Connecting the Iowa Preschool Early Learning Standards with Head Start Child Outcomes Framework and Curriculum-based Assessments

A Companion Document to the Iowa Early Learning Standards

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Introduction

Making use Iowa's Early Learning Standards (IELS) is essential if these standards are to be of any value at all. But making effective and appropriate use of them is equally important to ensure they help early care and education providers make good decisions about curriculum and assessment and to encourage the thoughtful applications of these standards consistent with our best knowledge in how children grow and learn. The goal is to have the standards, curriculum and assessment align. At the same time, we remain sensitive to how children grow and develop in unique ways. Developmentally appropriate practices must be our guide in designing any educational service for young children.

When we implement standards, they should be guidelines for how we design our curriculum and classroom activities. *They are not the activities nor the curriculum itself.* This document helps us make the connection between our learning goals and what we actually do with children in the classroom.

This document helps educators begin that consideration by linking the Iowa Preschool Early Learning Standards with the "Head Start Child Development and Early Learning Framework." It only addresses the preschool standards which are the last six (Standards 7-12). The new Head Start framework expanded and revised the older Head Start Outcomes framework which was originally released in 2000. This older document was a key reference document when the Iowa Early Learning Standards were developed. But the revised framework still is closely aligned to the early learning standards. Head Start published in September, 2003, *The Head Start Leaders Guide To Positive Child Outcomes*, that provides a comprehensive set of effective teaching strategies to foster children's progress toward a broad range of key early learning and development goals as articulated in the "Head Start Child Outcomes Framework." (This document is available at http://www.headstartinfo.org/pdf/HSOutcomesguideFINAL4c.pdf.) The connections established in the document between the Framework and the Iowa Preschool Early Learning Standards will also help Head Start grantees show how their activities align with the Iowa voluntary standards as they seek to design child outcomes along the lines of the Framework.

This document also links the Iowa Preschool Early Learning Standards to the curriculum-based assessment frameworks of three popular early childhood curriculum/assessment systems: High/Scope, Creative Curriculum GOLD, and the Work Sampling System. These systems include a set of organized learning objectives, activities that relate to these objectives and an accompanying child assessment tool. Using the linkages in this document, teachers and program administrators can design

their learning with all these elements in mind and with a clear view on how their efforts relate to the Iowa Early Learning Standards, especially now that many are using the Creative Curriculum GOLD as their primary curriculum-based assessment. They can determine if their current chosen curriculum covers all the IELS areas and standards. They can use it as a guide for making a list of what they want children to learn, the activities they plan to do that support awareness and exploration by children of the content in the standards and a method to determine if children are learning what their curriculum system is supposed to be teaching.

Acknowledgements
Special thanks for developing this document goes to Brenda Spurgeon, Cathy Swackhamer, Kim Young-Kent, Mary Jo Madvig and Rosemary Geiken.

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Area 7: Physical Well-Being and Motor Development

Iowa Preschool Early Learning Standard	The Head Start Child Development and Early Learning Framework[1]	Curriculum-based Assessments		
		High/Scope® Child Observation Category[2]	The Creative Curriculum® GOLD	Work Sampling System® Curriculum Areas[3]
7.1 Healthy and Safe Living **Children understand healthy and safe living practices.**	**DOMAIN: Physical Development & Health** **DOMAIN ELEMENT:** **Health Knowledge & Practice: The understanding of healthy and safe habits and practicing healthy habits.**	**I. Initiative** D. Taking care of personal needs	**SOCIAL/EMOTIONAL DEVELOPMENT: Objective 1: Regulates own emotions and behaviors** **Dimension c. Takes care of own needs appropriately** **Indicator 6. Demonstrates confidence in meeting own needs** **Indicator 8.Takes responsibility for own well-being.** **SOCIAL STUDIES: Objective 29: Demonstrates knowledge about self**	**PHYSICAL DEVELOPMENT AND HEALTH: Personal health and safety** - Performs some self-care tasks independently - Follows basic health and safety rules.

Iowa Preschool Early Learning Standard	Head Start Child Outcomes Framework	High/Scope	Creative Curriculum	Work Sampling
7.2 Play and Senses **Children engage in play to learn.**	**DOMAIN: Science Knowledge & Skills** **DOMAIN ELEMENT: Scientific Skills & Method: The skills to observe and collect information and use it to ask questions, predict, explain, and draw conclusions.** **DOMAIN: Approaches to Learning** **DOMAIN ELEMENT:** **Initiative and Curiosity: An interest in varied topics and activities, desire to learn, creativeness, and independence in learning.** **DOMAIN: Physical Development & Health** **DOMAIN ELEMENT: Gross Motor Skills: The control of large muscles for movement, navigation, and balance.**		**SOCIAL STUDIES: Objective 24. Uses scientific inquiry skills.** **PHYSICAL DEVELOPMENT: Objective 5. Demonstrates balancing skills** **COGNITIVE DEVELOPMENT: Objective 11 Demonstrates positive approaches to learning** **Dimension d. Shows curiosity and motivation** ● **Indicator 6. Shows eagerness to learn about a variety of topics and ideas**	

Iowa Preschool Early Learning Standard	Head Start Child Outcomes Framework	High/Scope	Creative Curriculum	Work Sampling
7.3 Large Motor Development **Children develop large motor skills**	**DOMAIN: Physical Development & Health** **DOMAIN ELEMENT: Gross Motor Skills: The control of large muscles for movement, navigation, and balance.** **DOMAIN ELEMENT: Physical Health Status** The maintenance of healthy and age appropriate physical well-being.	**IV. Movement and Music** L. Moving in various ways M. Moving with objects	PHYSICAL DEVELOPMENT **Objective 4. Demonstrates traveling skills** • **Indicator 6. Moves purposefully from place to place with control** **Objective 5. Demonstrates balancing skills** • **Indicator 6. Sustains balance during simple movement experiences** **Objective 6. Demonstrates gross-motor manipulative skills** • **Indicator 6. Manipulates balls or similar objects with flexible body movement**	PHYSICAL DEVELOPMENT AND HEALTH: Gross Motor Development • Moves with some balance and control. • Coordinates movements to perform simple tasks.
7.4 Fine Motor Development **Children develop fine motor skills.**	**DOMAIN: Physical Development & Health** **DOMAIN ELEMENT: Fine Motor Skills**: The control of small muscles for such purposes as using utensils, self-care, building, and exploring. **DOMAIN: Literacy Knowledge & Skills** **DOMAIN ELEMENT: Early Writing:** The familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters.	**IV. Movement and Music** L. Moving in various ways M. Moving with objects	PHYSICAL DEVELOPMENT **Objective 7: Demonstrates fine-motor strength and coordination** **Dimension a. Uses fingers and hands** • **Indicator 6. Uses refined wrist and finger movements** **Dimension b. Uses writing and drawing tools** • **Indicator 6. Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end**	PHYSICAL DEVELOPMENT AND HEALTH: Fine Motor Development • Uses strength and control to perform simple tasks. • Uses eye-hand coordination to perform tasks • Shows beginning control of writing, drawing and art tools.

Area 8: Approaches toward Learning

Iowa Preschool Early Learning Standard	Head Start Child Outcomes Framework	Curriculum-based Assessments		
		High/Scope® Child Observation Category	Teaching Strategies GOLD	Work Sampling System® Curriculum Areas
8.1 Curiosity and Initiative **Children express curiosity, interest, and initiative in exploring the environment, engaging in experiences, and learning new skills.**	**DOMAIN: Approaches to Learning** **DOMAIN ELEMENT: Initiative & Curiosity: An interest in varied topics and activities, desire to learn, creativeness, and independence in learning.** **DOMAIN: Social & Emotional Development** **DOMAIN ELEMENT:** **Self-concept & Self-Efficacy: The perception that one is capable of successfully making decisions, accomplishing tasks, and meeting goals.**	**I. Initiative** A. Making choices and plans C. Initiating play D. Taking care of personal needs	COGNITIVE DEVELOPMENT **Objective 11: Demonstrates positive approaches to learning** **Dimension d. Shows curiosity and motivation** • **Indicator 6. Shows eagerness to learn about a variety of topics and ideas** **Dimension e. Shows flexibility and inventiveness in thinking** • **Indicator 6. Changes plans if a better idea is thought of or proposed**	PERSONAL AND SOCIAL DEVELOPMENT: **Approaches to Learning** • Shows eagerness and curiosity as a learner.

Iowa Preschool Early Learning Standard	Head Start Child Outcomes Framework	High/Scope	Creative Curriculum	Work Sampling
8.2 Engagement and Persistence **Children purposefully choose and persist in experiences and activities.**	**DOMAIN: Approaches to Learning** **DOMAIN ELEMENT: Persistence & Attentiveness: The ability to begin and finish activities with persistence and attention.**		COGNITIVE DEVELOPMENT **Objective 11** **Demonstrates positive approaches to learning** **Dimension b. Persists** • **Indicator 6. Plans and pursues a variety of appropriately challenging tasks** **Dimension a. Attends and engages** • **Indicator 6. Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions**	PERSONAL AND SOCIAL DEVELOPMENT: **Approaches to Learning** • Attends briefly, and seeks help when encountering a problem. • Approaches play with purpose and inventiveness.

| 8.3 Problem Solving

Children demonstrate strategies for reasoning and problem solving. | **DOMAIN: Logic & Reasoning**
DOMAIN ELEMENT: Reasoning and Problem Solving: The ability to recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions to a problem. | **I. Initiative**
B. Solving problems with materials | **COGNITIVE DEVELOPMENT**

Objective 11: Demonstrates positive approaches to learning

Dimension c. Solves problems
  • **Indicator 4. Observes and imitates how other people solve problems; asks for a solution and uses it**

Dimension c. Solves problems
  • **Indicator 6. Solves problems without having to try every possibility**

Objective 12: Remembers and connects experiences

Dimension b. Makes connections
  • **Indicator 6. Draws on everyday experiences and applies this knowledge to a similar situation** | **MATHEMATICAL THINKING: Mathematical Processes**
  • Begins to use simple strategies to solve mathematical problems.
SOCIAL STUDIES: Human interdependence
  • Begins to be aware of technology and how it affects their lives.
PERSONAL AND SOCIAL DEVELOPMENT: Social problem-solving
  • Seeks adult help when needed to resolve conflicts. |

Area 9: Social and Emotional Development

Iowa Preschool Early Learning Standard	Head Start Child Outcomes Framework	Curriculum-based Assessments		
		High/Scope® Child Observation Category	The Creative Curriculum® GOLD	Work Sampling System® Curriculum Areas
9.1 Self **Children express a positive awareness of self in terms of specific abilities, characteristics, and preferences.**	**DOMAIN: Social & Emotional Development** **DOMAIN ELEMENT: Self Concept and Self-Efficacy: The perception that one is capable of successfully making decisions, accomplishing tasks, and meeting goals.**	**II. Social Relations** H. Understanding and expressing feelings	**SOCIAL/EMOTIONAL DEVELOPMENT** **Objective 1: Regulates own emotions and behaviors** **Dimension c. Takes care of own needs appropriately** • **Indicator 6. Demonstrates confidence in meeting own needs**	PERSONAL AND SOCIAL DEVELOPMENT: Self-Concept • Demonstrates self-confidence. • Shows some self-direction.
9.2 Self-Regulation **Children show increasing ability to regulate their behavior and express their emotions in appropriate ways.**	**DOMAIN: Social & Emotional Development** **DOMAIN ELEMENT: Self-Regulation: The ability to recognize and regulate emotions, attention, impulses, and behavior.** **DOMAIN ELEMENT: Emotional & Behavioral Health: A healthy range of emotional expression and learning positive alternatives to aggressive or isolating behaviors.**	**II. Social Relations** H. Understanding and expressing feelings	SOCIAL/EMOTIONAL DEVELOPMENT: **Objective 1: Regulates own emotions and behaviors** **Dimension a. Manages feelings** • **Indicator 6. Is able to look at a situation differently or delay gratification** **Dimension b. Follows limits and expectations** • **Indicator 6. Manages classroom rules, routines, and transitions with occasional reminders**	PERSONAL AND SOCIAL DEVELOPMENT: Self-Control • Follows simple classroom rules and routines with guidance. • Begins to use classroom materials carefully. • Manages transitions. • Shows empathy and caring for others.

Iowa Preschool Early Learning Standard	Head Start Child Outcomes Framework	High/Scope	Creative Curriculum	Work Sampling
9.3 Relationships with Caregivers **Children relate positively to caregivers who work with them.**	**DOMAIN: Social &Emotional Development** **DOMAIN ELEMENT: Social Relationships: The healthy relationships and interactions with adults and peers.**	**II. Social Relations** E. Relating to adults	**SOCIAL/EMOTIONAL DEVELOPMENT:** **Objective 1: Regulates own emotions and behaviors** **Dimension b. Follows limits and expectations** • **Indicator 4. Accepts redirection from adults** **Objective 2: Establishes and sustains positive relationships** **Dimension a. Forms relationships with adults** • **Indicator 6. Manages separations without distress and engages with trusted adults** **Objective 3: Participates cooperatively and constructively** **Dimension b. Solves social problems** • **Indicator 4. Seeks adult help to resolve social problems**	**PERSONAL AND SOCIAL DEVELOPMENT: Interaction with others** • Interacts with familiar adults. **PERSONAL AND SOCIAL DEVELOPMENT: Social problem-solving** • Seeks adult help when needed to resolve conflicts.

| 9.4 Peer Interactions

Children develop the ability to interact with peers respectfully, and to form positive peer relationships. | **DOMAIN: Social & Emotional Development**
DOMAIN ELEMENT: Social Relationships: The healthy relationships and interactions with adults and peers.

DOMAIN: Approaches to Learning
DOMAIN ELEMENT: Cooperation: An interest and engagement in group experiences. | **II. Social Relations**
F. Relating to other children
G. Resolving interpersonal conflict | **SOCIAL/EMOTIONAL DEVELOPMENT:**
Objective 2: Establishes and sustains positive relationships
Dimension c. Interacts with peers
• **Indicator 4. Uses successful strategies for entering groups**

Dimension d. Makes friends
• **Indicator 4. Plays with one or two preferred playmates**

Objective 3: Participates cooperatively and constructively

Dimension a. Balances needs and rights of self and others
• **Indicator 4. Takes turns**

Dimension b. Solves social problems
• **Indicator 6. Suggests solutions to social problems** | **PERSONAL AND SOCIAL DEVELOPMENT:**
Interaction with others
• Interacts with one or more children.
• Interacts with familiar adults.
• Participates in the group life of the class.
• Shows empathy and caring for others. |

Iowa Preschool Early Learning Standard	Head Start Child Outcomes Framework	High/Scope	Creative Curriculum	Work Sampling
9.5 Awareness of Community **Children have an increasing awareness of belonging to a family, community, culture and program.**	**DOMAIN: Social Studies Knowledge & Skills** **DOMAIN ELEMENT: Self, Family & Community: The understanding of one's relationship to the family and community, roles in the family and community, and respect for diversity.** **DOMAIN ELEMENT: People & the Environment: The understanding of the relationship between people and the environment in which they live.**		**SOCIAL/EMOTIONAL DEVELOPMENT:** **Objective 2: Establishes and sustains positive relationships** **Dimension b. Responds to emotional cues** • **Indicator 4. Demonstrates concern about the feelings of others** **SOCIAL STUDIES:** **Objective 30. Shows basic understanding of people and how they live**	**SOCIAL STUDIES: People, past and present** • Identifies similarities and differences in personal and family characteristics. **SOCIAL STUDIES: Human interdependence** • Begins to understand family needs, roles and relationships • Describes some people's jobs and what is required to perform them. • Begins to be aware of technology and how it affects their lives. **SOCIAL STUDIES: Citizenship and government** • Demonstrates awareness of rules • Shows awareness of what it means to be a leader. **SOCIAL STUDIES: People and where they live** • Describes the location of things in the environment.

Area 10: Communication, Language, and Literacy

Iowa Preschool Early Learning Standard	Head Start Child Outcomes Framework	Curriculum-based Assessments		
		High/Scope® Child Observation Category	The Creative Curriculum® GOLD	Work Sampling System® Curriculum Areas

10.1 Language Understanding and Use	DOMAIN: Language Development	I. Initiative	LANGUAGE DEVELOPMENT	LANGUAGE AND LITERACY: Listening
Children understand and use communication and language for a variety of purposes.	**DOMAIN ELEMENTS:** **Receptive Language: The ability to comprehend or understand language.** **Expressive Language: The ability to use language.** **DOMAIN: English Language Development** **DOMAIN ELEMENTS:** **Receptive English Language Skills** The ability to comprehend or understand the English language. **Expressive English Language Skills** The ability to speak or use English.	A. Making choices and plans **II. Social Relations** H. Understanding and expressing feelings **V. Language and Literacy** Q. Listening to and understanding speech R. Using vocabulary S. Using complex patterns of speech **VI. Math and Science** CC. Identifying position and direction DD. Identifying sequence, and causality	**Objective 9: Uses language to express thoughts and needs** **Dimension a. Uses an expanding expressive vocabulary** • **Indicator 6. Describes and tells the use of many familiar items** **Dimension b. Speaks clearly** • **Indicator 6. Is understood by most people; may mispronounce new, long, or unusual words** **Dimension c. Uses conventional grammar** • **Indicator 6. Uses complete, four- to six-word sentences** **Objective 8: Listens to and understands increasingly complex language** **Dimension a. Comprehends language** • **Indicator 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories** **Dimension b. Follows directions** • **Indicator 6. Follows directions of two or more steps that relate to familiar objects and experiences** **Objective 10: Uses appropriate conversational and other communication skills** **Dimension a. Engages in conversations** • **Indicator 6. Engages in conversations of at least three exchanges** **Dimension b. Uses social rules of language** • **Indicator 6. Uses acceptable language and social rules while communicating with others; may need reminders**	• Gains meaning by listening • Follows two- or three-step directions **LANGUAGE AND LITERACY: Speaking** • Speaks clearly enough to be understood without contextual clues. • Uses expanded vocabulary and language for a variety of purposes

Iowa Preschool Early Learning Standard	Head Start Child Outcomes Framework	High/Scope	Creative Curriculum	Work Sampling
10.2 Early Literacy **Children engage in early reading experiences.** BENCHMARKS: The child: 1. shows an interest and enjoyment in listening to books and attempts to read familiar books. 2. displays book handling knowledge (turning the book right side up, using left to right sweep, turning one page at a time, recognizing familiar books by cover). 3. shows an awareness of environmental print. 4. identifies some alphabet letters by their shapes, especially those in his/her own name.	**DOMAIN: Literacy Knowledge & Skills** **DOMAIN ELEMENTS:** **Book Appreciation and Knowledge: The interest in books and their characteristics, and the ability to understand and get meaning from stories and information from books and other texts.** **Phonological Awareness: An awareness that language can be broken into words, syllables, and smaller pieces of sound.** **Alphabet Knowledge: The names and sounds associated with letters.** **Print Concepts & Conventions: The concepts about print and early decoding (identifying letter-sound relationships)** **DOMAIN: English Language Development** **DOMAIN ELEMENT: Engagement in English Literacy Activities** **Understanding and responding to books, storytelling, and songs presented in English.**	**V. Language and Literacy** T. Showing awareness of sounds in words U. Demonstrating knowledge about books V. Using letter names and sounds W. Reading	LITERACY **Objective 15: Demonstrates phonological awareness** **Dimension a. Notices and discriminates rhyme** • **Indicator 4 Fills in the missing rhyming word; generates rhyming words spontaneously** **Dimension b. Notices and discriminates alliteration** • **Indicator 2. Sings songs and recites rhymes and refrains with repeating initial sounds** **Dimension c. Notices and discriminates smaller and smaller units of sound** • **Indicator 2. Hears and shows awareness of separate words in sentences**	**LANGUAGE AND LITERACY: Listening** • Demonstrates phonological awareness **LANGUAGE AND LITERACY: Reading** • Shows appreciation for books and reading. • Shows beginning understanding of concepts about print • Begins to develop knowledge about letters • Comprehends and responds to stories read aloud.

Iowa Preschool Early Learning Standard	Head Start Child Outcomes Framework	High/Scope	Creative Curriculum	Work Sampling

10.2 Early Literacy (cont'd)
 	
5. recognizes the printed form of his/her name in a variety of contexts.
6. demonstrates comprehension of a book.
7. demonstrates awareness that language is made up of words, parts of words, and sounds in words.
			Objective 16: Demonstrates knowledge of the alphabet Dimension a. Identifies and names letters
			   • **Indicator 4. Recognizes as many as 10 letters, especially those in own name**
			Dimension b. Uses letter–sound knowledge
			   • **Indicator 6. Shows understanding that a sequence of letters represents a sequence of spoken sounds**
			
			Objective 17: Demonstrates knowledge of print and its uses Dimension a. Uses and appreciates books
			   • **Indicator 4. Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers**	

Iowa Preschool Early Learning Standard	Head Start Child Outcomes Framework	High/Scope	Creative Curriculum	Work Sampling
10.2 Early Literacy (cont'd)			**Dimension b. Uses print concepts** • **Indicator 6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation** **Objective 18: Comprehends and responds to books and other texts** **Dimension a. Interacts during read-alouds and book conversations** • **Indicator 6. Identifies story-related problems, events, and resolutions during conversations with an adult** **Dimension b. Uses emergent reading skills** • **Indicator 2. Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues** • **Indicator 6. Pretends to read, reciting language that closely matches the text on each page and using reading-like intonation** **Dimension c. Retells stories** • **Indicator 6. Retells a familiar story in proper sequence, including major events and characters**	

| 10.3 Early Writing

Children engage in early writing experiences. | DOMAIN: Physical Development & Health
DOMAIN ELEMENT: Fine Motor Skills: The control of small muscles for such purposes as using utensils, self-care, building, and exploring.

DOMAIN: Literacy Knowledge & Skills
DOMAIN ELEMENT: Early Writing: The familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters. | V. Language and Literacy
X. Writing | PHYSICAL DEVELOPMENT:

Objective 7: Demonstrates fine-motor strength and coordination
Dimension b. Uses writing and drawing tools
• Indicator 6. Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end

COGNITIVE DEVELOPMENT

Objective 14: Uses symbols and images to represent something not present
Dimension a. Thinks symbolically
• Indicator 4. Draws or constructs, and then identifies what it is

LANGUAGE DEVELOPMENT

Objective 19: Demonstrates emergent writing skills
Dimension a. Writes name
• Indicator 5. Partially accurate name
Dimension b. Writes to convey meaning
• Indicator 4. Letter strings | LANGUAGE AND LITERACY: Writing
• Represents ideas and stories through pictures, dictation, and play.
• Uses letter-like shapes, symbols and letters to convene meaning.
• Understands purposes of writing. |
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Area 11: Mathematics and Science

Iowa Preschool Early Learning Standard	Head Start Child Outcomes Framework	Curriculum-based Assessments		
		High/Scope® Child Observation Category	The Creative Curriculum® GOLD	Work Sampling System® Curriculum Areas
11.1 Comparison and Number Children understand amount, including use of numbers and counting.	**DOMAIN: Mathematics Knowledge & Skills** **DOMAIN ELEMENTS:** **Number Concepts & Quantities: The understanding that numbers represent quantities and have ordinal properties (number words represent a rank order, particular size, or position in a list).** **Number Relationships & Operations: The use of numbers to describe relationships and solve problems.**	**VI. Math and Science** BB. Counting	MATHEMATICS **Objective 20: Uses number concepts and operations.** **Dimension a: Counts** • **Indicator 6. Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting** **Dimension b: Quantifies** • **Indicator 6. Makes sets of 6-10 objects and then describes the parts; Identifies which part has more, less, or the same (equal); counts all or counts on to find out how many** **Dimension c. Connects Numerals with their quantities** • **Indicator 4. Indentifies numerals to 5 by name and connects each to counted objects**	MATHEMATICAL THINKING: Number and Operations • Shows a beginning understanding of number and quantity.

Iowa Preschool Early Learning Standard	Head Start Child Outcomes Framework	High/Scope	Creative Curriculum	Work Sampling
11.2 Patterns **Children understand patterns.**	**DOMAIN: Mathematics Knowledge & Skills** **DOMAIN ELEMENT: Patterns: The recognition of patterns, sequencing, and critical thinking skills necessary to predict and classify objects in a pattern.**	**VI. Math and Science** Z. Identifying patterns DD. Identifying sequence, change and causality	MATHEMATICS **Objective 23. Demonstrates knowledge of patterns** • **Indicator 4. Copies simple repeating patterns** • **Indicator 6. Extends and creates simple repeating patterns**	MATHEMATICAL THINKING: Patterns, relationships and functions • Sorts objects into subgroups that vary by one or two attributes • Recognizes simple patterns and duplicates them.
11.3 Shapes and Spatial Relationships **Children understand shapes and spatial relationships.**	**DOMAIN: Mathematics Knowledge and Skills** **DOMAIN ELEMENT: Geometry and Spatial Sense: The understanding of shapes, their properties, and how objects are related to one another.**	**VI. Math and Science** Y. Sorting objects CC. Identifying position and direction	MATHEMATICS **Objective 21:Explores and describes spatial relation-ships and shapes** **Dimension a. Understands spatial relationships** • **Indicator 4. Follows simple directions related to proximity (*beside, between, next to*)** **Dimension b. Understands shapes** • **Indicator 4. Identifies a few basic shapes (circle, square, triangle)** • **Indicator 6. Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation**	MATHEMATICAL THINKING: Geometry and spatial relations • Begins to recognize and describe the attributes of shapes. • Shows an understanding of and uses several positional words.

Iowa Preschool Early Learning Standard	Head Start Child Outcomes Framework	High/Scope	Creative Curriculum	Work Sampling
11.4 Scientific Reasoning **Children observe, describe, and predict the world around them.**	**DOMAIN: Science Knowledge & Skills** **DOMAIN ELEMENT: Conceptual Knowledge of the Natural & Physical World: The acquisition of concepts and facts related to the natural and physical world and the understanding of naturally-occurring relationships.** **DOMAIN: Social Studies Knowledge & Skills** **DOMAIN ELEMENT: People & the Environment: The understanding of the relationship between people and the environment in which they live.**	**VI. Math and Science** EE. Identifying materials and properties FF. Identifying natural and living things	SCIENCE AND TECHNOLOGY **Objective 24. Uses scientific inquiry skills** **Objective 25. Demonstrates knowledge of the characteristics of living things** **Objective 26. Demonstrates knowledge of the physical properties of objects and materials** **Objective 27. Demonstrates knowledge of Earth's environment**	SOCIAL STUDIES: People and where they live Shows awareness of environment.
11.5 Scientific Problem Solving **Children apply and adapt strategies to solve problems.**	**DOMAIN: Science Knowledge & Skills** **DOMAIN ELEMENT: Scientific Skills and Method: The skills to observe and collect information and use it to ask questions, predict, explain, and draw conclusions.** **DOMAIN: Logic & Reasoning** **DOMAIN ELEMENT: Reasoning & Problem Solving:** **The ability to recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions to a problem.**	**I. Initiative** B. Solving problems with materials **VI. Math and Science** Y. Sorting objects AA. Comparing properties DD. Identifying sequence, change and causality	COGNITIVE DEVELOPMENT **Objective 11: Demonstrates positive approaches to learning Dimension c: Solves problems** **Indicator 6. Solves problems without having to try every possibility** SCIENCE AND TECHNOLOGY **Objective 24: Uses scientific inquiry skills**	SCIENTIFIC THINKING: Inquiry - Asks questions and uses senses to observe and explore materials and natural phenomena. - Uses simple tools and equipment for investigation - Makes comparisons among objects.

Iowa Preschool Early Learning Standard	Head Start Child Outcomes Framework	High/Scope	Creative Curriculum	Work Sampling
11.6 Measurement **Children understand comparisons and measurement.**	**DOMAIN: Mathematics Knowledge & Skills** **DOMAIN ELEMENTS :** **Patterns: The recognition of patterns, sequencing, and critical thinking skills necessary to predict and classify objects in a pattern.** **Measurement & Comparison: The understanding of attributes and relative properties of objects as related to size, capacity, and area.**	**VI. Math and Science** AA. Comparing properties	**COGNITIVE DEVELOPMENT:** **Objective 13. Uses classification skills** • **Indicator 6. Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason** **MATHEMATICS** **Objective 22. Compa And Measures** • **Indicator 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers**	**MATHEMATICAL THINKING: Patterns, relationships and functions** • Sorts objects into subgroups that vary by one or two attributes • Orders, compares and describes objects according to a single attribute. • Participates in measuring activities. **SCIENTIFIC THINKING: Inquiry** • Makes comparisons among objects.

Area 12: Creative Arts

Iowa Preschool Early Learning Standard	Head Start Child Outcomes Framework	Curriculum-based Assessments		
		High/Scope® Child Observation Category	The Creative Curriculum® GOLD	Work Sampling System® Curriculum Areas
12.1 Art **Children explore art through a variety of media.**	**DOMAIN: Creative Arts Expression** **DOMAIN ELEMENT: Art: The use of a range of media and materials to create drawings, pictures, or other objects.** **DOMAIN: Logic & Reasoning** **DOMAIN ELEMENT: Symbolic Representation: The use of symbols or objects to represent something else.**	**III. Creative Representation** I. Making and building models J. Drawing and painting pictures	**THE ARTS** **Objective 33: Explores the visual arts**	**THE ARTS: Expression and representation** • Uses a variety of art materials for tactile experience and exploration. **THE ARTS: Understanding and appreciation** • Responds to artistic creations or events.
12.2 Music, Rhythm, and Movement **Children participate in a variety of music and movement experiences.**	**DOMAIN: Creative Arts Expression** **DOMAIN ELEMENTS:** • **Music: The use of voice and instruments to create sounds.** • **Creative Movement & Dance: The use of the body to move to music and express oneself.**	**IV. Movement and Music** N. Feeling and expressing steady beat O. Moving to music P. Singing	**THE ARTS** **Objective 34: Explores musical concepts and expression.** **Objective 35. Explores dance and movement concepts.**	**THE ARTS: Expression and representation** • Participates in group music experiences • Participates in creative movement, dance and drama.

| 12.3 Dramatic Play

Children engage in dramatic play experiences. | **DOMAIN: Creative Arts Expression**
DOMAIN ELEMENT: Drama: The portrayal of events, characters, or stories through acting and using props and language.
DOMAIN: Logic & Reasoning DOMAIN ELEMENT: Symbolic Representation: The use of symbols or objects to represent something else. | **I. Initiative**
B. Initiating Play
III. Creative Representation
K. Pretending | **COGNITIVE DEVELOPMENT:**
Objective 14: Uses symbols and images to represent something not present
  Dimension b. Engages in sociodramatic play
   • **Indicator 4. Acts out familiar or imaginary scenarios; may use props to stand for something else**
   • **Indicator 6. Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes**

THE ARTS
Objective 36. Explores drama through actions and language | **THE ARTS: Expression and representation**
• Participates in creative movement, dance and drama. |

[1] U.S. Department of Health and Human Services, Administration on Children, Youth and Families/Head Start Bureau (2000), The Head Start Path to Positive Child Outcomes, Washington, D.C.: January, 2000. Available at http://www.hsnrc.org/CDI/pdfs/hsoutcomespath28ppREV.pdf.

[2] High/Scope Educational Research Foundation (2003) Preschool Child Observation Record (COR), Ypsilanti, MI: MI: Author. Available on-line: http://www.highscope.org/Assessment/cor.htm.

[3] Meisels, S.J., Jablon, J.R., Marsden, D.B., Dichtelmiller, M.L., Dorfman, A.B., & Steele, D.M. (1995). The Work Sampling System: An Overview. Ann Arbor, MI: Rebus Planning Associates, Inc.