

**CURRICULUM STANDARDS ASSESSMENT ALIGNMENT TOOL: INFANTS, TODDLERS, AND PRESCHOOLERS
FOR STEP UP TO QUALITY PROGRAMS**

Program Name	License Number	Name of Curriculum - including Version/Edition (<i>a different form must be completed for each curriculum</i>) Gee Whiz Education - My Friends, Your Friends unit (August 2022) - This is one of 24 units provided per year and representative of all units produced in terms of the coverage of developmental areas. Please note... the Gee Whiz curriculum is redesigned every year!
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Name of Child Assessment – including Version/Edition for three to five-star rating

Is this a Self-Created or Blended Curriculum? (Choose One) Yes No

If YES: Sections I and II MUST be completed.

If NO: Section I may be completed to meet the requirements to demonstrate how the program’s obtained curriculum aligns to the Early Learning and Development Standards, and the program’s on-going child assessment process.

The content of this form will be reviewed for completeness; however, the verification of how the program is implementing this program standard will be completed at the on-site visit through direct observation, document review and an interview process.

Section I:

Names of individuals completing this form

Name(s)	Title/Position(s)
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Domain: Social and Emotional Development	Two to five-star rating indicate the page number or section of the curriculum that demonstrates alignment to this standard.	<u>Three to five-star rating and above:</u> Describe how Environmental Arrangements, Daily Routines, and Planned Experiences address these concepts.	<u>Three to five-star rating and above:</u> How will knowledge and skill development relative to this standard be assessed?	<u>Three to five-star rating and above:</u> How will child progress be documented?
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Infants, Toddlers, and Preschoolers:

<u>Strand: Self</u> <i>Topic: Awareness and Expression of Emotion</i>	There are many but one is on p. 17 (Follow the Feelings)	The Follow the Feelings Path taped to the floor exposes children to different emotions.	Infants/toddlers use nonverbal means of communication, they can use facial expressions to share their emotions. Preschoolers can use words to describe their emotions.	Anecdotal note and/or photo of child showing different emotions. IMPORTANT NOTE: The Connecting the Dots component included with all Gee Whiz units links activities to each skill/developmental
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				level. Be review this component.
<i>Topic: Self-Concept</i>	There are many but one is on p. 9 (Follow Your Friends)	During this experience involving a painter's tape obstacle course, children will develop self-concept as they master moving through the obstacles.	As the children successfully work through obstacles, they will build an awareness of their growing abilities.	Anecdotal note and/or video of child working through course to add to a digital portfolio.

<i>Topic: Self-Regulation</i>	There are many but one is on p. 7 (Sprinkle Dance with Friends)	During this activity, children must demonstrate self-regulation as they respect personal space.	Assessment of this skill will be by observing how the children respect personal space as they play.	Anecdotal note and/or video for digital portfolio.
<i>Topic: Sense of Competence</i>	All activities address this area. Two examples are on p. 11 (Bread Bites) and We Can Work Together (p. 13)	During the Infant experience (Bread Bites), the infant will practice self-feeding. During the Toddler/Two/Preschooler experience (We Can Work Together), the children will build competence as they "wash" items.	Assessment of this skill will be observing the infant pick up pieces of bread and then put them in their mouth. The other children will be observed to see how well they can handle the materials placed in the water table.	Anecdotal note and/or video for digital portfolio
Infants:				
Strand: Self <i>Topic: Self-Comforting</i>	Here is one activity: Tummies and Friends	During this experience, the infant will practice tummy time while engaging with older children.	Tummy time can be frustrating and hard for infants. The infant will be observed to see how he/she self-soothes when tummy time is over.	Anecdotal note and/or video for digital portfolio
Infants, Toddlers, and Preschoolers:				
<u>Strand: Relationships</u> <i>Topic: Attachment</i>	All address this area. Here is just one example, Peek-a-Boo (p. 17)	During this experience, the infant will play peek-a-book with the provider.	Peek-a-book is a fun game to play with infants that also helps to build attachment.	Anecdotal note and/or video for digital portfolio
<i>Topic: Interactions with Adults</i>	Because the Gee Whiz curriculum encourages providers to engage with children during all experience, this area is actually addressed in all activities. Open-ended questions in the lesson plans help providers engage in back-and-forth conversations with preschoolers.	Please see the Teaching Guide for how we build interactions with adults into the lesson plans.	Watching to see if the infant/toddlers engages with the provider through eye contact and body language. Listening as preschoolers engage in back and forth conversations with providers.	Anecdotal notes and/or audio/video recordings for each child's digital portfolio
<i>Topic: Peer Interactions and Relationships</i>	There are many but here is one example (p. 4, Name Game)	During this (an any) Exploring Together experience, the children have the opportunity to engage with other children.	As the children sing the song, watching to see how they interact with each other.	Anecdotal notes and/or video for each child's digital portfolio.

<p><i>Topic: Empathy</i></p>	<p>One example from this unit is on p. 16, "So Many Feelings!"</p>	<p>This experience uses a song that includes nonverbal communication. Through the experience, children are exposed to a variety of emotions as well as the concept that different situations make people feel differently.</p>	<p>As the children sing and act out the song, the provider can observe their nonverbal communication and body language. He/She can also encourage older children to serve as role-models for younger ones and share their ideas through spoken language.</p>	<p>Anecdotal notes and/or video for a digital portfolio.</p>
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<p>Domain: Approaches Toward Learning</p>	<p>Two to five-star rating indicate the page number or section of the curriculum that demonstrates alignment to this standard.</p>	<p><u>Three to five-star rating and above:</u> Describe how Environmental Arrangements, Daily Routines, and Planned Experiences address these concepts.</p>	<p><u>Three to five-star rating and above:</u> How will knowledge and skill development relative to this standard be assessed?</p>	<p><u>Three to five-star rating and above:</u> How will child progress be documented?</p>
<p>Infants, Toddlers, and Preschoolers:</p>				
<p><u>Strand: Initiative</u> <i>Topic: Initiative and Curiosity</i></p>	<p>Here is just one example of how this unit addresses this area, p. 11, Fun with Flour</p>	<p>During this experience, the children will be exploring different types of flour. This is a child-choice experience so as children choose it, they demonstrate initiative and curiosity.</p>	<p>As the provider watches, he/she can see which children choose to explore the flour as well as how they go about it.</p>	<p>Anecdotal notes and/or photos for digital portfolio</p>
<p><i>Topic: Planning, Action and Reflection</i></p>	<p>Here is just one example of how this unit addresses this area, p. 11, Bakers Are We</p>	<p>When playing with playdough, children can choose how to use the playdough to make "baked goods." They will need to play how they will use the materials provided as they engage in pretend play.</p>	<p>The provider will watch to see how the children utilize the playdough and materials. For nonverbal children, he/she will ask questions that the children can answer with a nod or a shake of the head. Those who are verbal can share their plans and what they learn as they play with the provider using words.</p>	<p>Anecdotal notes and/or photos for digital portfolio</p>
<p><u>Strand: Engagement and Persistence</u> <i>Topic: Attention</i></p>	<p>Here is one example of how this area is addressed in this unit, p. 10, A Hen and Her Friends</p>	<p>As the provider uses the prop to tell the story, the children will need to pay attention.</p>	<p>The provider will watch to see how the children utilize the playdough and materials. For nonverbal children, he/she will ask questions that the children can answer with a nod or a shake of the head. Those who are verbal can share their plans and what they learn as they play with the provider using words.</p>	<p>Anecdotal notes and/or photos for digital portfolios</p>

<i>Topic: Persistence</i>	Here is just one example of how this unit addresses this area, p. 13, We Can Work Together	During this experience, the children will wash plastic dishes in the water table or a container of water. They will need to demonstrate persistence as they work to make sure the dishes are clean.	As the provider watches, he/she can note which children spend more time on this experience.	Anecdotal notes and/or video for digital portfolio
Strand: Creativity <i>Topic: Innovation and Invention</i>	Here is one example from this unit that addresses this standard, p. 23, Loose Parts with Friends	Loose part play challenges children to use common materials in new and different ways. This promotes both innovation and invention.	The provider can observe to see how the children use the items. Do they use them in new ways? How? The provider can also ask those children who are more verbal to explain how they are using the materials and why they are using them that way.	Anecdotal note and/or video for digital portfolio
<i>Topic: Expression of Ideas and Feelings through the Arts.</i>	Here is one example of how this area is addressed in this unit, p. 15, My Favorite Art Materials Is...	During this experience, children choose their favorite art materials and then use them to create. This opens the door for them to express their ideas and feelings through art.	The provider can observe to see which art materials each child chooses and then ask those who are more verbal to share why they like those materials best. Also, the statement, "Tell me about your art" is a great way to get a conversation going with those children who are more verbal.	Anecdotal notes and/or photo for digital portfolio
Domain: Physical Well-Being and Motor Development	Two to five-star rating indicate the page number or section of the curriculum that demonstrates alignment to this standard.	<u>Three to five-star rating and above:</u> Describe how Environmental Arrangements, Daily Routines, and Planned Experiences address these concepts.	<u>Three to five-star rating and above:</u> How will knowledge and skill development relative to this standard be assessed?	<u>Three to five-star rating and above:</u> How will child progress be documented?
Infants, Toddlers, and Preschoolers:				

<p><u>Strand: Motor Development</u></p> <p><i>Topic: Large Muscle, Balance and Coordination</i></p>	There are many examples in this unit but here is one, p. 9, Follow Your Friends	During this experience, children will need to demonstrate large muscle control as they crawl through a blue painter's tape obstacle course.	As the children crawl, the provider will observe to see if they are able to crawl under the tape.	Anecdotal note and/or video for a digital portfolio.
<p><i>Topic: Small Muscle: Touch, Grasp, Reach, Manipulate</i></p>	There are many but here is one example, p. 11, Bakers Are We	During this experience, the children will manipulate playdough as they pretend to be bakers.	The provider will watch to see if the children can squeeze, pound, roll and shape the playdough.	Anecdotal notes and/or photos/video for a digital portfolio.
<p><i>Topic: Oral-Motor</i></p>	There are many examples but here is just one, p. 9, Friendship Trail Mix	During this experience, the children will help to make trail mix which they will then eat. They will then need to demonstrate the ability to pick food up and put it in their mouths.	The provider will watch to see which children are able to successfully pick up pieces of food to put in their mouths.	Anecdotal notes
<p><i>Topic: Sensory Motor</i></p>	There are many examples but here is one, p. 23, Loose Parts Play with Friends	As the children engage in loose parts play, they will use their senses as they explore materials.	As the provider engages with children, he/she will provide nonverbal children with descriptions of how the items the infants/toddlers handle look, feel, and sound.	Anecdotal notes and/or video for a child's digital portfolio.
<p><u>Strand: Physical Well-Being</u></p> <p><i>Topic: Body Awareness</i></p>	There are many but here is one example, p. 7, Photo Crawl	As infants crawl on the Photo Crawl Board, the provider will identify how the infant is using his/her body. This helps the infant to build awareness of his/her body parts.	For toddlers, the provider could use language to ask the child to put his/her hand on the face of a specific child on the board.	Anecdotal notes and/or video for a child's digital portfolio.
<p><i>Topic: Physical Activity</i></p>	There are many examples but here is one, p. 7, Sprinkle Dance with Friends	During the experience, the children will be dancing which is great physical exercise. The provider will use language to describe how children are moving their bodies as they play.	The provider will watch to see which children choose this experience and which do not.	Anecdotal notes and/or video of children participating to add to a digital portfolio.
<p><i>Topic: Nutrition</i></p>	Here is one example for this unit, p. 9, Friendship Trail Mix	As the children help to prepare trail mix, they can be exposed to the concept of nutrition. Cooking and preparing food is a meaningful way to do this with children.	Talking with children during preparation about each ingredient used in the trail mix. Is it a fruit? grain?	Anecdotal note

<i>Topic: Self-Help</i>	Here is one example from this unit, p. 11, Bread Bites	During this experience, infants will feed themselves small bites of bread.	The provider will watch to see if the infant is able to pick up the pieces of bread and then put them in his/her mouth.	Anecdotal notes and/or video for digital portfolio
<i>Topic: Safety Practices</i>	The Gee Whiz curriculum includes a Health & Safety tip each day. Please see the top section of even numbered pages from p. 4 to p. 22.	The Health & Safety tips provided are intended to be used on a continuous basis. Many involve reminding the children of key health & safety concepts.	The provider will remind children of important safety practices and then watch to see if they follow through on a consistent basis.	Anecdotal notes and/or video for digital portfolios
Domain: Cognitive Development and General Knowledge	Two to five-star rating indicate the page number or section of the curriculum that demonstrates alignment to this standard.	<u>Three to five-star rating and above:</u> Describe how Environmental Arrangements, Daily Routines, and Planned Experiences address these concepts.	<u>Three to five-star rating and above:</u> How will knowledge and skill development relative to this standard be assessed?	<u>Three to five-star rating and above:</u> How will child progress be documented?
Infants, Toddlers, and Preschoolers:				
<u>Strand: Cognitive Skills</u> <i>Topic: Memory</i>	Here is one example from this unit, p. 23, Use Your Eyes	This experience challenges children to remember what they learned earlier and then apply it again as they seek out the differences between two similar scenes.	As the provider engages with children, he/she will be able to assess which children comprehend the concept of differences and which do not.	Anecdotal notes
<i>Topic: Symbolic Thought</i>	There are many examples in this unit but here is one, p. 23, Loose Parts with Friends	As children participate in loose parts play, they will use symbolic thought to use loose parts in new ways. Sometimes they may combine loose parts while other times they may use just one item in a new way.	As the provider engages with children during loose parts play, he/she will be able to observe how children choose to use materials. For example, does a child choose to use a paper towel roll as a horn?	Anecdotal notes and/or video for digital portfolios
<i>Topic: Reasoning and Problem Solving</i>	There are many examples from this unit but here is one, p. 20, The Search is On!	During this experience, the children will work together as they participate in a scavenger hunt. This opens the door for more advanced/older children to work with younger ones toward a common goal. The	As the provider engages with children, he/she will observe how the children use reasoning and problem-solving skills to find the items on the scavenger hunt list.	Anecdotal notes and/or video for digital portfolios

		children will need to problem-solve and use reasoning as they figure out where to find each item on the list.		
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Sub-Domain: Mathematics	Two to five-star rating indicate the page number or section of the curriculum that demonstrates alignment to this standard.	<u>Three to five-star rating and above:</u> Describe how Environmental Arrangements, Daily Routines, and Planned Experiences address these concepts.	<u>Three to five-star rating and above:</u> How will knowledge and skill development relative to this standard be assessed?	<u>Three to five-star rating and above:</u> How will child progress be documented?
Infants, Toddlers, and Preschoolers:				
<u>Strand: Number Sense</u> <i>Topic: Number Sense and Counting</i>	There are many examples but here is one from this unit, p. 5, Friends Mural	As the children participate in this experience, they will make handprints on a FRIENDS mural. This opens the door for the provider to expose children to counting by counting each child's fingers on his/her handprint.	As the provider engages with children, he/she can watch to see if the infant/toddler watches intently as he/she points to, and counts, the fingers on the infant's/toddler's handprint.	Anecdotal notes
<u>Strand: Relationships and Operations</u> <i>Topic: Number Relationships</i>	Here is one example from this unit, p. 19, A Very Fair Snack	During this experience, the children will be exposed to number relationships as they hear terms like "more," "less" and "the same." They will also be exposed to counting as the listen to older children.	The provider will watch the children carefully during this experience to see if they react when they have "less" than everyone else.	Anecdotal notes
<u>Strand: Algebra</u> <i>Topic: Group and Categorize</i>	Here is one example from this unit, p. 11, Fun with Flour	During this experience, children will use their senses to compare and contrast different types of flours.	Toddlers will more than likely be nonverbal and unable to share their ideas using words but they will learn by listening to other children engage with the provider when describing how the flours are alike and how they are different. The provider can also ask questions such as, "Which flours do you think feel the same?"	Anecdotal notes
<u>Strand: Measurement and Data</u> <i>Topic: Describe and Compare Measurable Attributes</i>	Here is one example from this unit, p. 21, Playdough & Pals	This cooking experiment utilizes measurement in a very real way.	The provider will be sure to read the measurements both in the recipe and on the measuring cups while preparing the playdough with children.	Anecdotal notes

<p><i>Topic: Data Analysis</i></p>	<p>Here is one example from this unit, p. 19, A Very Fair Snack</p>	<p>During this experience, the children will compare and contrast quantities.</p>	<p>The provider will engage the children with plenty of open-ended questions and utilize the terms "equal" "unequal" "more" "less" etc.</p>	<p>Anecdotal notes</p>
<p><u>Strand: Geometry</u> <i>Topic: Spatial Relationships</i></p>	<p>Here is one example from this unit, p. Follow Your Friends</p>	<p>During this experience, children will be exposed to positional concepts such as over, under, through, etc.</p>	<p>The provider will watch to see how the children use their bodies to move through the course. The provider will also observe nonverbal cues as he/she describes the infants/toddlers motions.</p>	<p>Anecdotal notes and/or video for digital portfolio</p>

<i>Topic: Identify and Describe Shapes</i>	Here is one example from this unit, p. 17, Follow the Feelings	Because the facial expressions used for this experience are circles, this provides the opportune time for providers to expose children to the name of this shape.	The provider will observe as the children move on the path. He/she will also note if the children look when he/she describes the circle shape.	Anecdotal notes and/or video for digital portfolio
<i>Topic: Analyze, Compare and Create Shapes</i>	Here is one example from this unit, p. 5, Friendship Towers	As children explore blocks, the provider can expose more advanced children to the names of 3-dimensional shapes. While younger children are not yet developmentally ready to fully understand these shapes yet, exposure is always a good thing when it is done in a meaningful way.	The provider can watch the engagement level of the children to see if they appear interested when discussing the shape of the blocks.	Anecdotal notes
Sub-Domain: Social Studies	Two to five-star rating indicate the page number or section of the curriculum that demonstrates alignment to this standard.	<u>Three to five-star rating and above:</u> Describe how Environmental Arrangements, Daily Routines, and Planned Experiences address these concepts.	<u>Three to five-star rating and above:</u> How will knowledge and skill development relative to this standard be assessed?	<u>Three to five-star rating and above:</u> How will child progress be documented?
Infants and Toddlers:				
<u>Strand: Self</u> <i>Topic: Social Identity</i>	Here is one example from this unit, p. 7, Photo Crawl	During this experience, the infant will crawl on a Photo Crawl Board that contains pictures of all of the children in the group. As the infant touches different pictures, the provider will say the name and note that each child is a friend. This experience can also be used with Toddlers.	The provider will watch to see if the infant is drawn to the picture of any particular child in the group. If so, this may indicate a stronger social relationship.	Anecdotal note
Preschoolers:				
<u>Strand: History</u>	Here is one example: We Are All Different (p. 14)	During this experience, the provider has the opportunity to invite children to talk about	The provider will ask open-ended questions about the children likes and dislikes	Anecdotal notes

<i>Topic: Historical Thinking and Skills</i>		the things they like. Because preferences change over time, this opens the door for an exploration of "history."	now vs. when they were younger.	
<i>Topic: Heritage</i>	There are many examples of how heritage is addressed in the curriculum. Here is just one: Bakers Are We	It is very important for the provider to discuss the types of foods, traditions, roles, etc. of each child's family during experiences.	During this experience, the provider can ask questions about the types of food baked at home, who bakes them, favorite family recipes, etc.	Anecdotal notes
<u>Strand: Geography</u> <i>Topic: Spatial Thinking Skills</i>	Name Bar Graph (p. 28)	During this experience, the children will work together to create a graph of the letters in their names.	The provider will help the children use the completed graph to compare and contrast the size (number of letters) in their names.	Anecdotal notes and/or video for digital portfolio
<i>Topic: Human Systems</i>	Here is one example: Bakers Are We (p. 11)	During this experience, the children will pretend to be bakers. This opens the door for discussions about this community helper and their impact on the community as well as the children's lives.	As the children pretend, the provider will ask open-ended questions about bakers. This will help the provider evaluate the children's level of knowledge in this area.	Anecdotal notes and/or video for digital portfolios

<p><u>Strand: Government</u></p> <p><i>Topic: Civic Participation and Skills</i></p>	<p>Here is an example of this area is addressed in this unit, p. 18, That's Not Fair!</p>	<p>During this experience, the children express their own ideas about fairness. A hands-on experience, where the provider has all the blocks, will make this abstract concept more concrete.</p>	<p>The provider will ask questions and engage children in conversations as a way of evaluating what they know about fairness.</p>	<p>Anecdotal notes</p>
<p><i>Topic: Rules and Laws</i></p>	<p>Here is an example that shows how this area is addressed in this unit, p. 19, A Very Fair Snack</p>	<p>During this experience, the blocks are not scarce but someone has them all. This experience challenges children to recognize that many times, there is a limited supply of a material and all must share.</p>	<p>The provider will ask open-ended questions while engaging children in conversations to assess their level of understanding of both scarcity and fairness.</p>	<p>Anecdotal notes</p>
<p><u>Strand: Economics</u></p> <p><i>Topic: Scarcity</i></p>	<p>Here is an example that shows how this area is addressed in this unit, p. 18, That's Not Fair!</p>	<p>During this experience, the blocks are not scarce but someone has them all. This experience challenges children to recognize that many times, there is a limited supply of a material and all must share.</p>	<p>The provider can ask questions as the children enjoy their snack (once it is divided evenly) about where they believe the snack came from, how it was made, etc.</p>	<p>Anecdotal notes</p>
<p><i>Topic: Production and Consumption</i></p>	<p>Here is an example that shows how this area is addressed in this unit, p. 19, A Very Fair Snack</p>	<p>While this experience is focused on fairness, it also opens the door for discussing consumption ... because the children will be eating their snack!</p>	<p>The provider can ask questions as the children enjoy their snack (once it is divided evenly) about where they believe the snack came from, how it was made, etc.</p>	<p>Anecdotal notes and/or video for digital portfolio</p>
<p>Sub-Domain: Science</p>	<p>Two to five-star rating indicate the page number or section of the curriculum that demonstrates alignment to this standard.</p>	<p><u>Three to five-star rating and above:</u> Describe how Environmental Arrangements, Daily Routines, and Planned Experiences address these concepts.</p>	<p><u>Three to five-star rating and above:</u> How will knowledge and skill development relative to this standard be assessed?</p>	<p><u>Three to five-star rating and above:</u> How will child progress be documented?</p>
<p>Infants, Toddlers, and Preschoolers:</p>				

<p><u>Strand: Science Inquiry and Application</u> <i>Topic: Inquiry</i></p>	<p>Here is one example from this unit, p. 11, Fun with Flour</p>	<p>As children explore different types of flour, they will use their senses. The provider will ask questions of more verbal children and their answers will expose infants/toddlers to new concepts and language.</p>	<p>As the provider observe, he/she can watch to see how the children use their senses to learn about the flour. Which sense do the children use the most? Why?</p>	<p>Anecdotal notes and/or video for digital portfolio</p>
<p>Infants and Toddlers:</p>				
<p><i>Topic: Cause and Effect</i></p>	<p>Here is one example from this unit, p. Shake and Make</p>	<p>During this hands-on experiment, children will discover what happens when two primary colors mix as they shake painted hands.</p>	<p>More verbal children and the provider will describe what happens when the colors mix to help younger, nonverbal children build background knowledge. The provider will observe toddlers to watch for nonverbal cues that indicate the child recognized that a change took place when they shook hands with a friend.</p>	<p>Anecdotal notes and/or video for digital portfolio</p>

Preschoolers:				
<u>Strand: Earth and Space Science</u> <i>Topic: Explorations of the Natural World</i>	Here is one example of how this area is addressed in this unit, p. 20, The Search Is On!	As an extension to the planned experience, more advanced children can make scavenger hunts that involve natural items found outdoors.	The provider will review the completed scavenger hunt lists. Do the items on the list all come from nature? How many different natural items did the child put on the list?	Anecdotal notes and/or video for digital portfolio
<u>Strand: Physical Science</u> <i>Topic: Explorations of Energy</i>	Here is one example of how this area is addressed in this unit, p. 22, Playing with Friends	This experience exposes children to the concept of the transfer of energy. As the children attempt to make a beach ball up and down using a bed sheet or parachute, they will explore some very simple aspects of energy and motion.	The provider will ask simple questions during the activity such as, "What happens to the ball when we lift up the sheet/parachute?" and "What happens to the ball when we lower the sheet/parachute?"	Anecdotal notes and/or video for digital portfolio
<u>Strand: Life Science</u> <i>Topic: Explorations of Living Things</i>	Please see the Gee Whiz yearly outline for units that have a strong focus on living things. You can find the outline by visiting our website, www.geewhizeducation.com .			
Domain: Language and Literacy Development	Two to five-star rating indicate the page number or section of the curriculum that demonstrates alignment to this standard.	<u>Three to five-star rating and above:</u> Describe how Environmental Arrangements, Daily Routines, and Planned Experiences address these concepts.	<u>Three to five-star rating and above:</u> How will knowledge and skill development relative to this standard be assessed?	<u>Three to five-star rating and above:</u> How will child progress be documented?
Infants, Toddlers, and Preschoolers:				
<u>Strand: Listening and Speaking</u> <i>Topic: Receptive Language and Comprehension</i>	All of the experiences in this unit address this area. Here is one example, p. 10, A Hen and Her Friends	During this experience, a the traditional tale of, "The Little Red Hen" will be linked to the concept of friendship.	The provider will watch the children to see if they attend as she uses the prop to tell the story. When asking questions at the end, nonverbal children can communicate by nodding or shaking their heads.	Anecdotal notes

<i>Topic: Expressive Language</i>	All of the experiences in this unit address this area. Here is one example, p. 6, Name Game	During this experience, the children will have the opportunity to share their ideas, say a chant and engage in conversations with others. Nonverbal children can participate through nonverbal communication such as nodding their heads and or waving.	The provider will observe and listen to see if children choose to share their ideas verbally or nonverbally. Either is an example of communication.	Anecdotal notes
<i>Topic: Social Communication</i>	Here is just one example from this unit, p. 13, We Can Work Together	During this experience, the children will work together to complete a task...washing plastic dishes. As the children work together, they will engage in back and forth conversations with each other and the provider.	The provider can watch and listen as the children participate and note how the children interact with one another.	Anecdotal notes and/or video for digital portfolio
Strand: Reading <i>Topic: Reading Comprehension</i>	Here is one example of how this unit addresses this area, p. 10, A Hen and Her Friends	After the provider shares the story, "The Little Red Hen," he/she can ask open-ended questions to gauge the children's level of comprehension. There are suggested questions on p. 10.	The provider can evaluate the children's answers to basic questions regarding the characters, setting and plot of the story. These answers will help the provider evaluate the children's level of comprehension skills.	Anecdotal notes
<i>Topic: Print Concepts</i>	Each unit contains a Book List and we strongly encourage providers to gather books from this list (or others they have on hand) to read with the children and add to the literacy center. See p. 30 for the Book List for this unit.	The children can explore the books the provider gathered. In this case, the books for this unit would be about friendship. The children can listen while books are read to them or "read" them on their own.	The provider will observe to see which children frequently take time to look at books. The provider can also evaluate how the children handle the books and whether they turn the pages from left to right.	Anecdotal notes
<i>Topic: Phonological Awareness</i>	Here is an example of how this area is addressed in this unit, p. 21, Shake & Make. Also, please see the Letters and Literacy component.	As the children participate in this experience, the provider can expose them to the name of the experience and see if they can correctly identify that the words "shake" and "make" rhyme.	The provider can ask the children to give her a thumbs up if the words shake and bake rhyme or a thumbs down if they do not.	Anecdotal notes

<i>Topic: Letter and Word Recognition</i>	Here is one example of how this area is addressed in this unit, p. 6, Name Game. Also, please see the Letters & Literacy component for more experiences related to this goal.	Because this game involves the children's printed names, it provides the perfect opportunity for helping children not only identify letters but their names as well.	As the provider removes each name for the bag/box, he/she can note which children are able to correctly identify their names. Then, working individually, the provider can talk with each child about the specific letters that make up his/her name.	Anecdotal notes
Preschoolers:				
Strand: Reading <i>Topic: Fluency</i>	Let's Read Together! Booklet (see p. 27)	This booklet is provided to help families continue to build literacy skills at home but it can also be used with children who are developmentally ready to explore reading.	The provider would give the children their copies of the booklet and then use one to "read" the story with them. Over time, as the children become more familiar with the story, they should be able to read it with a fair degree of accuracy. This may be from memory.	Anecdotal notes
Infants and Toddlers:				
Strand: Reading <i>Topic: Early Reading</i>	Here is one example from this unit, p. 21, Books with Friends	During this experience, the provider and children will explore books from the suggested Book List (p. 31).	The provider can observe to see which children show interest in reading books.	Anecdotal notes
Strand: Writing <i>Topic: Early Writing</i>	Here is one example from this unit, p. 5, Friends Mural	The provider will write the word, "Friends" on the mural as children watch. This will provide an exposure to writing for those children who are not ready to write. Those who are will be encouraged to add their names to the mural when it is done.	The provider will watch to see which children show interest as he/she writes the word, "Friends" on the mural	Anecdotal notes
Infants, Toddlers, and Preschoolers:				

<p><i>Topic: Writing Application and Composition</i></p>	<p>Here is one example of how this area is addressed in this unit, p. 20, The Search is On!</p>	<p>During the experience, the children will "read" a scavenger hunt list that includes both text and pictures. As an EXTENSION, more advanced children can be challenged to create their own scavenger hunt lists using pictures and words.</p>	<p>As the children follow the list, the provider can point to words on the list and ask, "What do you think this word says?" Additionally, if the provider has more advanced children, he/she can ask questions about the scavenger hunt lists they create.</p>	<p>Anecdotal notes and/or work samples for portfolio</p>
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Preschoolers:				
<i>Topic: Writing Process</i>	Here is just one of many of the experiences in this unit that address this area, p. 7, Making Art Together	During this art experience, the children who are ready will practice writing their names. Those that are not yet ready to write their names will still be using crayons/markers.	The provider can evaluate how each child's holds a marker or crayon during this experience. He/she can also evaluate with children are able to write their names.	Anecdotal notes and/or photos
Section II For self-created or blended curriculums ONLY This section is not required for a published curriculum.				
Identify the theory or research base of this curriculum.				
Describe how the theory or research informs decision making for experiences for children.				
Planning Process				
Describe the ongoing process for documenting and determining children's interests and abilities.				
Identify ways the curriculum meets the needs, interests, and abilities of individual children.				
Inclusion of Children with Diverse Developmental/Ability Levels				
Describe how the curriculum provides guidance on making modifications or adaptations for children of all developmental levels.				
Role of the Teacher				
Describe how the curriculum provides guidance to the teacher on setting up the classroom or Family Child Care home environment. (Examples: Age appropriate materials, furnishings and equipment, room arrangements and learning centers.)				
Describe how the curriculum provides guidance on how to interact with children.				

Scheduling and Routines
Describe how the curriculum supports developmentally appropriate schedule/routines.
Diversity
Describe how the curriculum guides experiences that are culturally relevant, diverse and sensitive to children and families.
Describe how diversity is represented in the curriculum.
Family Involvement
Describe how the curriculum provides opportunities for family involvement.
Support for Implementation
Describe the supports provided to assist teachers in the implementation of the curriculum. (Examples: Study group, mentor, web-based, intensive orientation, informal/formal observations, lesson plan review, implementation guides, etc.)
Assessment
Describe the strategies within the curriculum that are used to measure children's progress over time.
Social Emotional
Describe how the curriculum provides guidance on managing and guiding children's behavior.