

## Documentation of Curriculum Alignment to Ohio's Early Learning and Development Standards

**Directions:** List and/or describe the elements from the Curriculum that align to each specific standard. Provide at least one example from your curriculum for each standard. This form will be posted on the Ohio Department of Education's Webpage. Provide sufficient references for each standard so that a program that is using this curriculum can find it.

**Name of Curriculum:** Life Essentials: I Can Do It (3 Year Olds)

**Type of Curriculum:**         Infant         Toddler         Preschool         Family Child Care

**Content includes all domains?**     Yes         No

**If No, select specific domains included in the curriculum:**

- Approaches to Learning     Cognitive Development     Creative Development     Language and Literacy     Mathematics  
 Physical Development and Wellness     Science     Social and Emotional Development     Social Studies

Describe the research base of the curriculum including references:

The Kiddie Academy Life Essentials® Three-Year-Old curriculum is based on a central principle of early learning: Children learn through direct experiences by using their own creativity in an environment that encourages curiosity and exploration, while teachers act as facilitators to guide and support play-based learning. Our approach is derived from several different early learning theorists whose studies included cognitive development, sociocultural theory and emotional development. Theorists, Jean Piaget and Lev Vygotsky, both advocate that children learn from active engagement with their environments. Piaget describes how children construct knowledge through independent exploration as they move through predictable stages of development. Vygotsky concludes that social interactions and guidance from peers and more skillful tutors, while engaged in discovery, play a vital role in the cognitive development of children. Abraham Maslow describes how people's basic needs must be met before higher learning can occur. T. Berry Brazelton and Stanley Greenspan expanded upon Maslow's theory and outlined seven needs that form the basis of developmentally appropriate practices in early learning. These seven needs emphasize the importance of the role that families, teachers, and communities play in children's lives. Erik Erikson's research focused on healthy social and emotional development in children, and concluded that nurturing, trusting, and responsive adults can help to influence children to understand.

**References:**

McLeod, S. A. (2018, June 06). *Jean Piaget's theory of cognitive development*. Simply Psychology. [www.simplypsychology.org/piaget.html](http://www.simplypsychology.org/piaget.html)

McLeod, S. A. (2018, August 05). *Lev Vygotsky*. Simply Psychology. [www.simplypsychology.org/vygotsky.html](http://www.simplypsychology.org/vygotsky.html)

Copple, C. and Bredekamp, S., 2009. *Developmentally Appropriate Practice in Early Childhood Programs Serving Children From Birth Through Age 8*, Third Edition | NAEYC

This curriculum also has a strong emphasis on using quality literature as a basis for learning. In their joint position statement *Learning to Read and Write: Developmentally Appropriate Practices for Young Children*, the International Reading Association (IRA) and National Association for the Education of Young Children (NAEYC) state that reading aloud may be the single most important thing that caregivers can do to build the skills that are the foundation to future reading success.

The Education Department has researched and analyzed preschool standards from each of the 24 individual states and the District of Columbia where we have Kiddie Academy locations operating or in development. These standards were compiled, and a new set of Kiddie Academy Preschool Standards has been developed to incorporate the best of the standards from all of the states. These standards are the basis for the activities that are contained within in the new I Can Do It curriculum. The list of new standards is included after the Informal Assessment Section. There are 44 standards grouped into eight domains. The domains are intended to focus on the development of the whole child, as well as the typical cognitive areas.

Standard	Curriculum Alignment
<b>Approaches to Learning</b>	
AL 1.a. Engages in new and unfamiliar experiences and activities.	AL1a: Demonstrates eagerness to learn about new things and have new experiences.  <b>Space KWL</b> , pp. 306-307 <b>Foot Painting</b> , pg. 820
AL 1.b. Completes activities with increasingly complex steps.	AL2c: Maintains and sustains challenging tasks.  <b>Jarabe Tapatío</b> , pp. 228-229 <b>I'm Going on an Airplane...</b> , pp. 854-855 <b>Character Essentials – Week 1: Cooperation pg. 19</b>
AL 1.c. Persists in completing a task with increasing concentration.	AL2b: Focuses on activities despite distractions.  <b>Color Game</b> , pp. 209-210 <b>Starfish Memory</b> , pg. 359 <b>Character Essentials – Row, Row, Row Your Boat pg. 19</b> <b>Jarabe Tapatío pg. 228</b>
AL 2.a. Develops a growth mindset.	AL1b: Displays initiative, self-direction, and independence.  <b>Is There Something Under My Bed?</b> , pg. 494 <b>Indoor Obstacle Course</b> , pg. 748 <b>A Color of His Own pg. 66</b> <b>Minute to Win It pg. 117</b>
<b>Cognitive Development</b>	

<p>CO 1.a. Develops the ability to recall information about objects, people, and past experiences.</p>	<p>SS2c: Discusses how things, people, and places change over time.</p> <p><b>When I Was a Baby...</b>, pp. 40-41  <b>Home</b>, pp. 528-529</p>
<p>CO 2.a. Demonstrates increasing ability to think symbolically.</p>	<p>AL5b: Uses objects, materials, actions, and images to represent other objects or communicate meaning.</p> <p><b>It Looked Like Spilt Milk</b>, pp. 242-243  <b>Lines</b>, pg. 539</p>
<p>CO 3.a. Uses increasingly complex strategies to solve problems.</p>	<p>AL4: Applies logical thinking to solve problems.</p> <p><b>City Sounds</b>, pg. 598  <b>Build a Tree</b>, pp. 728-729  <b>It Looked Like Spilt Milk pg. 242</b>  <b>How Tall Am I? pg. 42</b></p>
<p>CO 4.a. Develops ability to be flexible in own thinking and behavior.</p>	<p>AL4d: Modifies strategies as needed to complete a task.</p> <p><b>How Tall Am I?</b>, pg. 42  <b>Sink or Float?</b>, pp. 882-883  <b>Counting and Sorting Art Materials pg. 244</b>  <b>Creating Lines pg. 249</b></p>
<p><b>Creative Development</b></p>	
<p>CR 1.a. Expresses ideas and feelings through visual art.</p>	<p>CA4c: Represents thoughts, feelings, experiences, and/or knowledge in artistic creations.</p> <p><b>Music Is...</b>, pg. 224  <b>Colorful Feelings</b>, pg. 274</p>
<p>CR 1.b. Expresses self creatively through music and dance.</p>	<p>CA1b: Expresses concepts, ideas, or feelings through creative movement.</p> <p><b>African Dance</b>, pg 296  <b>Let's move</b>, pp. 389-390</p>

<p>CR 2.a. Develops ability to express new ideas through imaginative and inventive play.</p>	<p>CA3a: Uses dialogue, movements, and objects to tell a story or express thoughts and feelings.</p> <p><b>Museum</b>, pp. 539-540  <b>Fire Truck</b>, pg. 562</p>
<p><b>Language and Literacy</b></p>	
<p>LL 1.a. Demonstrates understanding of increasingly complex language.</p>	<p>LL6: Uses increasingly complex sentences and vocabulary.</p> <p><b>I Am...</b>, pg. 34  <b>Planting a Rainbow</b>, pg. 695  <b>Duck and Goose Pond pg. 519</b>  <b>Trip to the Moon pg. 308</b></p>
<p>LL 1.b. Develops and expands understanding of vocabulary and concepts.</p>	<p>LL6c: Determines the meanings of unknown words using context clues from conversations and/or pictures.</p> <p><b>Where the Wild Things Are</b>, pg. 489  <b>Opposite Balloons</b>, pg. 856  <b>Planting a Rainbow pg. 695</b></p>
<p>LL 1.c. Communicates using increasingly complex language.</p>	<p>LL7c: Uses age-appropriate grammar, such as subject-verb agreement, progressive tense, regular past tense, regular plurals, pronouns, and possessives.</p> <p><b>Our Friends Interview</b>, pg. 77  <b>Come Visit Our Town!</b>, pp. 594-595  <b>What Is Art? Pg. 240</b>  <b>Planting a Rainbow pg. 695</b></p>
<p>LL 1.d. Participates in conversations with increasing application of turn-taking skills.</p>	<p>LL8b: Participates in and extends conversations, staying on topic through multiple exchanges.</p> <p><b>Un-Birthday Party</b>, pg. 34  <b>So Nice to Meet You!</b>, pp. 77-78</p>

<p>LL 1.e. Develops comprehension of read-aloud text.</p>	<p>LL5: Comprehends and responds to stories and informational texts read aloud.</p> <p><i>Masai and I</i>, pp. 292-293  <i>The Umbrella</i>, pp. 330-331  <b>How to Make Apple Pie and See the World pg. 280</b></p>
<p>LL 2.a. Develops awareness of syllables in spoken words.</p>	<p>LL2c: Identifies, blends, and segments syllables in spoken words.</p> <p><b>Name Songs</b>, pp. 223-224  <b>Fall Songs Letter Search</b>, pp. 717-718</p>
<p>LL 2.b. Develops awareness of initial sounds, onsets, and rimes in spoken words.</p>	<p>LL2d: Blends and segments onsets and rimes of single syllable spoken words.</p> <p><b>H-H-H-Happy!</b>, pg. 264  <b>Ff Is for Fire Fighter</b>, pg. 551</p>
<p>LL 2.c. Develops understanding of rhyme.</p>	<p>LL2e: Recognizes rhyming words in spoken language.</p> <p><b>Down by the Bay</b>, pp. 655-656  <b>Red, White, and Boom! Rhyme</b>, pg. 786</p>
<p>LL 3.a. Develops knowledge of print organization.</p>	<p>LL4: Demonstrates awareness of the organization and elements of print.</p> <p><b>Library</b>, pp. 11-12  <b>Bear Snores On</b>, pg. 126  <b>Labeling Hot and Cold p. 460</b></p>
<p>LL 3.b. Develops knowledge of the alphabet.</p>	<p>LL1b: Recognizes and matches many uppercase and lowercase letter symbols to their names.</p> <p><b>The Pout-Pout Fish Undersea Alphabet</b>, pp. 509-510  <b>Umbrella Letter Matching</b>, ppg. 763-764</p>

<p>LL 4.a. Develops understanding that writing represents spoken language.</p>	<p>LL4b: Recognizes print as something that can be read, and which has specific meaning.</p> <p><b>“Our Trip” Cooperative Story</b>, pp. 855-856  <b>Types of Boats</b>, pp. 876-877  <b>Someone You Love pg. 510</b>  <b>Trip to the Moon pg. 308</b></p>
<p>LL 4.b. Draws and writes using increasingly sophisticated grasp.</p>	<p>LL3a: Uses a 3-finger grasp with dominant hand to hold a writing utensil.</p> <p><b>E-I-E-I-O Handwriting</b>, pg. 104  <b>My Favorite Foods</b>, pg. 426  <b>Someone You Love pg. 510</b>  <b>What Is George’s Next Adventure? Pg. 510</b></p>
<p><b>Mathematics</b></p>	
<p>MA 1.a. Develops understanding of the stable order of the counting sequence and learns to recite numbers in order.</p>	<p>MA1b: Recognizes that numbers follow a sequence and recites numbers in the correct order.</p> <p><b>Nine Little Zebras</b>, pp. 290-291  <b>Number Train</b>, pp. 835-836  <b>Patterns in Music pg. 225</b></p>
<p>MA 1.b. Develops understanding of one-to-one correspondence and cardinality.</p>	<p>MA1d: Determines quantity through one-to-one correspondence and subitizing.</p> <p><b>Ten in the Bed</b>, pg. 492  <b>Counting with Nature</b>, pg. 657  <b>Evidence of Learning pg. 1031</b>  <b>Counting Objects pg. 1027</b></p>
<p>MA 1.c. Develops ability to subitize small quantities.</p>	<p>MA4a: Compares two sets of objects through counting, subitizing, or matching and describes the quantities with terms such as more, less, same, greater, fewer, or equal.</p> <p><b>Monster Parts</b>, pg. 202  <b>Fruit and Vegetable Math</b>, pg. 427  <b>How Many? Pg. 1036</b>  <b>Color Clothespin Game pg. 245</b></p>

<p>MA 1.d. Develops ability to recognize and name written numerals.</p>	<p>MA1c: Associates number names and quantities with written numerals.</p> <p><i>Ten, Nine, Eight</i>, pg. 492  <i>Let's Count Summer!</i>, pp. 787-788  <b>Painting Numbers pg. 1030</b>  <b>Creating Sets pg. 1037</b></p>
<p>MA 2.a. Develops understanding of number relationships and operations.</p>	<p>MA4b: Recognizes that sets of objects or numbers can be combined or separated to make other sets or numbers.</p> <p><b>Ladybug Addition</b>, pp. 149-150  <b>Seashell Math</b>, pg. 788  <b>Comparing Numbers pg. 1042</b>  <b>Weighing Books pg. 101</b></p>
<p>MA 3.a. Develops knowledge of measurement to compare and describe objects.</p>	<p>MA5a: Compares and seriates objects by measurable attributes including length, weight, and size.</p> <p><b>Caterpillar Measuring</b>, pg. 150  <b>Snowflake Sizes</b>, pp. 743-744  <b>The Tallest Tower pg. 56</b>  <b>Instruments Big and Small pg. 225</b></p>
<p>MA 3.b. Develops the ability to sort.</p>	<p>MA2b: Sorts, matches, and classifies objects into groups according to attributes, such as color, size, shape, or function.</p> <p><b>Crawling and Flying Bugs</b>, pg. 152  <b>All Sorts of Animals</b>, pg. 358  <b>Math and Manipulatives Center pg. xxvii</b>  <b>Let's Read pg. 471</b></p>
<p>MA 3.c. Develops understanding of patterns.</p>	<p>MA2e: Recognizes, duplicates, and extends simple patterns using a variety of concrete materials.</p> <p><b>Pattern Block Snakes</b>, pg. 334  <b>Fruit Kabobs</b>, pg. 428  <b>Math and Manipulatives Center pg. xxvii</b>  <b>Weather Patterns pg. 449</b></p>

<p>MA 4.a. Develops ability to recognize shapes and their attributes.</p>	<p>MA3a: Identifies and describes common shapes and their attributes.</p> <p><b>Same, Yet Different</b>, pg. 619  <b>Shape Vehicles</b>, pg. 846</p>
<p>MA 4.b. Develops understanding of spatial relationships.</p>	<p>MA3c: Describes directionality, order, and position of objects.</p> <p><b>Symmetry in Blocks</b>, pg156  <b>On Top of the World</b>, pg. 637  <b>Hokey Pokey pg. 393</b>  <b>Move Like a Dinosaur pg. 855</b></p>
<p><b>Physical Development and Wellness</b></p>	
<p>PW 1.a. Develops competency in a variety of locomotor skills and non-locomotor skills.</p>	<p>PD5a: Moves with balance, control, and coordination in a range of physical activities.</p> <p><b>Tierra y Mar (Land and Sea)</b>, pg 661  <b>Getting There Is Half the Fun!</b>, pg. 814  <b>The Sign Says... pg. 1082</b>  <b>Around the World pg. 297</b></p>
<p>PW 1.b. Demonstrates developing control of fundamental fine motor skills, including hand-eye coordination.</p>	<p>PD4a: Uses hand-eye coordination to perform fine motor tasks.</p> <p><b>Cloud Counting</b>, pg. 859  <b>Sailor Knots</b>, pg. 883  <b>Flower Boxes pg. 704</b>  <b>Movable Figure pg. 768</b></p>
<p>PW 1.c. Develops oral motor skills.</p>	<p>LL2b: Identifies initial and final sounds in spoken words.  ST4d: Explores the properties and characteristics of light and sound.</p> <p><b>Handa's Fruit</b>, pp. 289-290  <b>Apples and Bananas</b>, pp. 425-426</p>
<p>PW 1.d. Uses senses and movement to guide motions and interactions with objects and other people.</p>	<p>PD2b: Uses senses to aid in learning.</p> <p><b>Mud Houses</b>, pg. 291  <b>Using Our Senses</b>, pg. 388</p>



PW 2.a. Develops knowledge about the body, its parts, and how it functions in relation to health and well-being.	PD2a: Identifies and locates parts of the body.  <b>The Human Body</b> , pp. 380-381 <b>Body Match</b> , pg. 389
PW 2.b. Demonstrates personal health and self-care practices with increasing independence.	PD1b: Demonstrates emerging self-help and basic hygiene skills.  <b>Germs!</b> , pg. 404 <b>Caring for Our Teeth</b> , pp. 409-410
PW 2.c. Consumes healthy food and develops healthy eating habits.	PD1c: Identifies healthy and non-healthy foods.  <b>Healthy Plate</b> , pg. 423 <b>What's Healthy at the Farmers Market?</b> , pp. 716-717
PW 2.d. Develops healthy sleep and rest behaviors.	PD1a: Develops awareness of healthy habits.  <b>Our Bodies Need Sleep</b> , pg. 410 <b>Sleep Science</b> , pp. 493-494 <b>"I Can Do It" Daily Schedule</b>
PW 2.e. Participates in preferred physical activities and develops understanding that being physically active is healthy.	PD1d: Engages in a variety of physical fitness activities and active play.  <b>Yoga</b> , pg. 391 <b>Getting Fit</b> , pg. 396
PW 2.f. Demonstrates increasing understanding of safety practices and behaviors.	PD3a: Describes and follows basic safety rules.  <b>Playground Safety Rules</b> , pp. 10-11 <b>Safety in the Home</b> , pp. 443-444
<b>Science</b>	
SC 1.a. Explores and investigates objects and events in the environment.	ST1: Constructs knowledge through investigation and observation.  <b>Magnifying Glasses</b> , pg. 16 <b>Good Vibrations</b> , pp. 226-227

<p>SC 1.b. Develops ability to reason about cause and effect.</p>	<p>ST1b: Tests predictions through scientific exploration and experimentation.</p> <p><b>Exploring Gravity</b>, pp. 315-316  <b>Stay Aloat</b>, pg. 555</p>
<p><b>Social Emotional Development</b></p>	
<p>SE 1.a. Develops and expands understanding of oneself as a unique person.</p>	<p>SE1a: Recognizes oneself as a unique individual with unique abilities, characteristics, feelings, and interests.</p> <p><b>I Am Special Because...</b>, pp. 36-37  <b>My Favorite Thing in the World</b>, pg. 636</p>
<p>SE 1.b. Develops understanding of emotions.</p>	<p>SE4: Demonstrates positive behaviors and expresses emotions appropriately.</p> <p><b>Feel the Music</b>, pp. 221-222  <b>What Are Emotions?</b>, pg. 262</p>
<p>SE 2.a. Begins to manage emotions and actions.</p>	<p>SE4a: Identifies, expresses, and manages feelings.</p> <p><b>Scaredy Squirrel</b>, ppg. 129-130  <b>Llama Llama Time to Share</b>, pg. 509</p>
<p>SE 3.a. Develops empathy toward and understanding of others.</p>	<p>SE4b: Recognizes and responds to the feelings and needs of others.</p> <p><b>New School Jitters</b>, pg. 17  <b>Owl Babies</b>, pg. 130</p>
<p>SE 4.a. Develops secure, trusting relationships with adults.</p>	<p>SE3a: Interacts and develops positive relationships with familiar adults.</p> <p><b>My New Teachers</b>, pg. 9  <b>My Teacher Helps Me</b>, pp. 550-551  <b>Career Day</b> pg. 95</p>

<p>SE 4.b. Develops socially competent behaviors with peers.</p>	<p>SE3b: Interacts and develops positive relationships with peers.</p> <p><b>Compliment Web</b>, pp. 78-79  <b>Friends' Picnic</b>, pp. 91-92  <b>Character Essentials for 4-Year-Old Programs - Week Three: Honesty pg. 95</b>  <b>How Tall Am I? pg. 42</b></p>
<p>SE 4.c. Develops ability to use simple strategies to resolve conflicts with peers.</p>	<p>SE3c: Shows developing ability to solve problems in social situations.</p> <p><b>Cooperation Building</b>, pp. 88-89  <b>Working Together</b>, pg. 270  <b>Character Essentials for 4-Year-Old Programs - Week Three: Honesty pg. 95</b>  <b>Character Essentials for 4-Year-Old Programs - Week 2: Self-Awareness pg. 31</b></p>
<p><b>Social Studies</b></p>	
<p>SS 1.a. Develops awareness of own culture and other characteristics of groups of people.</p>	<p>SS1d: Develops awareness of and appreciation for one's own culture and other cultures.</p> <p><b>Music in Folktales</b>, pp. 222-223  <b>Galimoto</b>, pp. 294-295</p>
<p>SS 1.b. Develops a basic understanding of needs and wants.</p>	<p>SS5b: Recognizes wants versus basic necessities.</p> <p><b>Grocery Store</b>, pg. 436  <b>A Home for Me</b>, pg. 182</p>
<p>SS 1.c. Develops understanding that everyone has rights and responsibilities within a group.</p>	<p>SS4a: Describes the roles, rights, and responsibilities associated with being a member of a group.</p> <p><b>Class Rules</b>, pp. 18-19  <b>Keep Our Town Clean</b>, pg. 596</p>

SS 1.d. Develops the ability to take care of the materials in the environment.

ST5b: Discusses simple ways to protect the environment.

**Sorting Recyclables**, pg. 678

**Polluted Water**, pg. 681

**Stethoscope pg. 16**

**How Do We Protect the Earth? Pg. 852**