

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: Ready, Set, Go (4-5 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® Four-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 educators 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, educators, 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

McLeod, S. A. (2018, August 05). *Lev Vygotsky*. Simply Psychology. 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 states where we have Kiddie Academy locations operating or in development as well as the District of Columbia. These standards were compiled to create the Kiddie Academy Preschool Standards. The list of standards used in this curriculum have been updated in 2023, to include additional standards that reflect current industry trends. There are 45 Kiddie Academy Preschool Standards that have been broken down further into 251 indicators. Our Education Department has used the Kiddie Academy Preschool Standards to guide the development of the activities in the Ready, Set, Go curriculum. Multiple opportunities are outlined for educators to present activities that address the indicators from the standards in all eight domains of learning. Every activity calls out one or more learning standards or indicators that educators may focus on; however, opportunities exist for them to customize the plans in order to observe progress in other learning standards as well.

Standard	Curriculum Alignment
Approaches to Learning	
AL 1.a. Engages in new and unfamiliar experiences and activities.	AL1a: Demonstrates eagerness to learn about new things and have new experiences. Above Ground, Below Ground <i>How to Make Apple Pie and See the World</i>
AL 1.b. Completes activities with increasingly complex steps.	AL2c: Maintains and sustains challenging tasks. Find the Pig! “Teddy Bear, Teddy Bear”
AL 1.c. Persists in completing a task with increasing concentration.	AL2b: Focuses on activities despite distractions. Listening for /ě/ and /ē/ Puppet Zoo Character Essentials: We Are Strong pg. 135 Character Essentials: Beanbag Balance pg. 139 Robot Factory pg. 858
AL 2.a. Develops a growth mindset.	AL1b: Displays initiative, self-direction, and independence. Dog and Cat Card Game Ring Toss Character Essentials: Week 4: Initiativepg. 121-122 Spaghetti and Meatballs pg. 289

Cognitive Development	
CO 1.a. Develops the ability to recall information about objects, people, and past experiences.	<p>SS2c: Discusses how things, people, and places change over time.</p> <p>Covered Wagon Pony Express I Am... pg. 34 Community Helper Charades pg. 106</p>
CO 2.a. Demonstrates increasing ability to think symbolically.	<p>AL5b: Uses objects, materials, actions, and images to represent other objects or communicate meaning.</p> <p>Road Safety Statue of Liberty</p>
CO 3.a. Uses increasingly complex strategies to solve problems.	<p>AL4: Applies logical thinking to solve problems.</p> <p>Over and Under Taking Turns with a Talking Stick Character Essentials: Week 2: Contentment pg. 42 Yes, We Can! Pg. 9 Scooters, Skateboards, and In-line Skates pg. 765</p>
CO 4.a. Develops ability to be flexible in own thinking and behavior.	<p>AL4d: Demonstrates cognitive flexibility by modifying strategies as needed to complete a task.</p> <p>The Family Car Where Shall We Go? Character Essentials: We Are Patient pg. 79 Special Delivery pg. 442 Hot or Cold? pg. 455</p>
Creative Development	

<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>Paper Bag Town “What I Want to Be” Gallery Michelangelo Paintings pg. 297 Do-It-Yourself Dragons pg. 856</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><i>Elephants Cannot Dance!</i> On Broadway</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, express thoughts, ideas, and feelings.</p> <p>Auto Shop Camping</p>
<p>Language and Literacy</p>	
<p>LL 1.a. Demonstrates understanding of increasingly complex language.</p>	<p>LL6: Uses increasingly complex sentences and vocabulary.</p> <p>Job Title Riddles Larry Gets Lost in Chicago Literacy (I Can Do It, 3-Year-Old Curriculum) pg. X (941) Language Appendix (I Can Do It, 3-Year-Old Curriculum) pg. XVIII (949) Weather Words pg. 733 Doctor’s Office pg. 798</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>Spanish with Ehlert Weather Words</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, prepositions, and possessives.</p> <p>Community Helpers <i>I Wanna Iguana</i></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>Hair Stylists New York: “The Big Apple” Career Day pg. 95</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>Goldilocks and the Three Dinosaurs Who Am I? How to Make Apple Pie and See the World pg. 280 (Around the World for Apple Pie pg. 555?) Imani’s Moon pg. 844</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>Bug Syllables Syllable Shopping How to Build Words pg. 419 Name Songs pg. 223</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>How Are Words Made? Word Families</p>

<p>LL 2.c. Develops understanding of rhyme.</p>	<p>LL2e: Recognizes rhyming words in spoken language.</p> <p>Chile Pepper Rhymes Five Preschool Friends How to Build Words pg. 419 Imani's ABC Jump pg. 846</p>
<p>LL 3.a. Develops knowledge of print organization.</p>	<p>LL4: Demonstrates awareness of the organization and elements of print.</p> <p>Academy Gazette Librarians</p>
<p>LL 3.b. Develops knowledge of the alphabet.</p>	<p>LL1b: Recognizes and matches uppercase and lowercase letter symbols to their names.</p> <p>ABC Town Chicka Chicka Boom Boom</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 a specific meaning or purpose.</p> <p>Alligator or Crocodile? KWL Chart – Doctors Literacy (I Can Do It, 3-Year-Old Curriculum) pg. X (941) Language Appendix (I Can Do It, 3-Year-Old Curriculum) pg. XVIII (949) Chinese Calligraphy pg. 287 Give Yourself a Hand pg. 762</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>Driver's Licenses My Favorite Zoo Animal Sketch Table pg. 243 Are We There Yet? Pg. 847 Imani's ABC Jump pg. 846</p>
<p>Mathematics</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>“Five Little Shells” How Many Friends?</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/or subitizing.</p> <p>Counting Objects Humpty Dumpty Counting</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>Animals From Down Under Matching Sets to Numbers Over in Australia: Amazing Animals Down Under pg. 288 Let’s Read pg. 471</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>How Many Bugs? Sailboat Number Matching Ordering Numbers pg. 184 Let’s Read pg. 471</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>Counting with Balls Fishbowl Addition Numbers and Number Sense pg. 179 Weighing Books pg. 369 Measuring Soil pg. 699</p>

<p>MA 3.a. Develops knowledge of measurement to compare and describe objects.</p>	<p>MA5a: Compares objects by measurable attributes, including length, weight, and size.</p> <p>Measuring Nature Weighing Produce</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>Emergency Vehicle Sort Sorting Food</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>Farm Patterns Snake Patterns Patterns in Music pg. 225</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>Shape Songs Shopping for Shapes</p>
<p>MA 4.b. Develops understanding of spatial relationships.</p>	<p>MA3c: Understands directionality, order, and position of objects, Describes and follows direction for placement of objects.</p> <p>Collage Illustrations Go, Shapes, Go!</p>
<p>Physical Development and Wellness</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>Move Like a Dinosaur Obstacle Course for Friends</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>Moveable Figures Wood Shop</p>

PW 1.c. Develops oral motor skills.	<p>LL2b: Identifies initial and final sounds in spoken words. ST4d: Explores the properties and characteristics of light and sound.</p> <p>Pitch Pipe Pronouncing /ă/ (and /ā/)</p>
PW 1.d. Uses senses and movement to guide motions and interactions with objects and other people.	<p>PD2b: uses senses to aid in learning.</p> <p>Identifying LI Tracing Numbers</p>
PW 2.a. Develops knowledge about the body, its parts, and how it functions in relation to health and well- being.	<p>PD2a: Identifies and locates parts of the body.</p> <p>Anatomy Matching Head, Shoulders, Knees, and Toes</p>
PW 2.b. Demonstrates personal health and self-care practices with increasing independence.	<p>PD1b: Demonstrates emerging self-help and basic hygiene skills.</p> <p>Dental ABCs Handwashing Songs</p>
PW 2.c. Consumes healthy food and develops healthy eating habits.	<p>PD1c: Identifies healthy and non-healthy foods.</p> <p>Food Tray Relay <i>How Did that Get in My Lunchbox?</i></p>
PW 2.d. Develops healthy sleep and rest behaviors.	<p>PD1g: Participates in healthy sleep routines, e.g., calms body; recognizes and tells when tired; gradually reduces time spent napping.</p> <p>All In a Day My Feelings in Color Growing Healthy and Strong pg. 382</p>
PW 2.e. Participates in preferred physical activities and develops understanding that being physically active is healthy.	<p>PD1d: Engages in a variety of physical fitness activities and active play.</p> <p>Healthy Food Scavenger Hunt Supermarket Shuffle Circuit Training pg. 797 Healthy Food Scavenger Hunt pg. 796 Making Muscles pg. 387</p>

PW 2.f. Demonstrates increasing understanding of safety practices and behaviors.	PD3a: Describes and follows basic safety rules. Illustrated Safety Rules <i>May I Pet Your Dog?</i>
Science	
SC 1.a. Explores and investigates objects and events in the environment.	ST1: Constructs knowledge through investigation and observation. Comparing Potatoes Melting Ice How Do We Protect the Earth? Pg. 852 What's Hot and What's Not? Pg. 554
SC 1.b. Develops ability to reason about cause and effect.	ST1b: Tests predictions through scientific exploration and experimentation. Cryogenics Parachute Drop
Social Emotional Development	
SE 1.a. Develops and expands understanding of oneself as a unique person.	SE1a: Recognizes oneself as a unique individual with unique abilities, characteristics, feelings, and interests. Five Things About Me <i>I Like Myself!</i>
SE 1.b. Develops understanding of emotions.	SE4: Demonstrates positive behaviors and expresses emotions appropriately. Feelings Meter My Feelings in Color
SE 2.a. Begins to manage emotions and actions.	SE4a: Identifies, expresses, and manages feelings. Buster's Feelings <i>Peter's Chair</i>

<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>Devices that Help People Walk Thank You for Your Service We Can Listen Too! Pg. 37 Making the Team pg. 1075 Character Essentials, December: We Are Kind pg. 49</p>
<p>SE 4.a. Develops secure, trusting relationships with adults.</p>	<p>SE3a: Interacts and develops positive relationships with familiar adults.</p> <p>“My Teacher” Portraits Teachers</p>
<p>SE 4.b. Develops socially competent behaviors with peers.</p>	<p>SE3b: Interacts and develops positive relationships with peers.</p> <p>How Friendships Are Made Make Me Laugh, Piggie! How Do Friendships Work? Pg. 428 Kickball (Can I Play Too?) pg. 35</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>Friendship Blues The Proudest Blue Character Essentials, Week 4: Teamwork, Creating Character Moments pg. 67 Llama Llama Time to Share pg. 509 Kickball (Can I Play Too?) pg. 35</p>
<p>Social Studies</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>Celebraciones In My Family Gardens Around the World pg. 703 Bonjour! Jambo! Hello! Pg. 608 Life in Kenya pg. 610</p>
<p>SS 1.b. Develops a basic understanding of needs and wants.</p>	<p>SS5b: Recognizes wants versus basic necessities.</p> <p>Dollar Store Store Character Essentials, September: We Are Friends pg. 39 Character Essentials, April: We Are Good Citizens pg. 154 Life in Kenya pg. 610</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>I Am a Good Citizen We the Kids... Character Essentials, April: We Are Good Citizens pg. 154 Felt Board Friends pg. 623</p>
<p>SS 1.d. Develops the ability to take care of the materials in the environment.</p>	<p>ST5b: Discusses simple ways to protect the environment.</p> <p>Everybody Clean Up Oil Spill Take Action! Pg. 122 How Do We Protect the Earth? Pg. 852 Gardeners pg. 707</p>