

**Sweetwater County School District #1 Head Start
School Readiness Goals
2018/2019**

APPROACHES TO LEARNING

Domain: Approaches to Learning

The Approaches to Learning domain incorporates emotional, behavioral, and cognitive self-regulation under a single umbrella to guide teaching practices that support the development of these skills. This domain also includes initiative, curiosity, and creativity. They [children] learn to successfully navigate learning experiences that are challenging, frustrating, or simply take time to accomplish. (HSELOF)

Program Goal: Children demonstrate initiative, independence, persistence, curiosity and self-regulation as they explore the world around them.

Indicator:

Demonstrates awareness of classroom rules and routines and follows them most of the time.

Demonstrates an eagerness to learn about and discuss a range of topics, new ideas and activities.

Measurement:

Requires little re-direction to rules and manages classroom routines.

Shows curiosity and eagerness to learn about a variety of topics and ideas.

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Domain: Social and Emotional Development

Social development refers to a child's ability to create and sustain meaningful relationships with adults and other children.

Emotional development refers to a child's ability to express, recognize, and manage their own emotions as well as respond appropriately to others' emotions. (HSELOF)

Program Goal: Children create and sustain meaningful relationships with adults and other children.

Indicator:

Establishes relationships with both familiar and unfamiliar adults

Engages in and maintains positive interactions with other children.

Uses basic strategies for dealing with common conflicts such as sharing, taking turns, and compromising.

Measurement:

Shares mutual interests with trusted adults and interacts with unfamiliar adults such as staff and volunteers

Enters easily into ongoing group play and plays cooperatively.
Observed shared positive affect.

Suggests solutions to solve conflicts using developed communication skills and strategic thinking.

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LANGUAGE AND LITERACY

Domain: Language and Communication

Language development refers to emerging abilities in listening and understanding (receptive language) and in using language (expressive language). Children's language affects learning in all areas but especially in emerging literacy. (HSELOF)

Program Goal: Children increase skill in the use of receptive and expressive language.

Indicator:

Names upper and lower case letters and knows sounds associated with several recognized letters.

Identifies book parts and features.

Re-tells or acts out a story that was read.

Understands that written words are made up of a group of individual letters.

Maintains multi-turn conversations with adults, other children and within large groups by responding in increasingly sophisticated ways.

Measurement:

Can name 18 - 20 upper and 15 - 20 lower-case letters when presented in random order and produce the correct sounds for 10-20 letters.

Can name, front, back, title, and author **Illustrator**

Puts events of the story in the appropriate sequence.
Demonstrates more sophisticated understanding of how events relate, such as cause and effect relationships.

Writes group of letters and asks an adult what it says.
Writes first name correctly or close to correctly.
Work samples include child's representation of words.

Responds appropriately to complex statements, questions, vocabulary, and stories.
Engages in complex, lengthy conversations of 5 or more exchanges.

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COGNITION

DOMAINS: Mathematics Development and Scientific Reasoning

***Mathematics development** in preschoolers refers to understanding numbers and quantities, their relationships and operations such as what it means to add to and take away. Mathematics also includes shapes and their structure, reasoning, measurement, classification, and patterns. Because math includes generalizations and abstractions, math skills help young children connect ideas, develop logical and abstract thinking, and analyze, question, and understand the world around them. (HSELOF)*

***Scientific reasoning** refers to the emerging ability to develop scientific knowledge about the natural and physical worlds, learn scientific skills and methods, and continue developing reasoning and problem-solving skills. For preschoolers, scientific investigation includes making observations, recording them, talking about them, and analyzing them. Their investigations are reflect their natural interests in how things work, in plants and animals, their bodies, and the weather. (HSELOF)*

Program Goal: Children use their increasing understanding of math strategies and scientific knowledge about the natural and physical worlds to solve problems, and to question and understand the world around them that fosters a sense of curiosity and motivation to learn.

Indicator:

Counts verbally or signs in sequence.

When counting objects, says or signs the number names in order and accurately counts objects in a scattered configuration.

Compares or orders objects based on their measurable attributes such as height or weight and uses comparative language.

Correctly names basic shapes regardless of size and orientation.
Makes predictions and asks questions that can be tested and answered through gathering information and

Measurement:

Counts to at least 20 by ones.

Pairs one number word that corresponds with one object, up to at least 10 and counts as many as 5 scattered objects.

Compares up to 5 objects using words such as shortest, heavier, or biggest.

Completes task both on demand and casually (observed).

Makes predictions using "I think" (prediction) statements. Records data using audio or video technology, graphs, models, or drawings.

Tests questions with support of teacher. Evidence documented by teacher.

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**PERCEPTUAL, MOTOR, AND
PHYSICAL DEVELOPMENT**

Domain: Perceptual, Motor and Physical Development

***Perception** refers to children's use of their senses to gather and understand information and respond to the world around them. Preschoolers also rely on perceptual information to develop greater awareness of their bodies in space and to move effectively to perform tasks, such as kicking a ball to a friend.*

***Motor skills** support children in fully exploring their environment and interacting with people and things and thus, support development in all domains. Gross motor skills refer to moving the whole body and using larger muscles of the body, such as those in arms and legs.*

***Fine motor** skills refer to using the small muscles found in individual body parts, especially those in the hands and feet. As they gain hand-eye coordination, preschoolers learn to direct the movements of their fingers, hands, and wrists to perform more complex tasks.*

*The fourth element of this domain is **health, safety, and nutrition**. Children's physical well-being depends on a number of factors, including their knowledge and use of safe, healthy behaviors and routines. (HSELOF)*

Program Goal: Children use their senses to gather, understand, and respond to the world around them and increase proficiency in controlling gross and fine motor muscles to confidently complete tasks and engage in social play while using safe, healthy behaviors and routines.

Indicator:

Demonstrates strength and stamina to perform physical activities that combine and *coordinate* movements.

Easily coordinates hand and eye movements pincher grasp to carry out tasks.

Measurement:

Balances without falling, climbs, dances to music, navigates monkey bars, etc., runs around at play.

Uses small, precise finger and hand movements to complete tasks such as buttoning, puzzles, cutting, or stringing beads and three point finger grip and efficient hand placement when writing and

Demonstrates basic knowledge of nutrition, and personal health and safety practices with adult guidance and support.

|| drawing. and cutting

|| Serves self appropriate amount of healthy foods at mealtime and follows transportation, street crossing, and other safety practices.