c. Manipulates smaller objects, tools and instruments that require wrist and squeezing motions.	<ul style="list-style-type: none"> • PHD1 Develops growing strength, dexterity, and control needed to use tools such as scissors, paper punch, stapler, and hammer.
d. Uses fine motor skills in daily living.	<ul style="list-style-type: none"> • PHD9 Shows growing independence in hygiene, nutrition, and personal care when eating, dressing, washing hands, brushing teeth, and toileting.

STRAND 2: HEALTH

CONCEPT 1: HYGIENE AND HEALTH PRACTICES: CHILD DEMONSTRATES KNOWLEDGE OF PERSONAL HEALTH PRACTICES AND ROUTINES. Personal hygiene and health are essential to one’s well being. Children begin at a young age to learn living skills that will assist them in making age-appropriate healthy choices. They learn that good nutrition, exercise and rest are necessary for their young bodies.

a. Demonstrates hygiene practices.	<ul style="list-style-type: none"> • PHD9 Shows growing independence in hygiene, nutrition, and personal care when eating, dressing, washing hands, brushing teeth, and toileting.
------------------------------------	--

b. Demonstrates healthy practices: • Nutrition • Physical Activity • Rest and Relaxation	<ul style="list-style-type: none"> • PHD8 Participates actively in games, outdoor play, and other forms of exercise that enhance physical fitness. • PHD9 Shows growing independence in hygiene, nutrition, and personal care when eating, dressing, washing hands, brushing teeth, and toileting.
--	--

STRAND 3: SAFETY

CONCEPT 1: SAFETY, INJURY PREVENTION: CHILD DEMONSTRATES KNOWLEDGE OF PERSONAL SAFETY PRACTICES AND ROUTINES. Children demonstrate awareness and understanding of personal and environmental safety rules and how to keep themselves safe. These principles should be relevant to Arizona and to the community/region in which the child lives.

a. Demonstrates Environmental Safety Practices • Water and sun safety • Animal and plant safety, specific to child’s environment • Fire and gun safety • Playground safety • Tool safety.	<ul style="list-style-type: none"> • PHD10 Builds awareness and ability to follow basic health and safety rules such as fire safety, traffic and pedestrian safety, and responding appropriately to potentially harmful objects, substances, and activities.
b. Demonstrates Street Safety Practices • Crossing street • Car safety.	<ul style="list-style-type: none"> • PHD10 Builds awareness and ability to follow basic health and safety rules such as fire safety, traffic and pedestrian safety, and responding appropriately to potentially harmful objects, substances, and activities.
c. Demonstrates Personal Safety Practices • “Good/Bad” touching • Stranger Dangers • Knows personal information • Poison.	<ul style="list-style-type: none"> • PHD10 Builds awareness and ability to follow basic health and safety rules such as fire safety, traffic and pedestrian safety, and responding appropriately to potentially harmful objects, substances, and activities.
d. Demonstrates Emergency Safety Practices • Emergency Routines.	<ul style="list-style-type: none"> • PHD10 Builds awareness and ability to follow basic health and safety rules such as fire safety, traffic and pedestrian safety, and responding appropriately to potentially harmful objects, substances, and activities.

FINE ARTS

Arizona Department of Education
Early Learning Standards

HighReach Learning Curriculum Alignment with Standards

STRAND 1: VISUAL ART

CONCEPT 1: CREATING ART: THE CHILD USES A WIDE VARIETY OF MATERIALS, MEDIA, TOOLS, TECHNIQUES AND PROCESSES TO EXPLORE AND CREATE. Children communicate ideas, experiences and feelings by leaving their mark with crayons, markers, paints, modeling and construction of masterpieces. Children discover that they and others are artists.

a. Uses a variety of materials/media to create original works of art (i.e. paper, rocks, sand, clay, plaster, fabric, fiber, salt, dough, crayons, markers, paint, chalk, charcoal, pencils, glue, and cardboard).	<ul style="list-style-type: none"> • CA3 Gains ability in using different art media and materials in a variety of ways for creative expression and representation.
--	--

b. Uses a variety of tools to create original works of art (i.e. cotton swabs, small/large brushes, drinking straws, sponges, sticks, fly swatters, stamps, fingers, scissors, plastic needles, rollers, and stapler).	<ul style="list-style-type: none"> • CA3 Gains ability in using different art media and materials in a variety of ways for creative expression and representation. • CA4 Progresses in abilities to create drawings, paintings, models, and other art creations that are more detailed, creative, or realistic.
c. Uses a variety of techniques and processes to create original works of art (i.e. drawing, painting, sculpting, printing, weaving, braiding, cutting, construction, collage, bending, folding, sewing, tearing, stapling, and taping).	<ul style="list-style-type: none"> • CA3 Gains ability in using different art media and materials in a variety of ways for creative expression and representation.
d. Uses lines, forms, shapes, colors and texture to create personal artwork.	<ul style="list-style-type: none"> • CA3 Gains ability in using different art media and materials in a variety of ways for creative expression and representation.
e. Creates artwork with details, which represent the child’s ideas, experiences and feelings.	<ul style="list-style-type: none"> • CA3 Gains ability in using different art media and materials in a variety of ways for creative expression and representation. • CA4 Progresses in abilities to create drawings, paintings, models, and other art creations that are more detailed, creative, or realistic.
f. Creates art in two and three dimensions.	<ul style="list-style-type: none"> • CA3 Gains ability in using different art media and materials in a variety of ways for creative expression and representation. • CA4 Progresses in abilities to create drawings, paintings, models, and other art creations that are more detailed, creative, or realistic.

CONCEPT 2: ART IN CONTEXT: THE CHILD USES ART AS HE/SHE BEGINS TO MAKE SENSE OF THE ENVIRONMENT AND COMMUNITY. Art in context for young children is relevant to the experiences with people and cultures within their own community and learning environment. Children view and explore different styles of art from many places and cultures. Art connects children to their neighborhood, and expands their view of the world.

a. Participates in creative art activities that are part of the child’s community and culture.	<ul style="list-style-type: none"> • CA3 Gains ability in using different art media and materials in a variety of ways for creative expression and representation. • SE18 Progresses in understanding similarities and respecting differences among people, such as gender, race, special needs, culture, language, and family structures.
b. Participates in visual art activities that are part of other cultures.	<ul style="list-style-type: none"> • CA3 Gains ability in using different art media and materials in a variety of ways for creative expression and representation. • CA7 Demonstrates increasing delight in beauty and respect for the creative work of others. • SE18 Progresses in understanding similarities and respecting differences among people, such as gender, race, special needs, culture, language, and family structures.

CONCEPT 3: ART AS INQUIRY: THE CHILD REFLECTS UPON, DESCRIBES AND ANALYZES THE CHARACTERISTICS AND QUALITIES OF HIS WORK AND THE WORK OF OTHERS. Children begin to develop a vocabulary to share opinions about artistic creations and experiences. Artistic inquiry encourages children to go beyond “I like it” and to ask questions, investigate and develop appreciation for many art forms.

a. Describes personal artwork.	<ul style="list-style-type: none"> • L5 Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes. • CA6 Begins to understand and share opinions about artistic processes, products, and experiences.
--------------------------------	--

	<ul style="list-style-type: none"> • CA7 Demonstrates increasing delight in beauty and respect for the creative work of others.
b. Expresses creative and personal choices when engaging in art activities.	<ul style="list-style-type: none"> • L5 Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes. • CA3 Gains ability in using different art media and materials in a variety of ways for creative expression and representation. • CA6 Begins to understand and share opinions about artistic processes, products, and experiences. • SE3 Demonstrates growing confidence in a range of abilities and expresses pride in accomplishments.
c. Responds to the artwork of self and others through making comments or asking questions.	<ul style="list-style-type: none"> • L5 Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes. • CA6 Begins to understand and share opinions about artistic processes, products, and experiences. • CA7 Demonstrates increasing delight in beauty and respect for the creative work of others.
d. Describes the details observed in artwork.	<ul style="list-style-type: none"> • CA6 Begins to understand and share opinions about artistic processes, products, and experiences. • CA7 Demonstrates increasing delight in beauty and respect for the creative work of others.

MUSIC AND CREATIVE MOVEMENT

**Arizona Department of Education
Early Learning Standards**

HighReach Learning Curriculum Alignment with Standards

CONCEPT 1: CREATING MUSIC AND MOVEMENT: THE CHILD USES A WIDE VARIETY OF INSTRUMENTS, TECHNIQUES AND MUSIC TO EXPLORE AND CREATE. Singing, dancing, making and moving to sounds/rhythms are fundamental musical activities of young children. They use a variety of musical elements, instruments, and techniques to explore and to express a personal understanding of their world. Children learn the concept that they and others are musicians and dancers.

a. Experiments with a variety of instruments, vocalizations, sounds or creative movements.	<ul style="list-style-type: none"> • CA1 Participates with increasing interest and enjoyment in a variety of music activities, including listening, singing, finger plays, games, and performances. • CA2 Experiments with a variety of musical instruments.
b. Creates music/movement that represents child's ideas, experience and/or feelings.	<ul style="list-style-type: none"> • CA9 Expresses through movement and dancing what is felt and heard in various musical tempos and styles.
c. Sings/moves to familiar rhymes, songs, and/or chants.	<ul style="list-style-type: none"> • CA1 Participates with increasing interest and enjoyment in a variety of music activities, including listening, singing, finger plays, games, and performances. • CA9 Expresses through movement and dancing what is felt and heard in various musical tempos and styles.
d. Uses familiar songs, rhymes or chants to create his/her own musical/movement improvisations.	<ul style="list-style-type: none"> • CA9 Expresses through movement and dancing what is felt and heard in various musical tempos and styles.

CONCEPT 2: MUSIC AND CREATIVE MOVEMENT IN CONTEXT: THE CHILD USES CREATIVE MOVEMENT AND MUSIC AS HE/SHE BEGINS TO MAKE SENSE OF THE ENVIRONMENT AND COMMUNITY. The exploration of music and movement enhances all areas of a child’s learning. Music and creative movement connect children to their own community and expand their personal view of the world.

a. Listens/responds to different types of music, (e.g. rock, classical, jazz, reggae, Native American chants, gospel, bluegrass, lullabies, marches and country music).	<ul style="list-style-type: none"> • CA10 Shows growth in moving in time to different patterns of beat and rhythm in music.
b. Uses creative movement and dance to interpret the mood of various types of music and stories.	<ul style="list-style-type: none"> • CA9 Expresses through movement and dancing what is felt and heard in various musical tempos and styles.
c. Joins in music and movement activities that are part of the child’s community and culture.	<ul style="list-style-type: none"> • CA9 Expresses through movement and dancing what is felt and heard in various musical tempos and styles. • SE18 Progresses in understanding similarities and respecting differences among people, such as gender, race, special needs, culture, language, and family structures.
d. Creates music and movement activities that express the experiences of their own culture and the culture of others.	<ul style="list-style-type: none"> • CA9 Expresses through movement and dancing what is felt and heard in various musical tempos and styles. • SE18 Progresses in understanding similarities and respecting differences among people, such as gender, race, special needs, culture, language, and family structures.

CONCEPT 3: MUSIC AND CREATIVE MOVEMENT AS INQUIRY: THE CHILD RESPONDS TO MUSIC AND CREATIVE MOVEMENT THROUGH VARIOUS MEANS. Universal themes are expressed in musical works. Children think about, describe and analyze the characteristics of many styles of music and creative movement/dance. Children begin to develop a vocabulary to share opinions about musical/movement creations and experiences. Examining music and movement encourages children to go beyond “I like it” and to ask questions, investigate and develop appreciation for music and creative movement.

a. Talks about music or movement.	<ul style="list-style-type: none"> • L5 Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes. • CA1 Participates with increasing interest and enjoyment in a variety of music activities, including listening, singing, finger plays, games, and performances.
b. Describes music or movement of self and others.	<ul style="list-style-type: none"> • L5 Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes. • CA1 Participates with increasing interest and enjoyment in a variety of music activities, including listening, singing, finger plays, games, and performances.
c. Expresses creative and personal choices when engaging in music or movement activities.	<ul style="list-style-type: none"> • CA1 Participates with increasing interest and enjoyment in a variety of music activities, including listening, singing, finger plays, games, and performances. • CA9 Expresses through movement and dancing what is felt and heard in various musical tempos and styles. • ATL2 Develops increased ability to make independent choices.
d. Responds to music or movement of self and others by noticing details commenting and questioning.	<ul style="list-style-type: none"> • L5 Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.

	<ul style="list-style-type: none"> • CA1 Participates with increasing interest and enjoyment in a variety of music activities, including listening, singing, finger plays, games, and performances.
STRAND 3: DRAMATIC PLAY	
<p>CONCEPT 1: CREATING DRAMATIC PLAY: THE CHILD USES DRAMATIC PLAY AND PROPS TO EXPLORE AND CREATE. Children use the richness of their daily activities to create pretend play, assuming different roles and characters. Personal life experiences, social events, cultural celebrations and stories generate ideas for exploration. These experiences contribute to children’s ability to communicate more effectively and engage in cooperative activity with friends.</p>	
a. Participates in dramatic play activities.	<ul style="list-style-type: none"> • CA11 Participates in a variety of dramatic play activities that become more extended and complex.
b. Assumes roles from daily activities using a variety of props.	<ul style="list-style-type: none"> • CA12 Shows growing creativity and imagination in using materials and in assuming different roles in dramatic play situations.
c. Dramatizes familiar stories.	<ul style="list-style-type: none"> • LT8 Demonstrates progress in abilities to retell and dictate stories from books and experiences, to act out stories in dramatic play, and to predict what will happen next in a story. • CA11 Participates in a variety of dramatic play activities that become more extended and complex.
d. Takes on more than one dramatic play role at a time.	<ul style="list-style-type: none"> • CA11 Participates in a variety of dramatic play activities that become more extended and complex. • CA12 Shows growing creativity and imagination in using materials and in assuming different roles in dramatic play situations.
e. Pretends an object exists without using a prop.	<ul style="list-style-type: none"> • CA11 Participates in a variety of dramatic play activities that become more extended and complex. • CA12 Shows growing creativity and imagination in using materials and in assuming different roles in dramatic play situations.
<p>CONCEPT 2: DRAMATIC PLAY IN CONTEXT: THE CHILD USES DRAMATIC PLAY AS HE/SHE BEGINS TO MAKE SENSE OF HIS/HER ENVIRONMENT AND COMMUNITY. Children develop a repertoire of roles, actions, and behaviors that reflect diversity in their homes and communities. Each dramatic play scenario provides insights into children’s interests, experiences and abilities that allow children to express what they know and feel.</p>	
a. Demonstrates an understanding of behaviors important to specific roles.	<ul style="list-style-type: none"> • CA11 Participates in a variety of dramatic play activities that become more extended and complex. • CA12 Shows growing creativity and imagination in using materials and in assuming different roles in dramatic play situations.
b. Demonstrates an understanding of the sequence of events.	<ul style="list-style-type: none"> • LT8 Demonstrates progress in abilities to retell and dictate stories from books and experiences, to act out stories in dramatic play, and to predict what will happen next in a story. • CA11 Participates in a variety of dramatic play activities that become more extended and complex. • CA12 Shows growing creativity and imagination in using materials and in assuming different roles in dramatic play situations.
c. Negotiates roles, relationships, and actions during dramatic play activities.	<ul style="list-style-type: none"> • CA11 Participates in a variety of dramatic play activities that become more extended and complex.

	<ul style="list-style-type: none"> • CA12 Shows growing creativity and imagination in using materials and in assuming different roles in dramatic play situations. • SE10 Increases abilities to sustain interactions with peers by helping, sharing, and discussion. • SE11 Shows increasing abilities to use compromise and discussion in working, playing, and resolving conflicts with peers.
d. Develops a repertoire of roles, actions, and behaviors that reflect diversity in the community.	<ul style="list-style-type: none"> • CA11 Participates in a variety of dramatic play activities that become more extended and complex. • CA12 Shows growing creativity and imagination in using materials and in assuming different roles in dramatic play situations. • SE18 Progresses in understanding similarities and respecting differences among people, such as gender, race, special needs, culture, language, and family structures.
e. Participates in dramatic play situations that reflect the routines, rituals, and celebrations of community and culture.	<ul style="list-style-type: none"> • CA11 Participates in a variety of dramatic play activities that become more extended and complex. • CA12 Shows growing creativity and imagination in using materials and in assuming different roles in dramatic play situations. • SE18 Progresses in understanding similarities and respecting differences among people, such as gender, race, special needs, culture, language, and family structures.
<p>CONCEPT 3: DRAMATIC PLAY AS INQUIRY: THE CHILD RESPONDS TO DRAMATIC PLAY EXPERIENCES. Universal themes are expressed through children’s dramatic play. Children use a process of inquiry as they observe, organize and interpret their experiences through creative dramatics and pretend play. Children reflect and share opinions about dramatic creations and experiences. Participating in dramatic play encourages children to be themselves, a character from a story, a familiar person or anyone who they dream to be.</p>	
a. Talks about dramatic play experiences.	<ul style="list-style-type: none"> • L5 Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.
b. Adds details and new elements to dramatic play situations over time.	<ul style="list-style-type: none"> • CA11 Participates in a variety of dramatic play activities that become more extended and complex.
c. Respects the ideas and suggestions of others during dramatic play.	<ul style="list-style-type: none"> • CA11 Participates in a variety of dramatic play activities that become more extended and complex. • CA12 Shows growing creativity and imagination in using materials and in assuming different roles in dramatic play situations. • SE10 Increases abilities to sustain interactions with peers by helping, sharing, and discussion. • SE11 Shows increasing abilities to use compromise and discussion in working, playing, and resolving conflicts with peers.
d. Responds to the performance of others.	<ul style="list-style-type: none"> • CA11 Participates in a variety of dramatic play activities that become more extended and complex.

For more information, visit the HighReach Learning Inc., Web site at www.highreach.com or contact Jenn Siegfried at jsiegfried@highreach.com or (800) 729-9988 ext. 5164.