# *Head Start Early Learning Framework Alignment*

## Learning Goals

## Legend

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| ● | The standard is clearly addressed by program activities. |
| - | This standard potentially could be addressed as part of *FIRST*® LEGO® League Discover either by actions that the coach or teacher takes when working with the students or by conditions established by the program. |

## Preschool

| Domain | Indicator | Indicator Statement | Addressed |
|---|---|---|---|
| **Approaches to Learning** | | **Sub-Domain: Emotional and Behavioral Self-Regulation** | |
| | P-ATL 1 | Child manages emotions with increasing independence. | - |
| | P-ATL 2 | Child follows classroom rules and routines with increasing independence. | ● |
| | P-ATL 3 | Child appropriately handles and takes care of classroom materials. | ● |
| | P-ATL 4 | Child manages actions, words, and behavior with increasing independence. | - |
| | | **Sub-Domain: Cognitive Self-Regulation (Executive Functioning)** | |
| | P-ATL 5 | Child demonstrates an increasing ability to control impulses. | - |
| | P-ATL 6 | Child maintains focus and sustains attention with minimal adult support. | ● |
| | P-ATL 7 | Child persists in tasks. | ● |
| | P-ATL 8 | Child holds information in mind and manipulates it to perform tasks. | ● |
| | P-ATL 9 | Child demonstrates flexibility in thinking and behavior. | ● |
| | | **Sub-Domain: Initiative and Curiosity** | |
| | P-ATL 10 | Child demonstrates initiative and independence. | ● |
| | P-ATL 11 | Child shows interest in and curiosity about the world around them. | ● |
| | P-ATL 12 | Child expresses creativity in thinking and communication. | ● |
| | P-ATL 13 | Child uses imagination in play and interactions with others. | ● |
| **Social and Emotional Development** | | **Sub-Domain: Relationships with Adults** | |
| | P-SE 1 | Child engages in and maintains positive relationships and interactions with adults. | ● |
| | P-SE 2 | Child engages in prosocial and cooperative behavior with adults. | ● |
| | | **Sub-Domain: Relationships with Other Children** | |
| | P-SE 3 | Child engages in and maintains positive interactions and relationships with other children. | ● |
| | P-SE 4 | Child engages in cooperative play with other children. | ● |
| | P-SE 5 | Child uses basic problem-solving skills to resolve conflicts with other children. | ● |
| | | **Sub-Domain: Emotional Functioning** | |
| | P-SE 6 | Child expresses a broad range of emotions and recognizes these emotions in self and others. | - |
| | P-SE 7 | Child expresses care and concern toward others. | - |
| | P-SE 8 | Child manages emotions with increasing independence. | - |
| | | **Sub-Domain: Sense of Identity and Belonging** | |
| | P-SE 9 | Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests. | ● |
| | P-SE 10 | Child expresses confidence in own skills and positive feelings about self. | ● |
| | P-SE 11 | Child has sense of belonging to family, community, and other groups. | ● |

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| **Language and Communication** | | **Sub-Domain: Attending and Understanding** | |
| | P-LC 1 | Child attends to communication and language from others. | ● |
| | P-LC 2 | Child understands and responds to increasingly complex communication and language from others. | ● |
| | | **Sub-Domain: Communicating and Speaking** | |
| | P-LC 3 | Child varies the amount of information provided to meet the demands of the situation. | ● |
| | P-LC 4 | Child understands, follows, and uses appropriate social and conversational rules. | ● |
| | P-LC 5 | Child expresses self in increasingly long, detailed, and sophisticated ways. | ● |
| | | **Sub-Domain: Vocabulary** | |
| | P-LC 6 | Child understands and uses a wide variety of words for a variety of purposes. | ● |
| | P-LC 7 | Child shows understanding of word categories and relationships among words. | - |
| **Literacy** | | **Sub-Domain: Phonological Awareness** | |
| | P-LIT 1 | Child demonstrates awareness that spoken language is composed of smaller segments of sound. | - |
| | | **Sub-Domain: Print and Alphabet Knowledge** | |
| | P-LIT 2 | Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print). | - |
| | P-LIT 3 | Child identifies letters of the alphabet and produces correct sounds associated with letters. | - |
| | | **Sub-Domain: Comprehension and Text Structure** | |
| | P-LIT 4 | Child demonstrates an understanding of narrative structure through storytelling/re-telling. | - |
| | P-LIT 5 | Child asks and answers questions about a book that was read aloud. | |
| | | **Sub-Domain: Writing** | |
| | P-LIT 6 | Child writes for a variety of purposes using increasingly sophisticated marks. | - |
| **Mathematics Development** | | **Sub-Domain: Counting and Cardinality** | |
| | P-MATH 1 | Child knows number names and the count sequence. | - |
| | P-MATH 2 | Child recognizes the number of objects in a small set. | - |
| | P-MATH 3 | Child understands the relationship between numbers and quantities. | - |
| | P-MATH 4 | Child compares numbers. | - |
| | P-MATH 5 | Child associates a quantity with written numerals up to 5 and begins to write numbers. | - |
| | | **Sub-Domain: Operations and Algebraic Thinking** | |
| | P-MATH 6 | Child understands addition as adding to and understands subtraction as taking away from. | - |
| | P-MATH 7 | Child understands simple patterns. | - |
| | | **Sub-Domain: Measurement** | |
| | P-MATH 8 | Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attributes to make comparisons. | - |
| | | **Sub-Domain: Geometry and Spatial Sense** | |
| | P-MATH 9 | Child identifies, describes, compares, and composes shapes. | ● |
| | P-MATH 10 | Child explores the positions of objects in space. | ● |
| **Scientific Reasoning** | | **Sub-Domain: Scientific Inquiry** | |
| | P-SCI 1 | Child observes and describes observable phenomena (objects, materials, organisms, and events). | ● |
| | P-SCI 2 | Child engages in scientific talk. | ● |
| | P-SCI 3 | Child compares and categorizes observable phenomena. | - |
| | | **Sub-Domain: Reasoning and Problem-Solving** | |
| | P-SCI 4 | Child asks a question, gathers information, and makes predictions. | ● |
| | P-SCI 5 | Child plans and conducts investigations and experiments. | - |
| | P-SCI 6 | Child analyzes results, draws conclusions, and communicates results. | - |

| | | Sub-Domain: Gross Motor | |
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| **Perceptual, Motor, and Physical Development** | P-PMP 1 | Child demonstrates control, strength, and coordination of large muscles. | - |
| | P-PMP 2 | Child uses perceptual information to guide motions and interactions with objects and other people. | ● |
| | | **Sub-Domain: Fine Motor** | |
| | P-PMP 3 | Child demonstrates increasing control, strength, and coordination of small muscles. | ● |
| | | **Sub-Domain: Health, Safety, and Nutrition** | |
| | P-PMP 4 | Child demonstrates personal hygiene and self-care skills. | |
| | P-PMP 5 | Child develops knowledge and skills that help promote nutritious food choices and eating habits. | |
| | P-PMP 6 | Child demonstrates knowledge of personal safety practices and routines. | |