

**Appendix A**  
**Illinois Early Learning and Development Standards**  
**Template for Crosswalk with Proposed Curriculum**  
**Preschool**

**Several examples of the Learn Every Day learning objectives are included for each Of the Illinois Early Learning Guidelines.**  
**This list in not meant to be an all inclusive list.**

| Illinois Early Learning and Development Goals & Standards   | Learning and Development Objectives, Standards and/or Guidelines from Proposed Curriculum  | Please Describe Supporting Practices, Policies, and Procedures (No more than 2 to 3 sentences, can include references)  |
|---|--|---|
| <p><b>LANGUAGE ARTS:</b> The Learn Every Day (LED) Foundations for Learning provides Language Arts information in the article by Pam Schiller and Clarissa Willis entitled “Building Blocks of Literacy” and the article by Jana Crosby entitled “Emergent Writing.”</p>  |  |   |
| <p><b>Goal 1</b> Demonstrate increasing competence in oral communication (listening and speaking).<br/> <b>1.A</b> Demonstrate understanding through age-appropriate responses.<br/> <b>1.B</b> Communicate effectively using language appropriate to the situation and audience.<br/> <b>1.C</b> Use language to convey information and ideas.<br/> <b>1.D</b> Speak using conventions of Standard English.<br/> <b>1.E</b> Use increasingly complex phrases, sentences, and vocabulary.</p> | <p><b>Unit 2 (V1, page 24):</b> Listen with intent.<br/> <b>Unit 5 (V1, page 82):</b> Ask and answer questions requiring a complex answer.<br/> <b>Unit 13 (V1, page 252):</b> Understand and use prepositions; develop letter recognition and phonemic awareness.<br/> <b>Unit 21 (V2, page 436):</b> Communicate needs and wants clearly.<br/> <b>Unit 23 (V2, page 482):</b> Use correct terms such as <i>recycle, reuse, and renew</i>.<br/> <b>Unit 24 (V2, page 506):</b> Use increasingly complex vocabulary.</p> | <p>LED is based on the information that listening is the foundation on which vocabulary development and comprehension are built on. Building on listening skills, children learn the oral language skills of vocabulary, grammar, and ultimately fluent speech.</p> |
| <p><b>Goal 2</b> Demonstrate understanding and enjoyment of literature.<br/> <b>2.A</b> Demonstrate interest in stories and books.<br/> <b>2.B</b> Recognize key ideas and details in stories.<br/> <b>2.C</b> Recognize concepts of books.<br/> <b>2.D</b> Establish personal connections with books.</p>  | <p><b>Unit 5 (V1, page 82):</b> Retell a simple story.<br/> <b>Unit 8 (V1, page 144):</b> Understand that a book has a beginning, middle and end; Hold a book upright facing the reader.<br/> <b>Unit 12 (V1, page 230):</b> Retell a favorite story<br/> <b>Unit 14 (V1, page 275):</b> Recite short stories and rhymes.<br/> <b>Unit 16 (V1, page 320):</b> Be introduced to onomatopoeia.</p>   | <p>LED understands that comprehension is developed as children have the opportunity to retell stories, act out stories, and listen to stories. With this understanding, children are able to enjoy literature and make it their own.</p>                            |

|   |  |   |
|---|--|---|
|   | <p><b>Unit 36 (V2, page 796):</b> Select and enjoy a book of her choice.</p>   |   |
| <p><b>Goal 3</b> Demonstrate interest in and understanding of informational text.</p> <p><b>3.A</b> Recognize key ideas and details in nonfiction text.</p> <p><b>3.B</b> Recognize features of nonfiction books.</p>   | <p><b>Unit 12 (V1, page 230):</b> Differentiate between fiction and nonfiction books.</p> <p><b>Unit 14 (V1, page 275):</b> Recognize environmental print.</p> <p><b>Unit 25 (V2, page 526):</b> Use comparative sentences to describe experiences.</p> <p><b>Unit 26 (V2, page 550):</b> Learn to identify fiction and nonfiction in a story or a song.</p>   | <p>LED utilizes a child’s curiosity about the world around them to implement the use of information text to help children explore and answer questions.</p> |
| <p><b>Goal 4</b> Demonstrate increasing awareness of and competence in emergent reading skills and abilities.</p> <p><b>4.A</b> Demonstrate understanding of the organization and basic features of print.</p> <p><b>4.B</b> Demonstrate an emerging knowledge and understanding of the alphabet.</p> <p><b>4.C</b> Demonstrate an emerging understanding of spoken words, syllables, and sounds (phonemes).</p> <p><b>4.D</b> Demonstrate emergent phonics and word-analysis skills.</p> | <p><b>Unit 5 (V1, page 82):</b> Indentify the first letter in his name.</p> <p><b>Unit 8 (V1, page 144):</b> Understand that a book has a beginning, middle and end; Hold a book upright facing the reader.</p> <p><b>Unit 11 (V1, page 208):</b> Continue to develop phonemic awareness; Use multiple-word sentences to describe feelings and activities.</p> <p><b>Unit 20 (V2, page 414):</b> Exhibit a variety of behaviors when interacting with books.</p> <p><b>Unit 24 (V2, page 506):</b> Continue to develop letter recognition.</p> | <p>LED activities build on the oral language foundation to increase children’s comprehension of letter knowledge and recognition and print awareness.</p>   |
| <p><b>Goal 5</b> Demonstrate increasing awareness of and competence in emergent writing skills and abilities.</p> <p><b>5.A</b> Demonstrate growing interest and abilities in writing.</p> <p><b>5.B</b> Use writing to represent ideas and information.</p> <p><b>5.C</b> Use writing to research and share knowledge.</p>   | <p><b>Unit 12 (V1, page 230):</b> Continue to develop fine motor skills through emergent writing.</p> <p><b>Unit 16 (V1, page 320):</b> Develop emergent writing skills.</p> <p><b>Unit 21 (V2, page 436):</b> Be introduced to the concept of writing a letter.</p> <p><b>Unit 24 (V2, page 506):</b> Participate in activities requiring complexity with fine motor skills.</p> <p><b>Unit 30 (V2, page 650):</b> Continue to develop fine motor skills through writing.</p>   | <p>LED Curriculum utilizes activities which build on a child’s knowledge, skills, and attitudes that develop into conventional writing.</p>                 |

|  |   |  |
|--|---|--|
| <p><b>MATHEMATICS:</b> The math activities in LED focus on more than just numbers, operations, geometry, and measurement. In keeping with the National Council of Teachers of Mathematics (NCTM), algebra and data analysis are woven into the lessons. LED utilizes the information in the article in the LED Foundations book entitled “Science and Math, Building a Foundation” (page 67 -78) by Sharon MacDonald, to develop appropriate mathematic activities for preschool children.</p> |   |  |
| <p><b>Goal 6</b> Demonstrate and apply a knowledge and sense of numbers, including numeration and operations.</p> <p><b>6.A</b> Demonstrate beginning understanding of numbers, number names, and numerals.</p> <p><b>6.B</b> Add and subtract to create new numbers and begin to construct sets.</p> <p><b>6.C</b> Begin to make reasonable estimates of numbers.</p> <p><b>6.D</b> Compare quantities using appropriate vocabulary terms.</p>  | <p><b>Unit 3 (V1, page 44):</b> Begin to identify number concepts up to ten; Make simple comparisons.</p> <p><b>Unit 5 (V1, page 82):</b> Explore one-to-one correspondence.</p> <p><b>Unit 8 (V1, page 144):</b> solve a problem using deductive reasoning.</p> <p><b>Unit 9 (V1, page 164):</b> Recognize number and quantity in everyday environments; Use a variety of strategies related to numbers such as comparison, sets, and graphs.</p> <p><b>Unit 30 (V2, page 650):</b> Count to 20.</p> | <p>LED weekly themes are written so that teachers scaffold learning about numbers throughout the week by starting broad and slowly zeroing in on more detailed information.</p>                    |
| <p><b>Goal 7</b> Explore measurement of objects and quantities.</p> <p><b>7.A</b> Measure objects and quantities using direct comparison methods and nonstandard units.</p> <p><b>7.B</b> Begin to make estimates of measurements.</p> <p><b>7.C</b> Explore tools used for measurement.</p>   | <p><b>Unit 2 (V1, page 24):</b> Introduce the concept of size; Make simple comparisons.</p> <p><b>Unit 3 (V1, page 44):</b> Be introduced to the concept of distance.</p> <p><b>Unit 8 (V1, page 144):</b> Begin to compare height, weight, and capacity.</p> <p><b>Unit 23 (V2, page 482):</b> Use standard and nonstandard techniques to measure and compare.</p> <p><b>Unit 30 (V2, page 650):</b> Measure temperature.</p>  | <p>LED activities are designed to assist children in the comprehension of scale. Children practice identification of texture, shape, and size, building on everyday experiences.</p>               |
| <p><b>Goal 8</b> Identify and describe common attributes, patterns, and relationships in objects.</p> <p><b>8.A</b> Explore objects and patterns.</p> <p><b>8.B</b> Describe and document patterns using symbols.</p>  | <p><b>Unit 1 (V1, page 2):</b> Begin to identify and recognize patterns.</p> <p><b>Unit 4 (V1, page 62):</b> Learn to make a simple graph.</p> <p><b>Unit 8 (V1, page 144):</b> Sort by categories with multiple attributes.</p> <p><b>Unit 8 (V1, page 144):</b> Combine items based on similar attributes; be introduced to the</p>   | <p>LED activities guide children to the understanding that objects and events have relationships to one another, allowing children to begin to explore, sort, and group things by commonality.</p> |

|   |  |   |
|---|--|---|
|   | <p>concept of fractions.</p> <p><b>Unit 31 (V2, page 674):</b> Place items into sets due to similar attributes.</p>  |   |
| <p><b>Goal 9</b> Explore concepts of geometry and spatial relations.</p> <p><b>9.A</b> Recognize, name, and match common shapes.</p> <p><b>9.B</b> Demonstrate an understanding of location and ordinal position, using appropriate vocabulary</p>  | <p><b>Unit 7 (V1, page 124):</b> Classify by common shapes.</p> <p><b>Unit 11 (V1, page 208):</b> Continue to develop understanding of shapes, including cylinders.</p> <p><b>Unit 24 (V2, page 504):</b> Recognize geometric shapes that appear in nature.</p> <p><b>Unit 31 (V2, page 674):</b> Measure according to size and distance.</p> <p><b>Unit 32 (V2, page 698):</b> Recognize geometric shapes in the environment.</p> | <p>The concepts of geometry and spatial relationships are developed in ways that provide children with basic vocabulary and foundational knowledge. Subsequent themes build on these and enhance the child’s ability to comprehend advanced concepts.</p>   |
| <p><b>Goal 10</b> Begin to make predictions and collect data information.</p> <p><b>10.A</b> Generate questions and processes for answering them.</p> <p><b>10.B</b> Organize and describe data and information.</p> <p><b>10.C</b> Determine, describe, and apply the probabilities of events.</p>   | <p><b>Unit 1 (V1, page 2):</b> Make predictions.</p> <p><b>Unit 11 (V1, page 208):</b> Generate explanations regarding experiments and explorations.</p> <p><b>Unit 17 (V1, page 342):</b> Estimate based on facts.</p> <p><b>Unit 19 (V2, page 392):</b> Obtain and use evidence to promote explanations.</p> <p><b>Unit 22 (V2, page 458):</b> Recognize the steps in the scientific process.</p>                                | <p>LED helps children understand the concept that the natural world usually behaves in predictable ways, giving opportunities to develop cause and effect relationships and to make confident predictions.</p>  |
| <p><b>SCIENCE:</b> The science component of LED was designed to ensure that children entering kindergarten will have a working knowledge about the natural world, including understanding cause and effect; recognition of some of the differences between animate and inanimate objects; a basic knowledge of the ways in which people's beliefs, goals, and desires affect behavior; and a rudimentary understanding of substances and their properties. The Foundations Guide contains an article on Science and Math on pp. 67-78</p> |  |   |
| <p><b>Goal 11</b> Demonstrate curiosity about the world and begin to use the practices of science and engineering to answer questions and solve problems.</p> <p><b>11.A</b> Develop beginning skills in the use of science and engineering practices, such as observing, asking questions, solving problems,</p>   | <p><b>Unit 1 (V1, page 2):</b> Make predictions.</p> <p><b>Unit 4 (V1, page 62):</b> Develop observation skills.</p> <p><b>Unit 7 (V1, page 124):</b> Identify common shapes in the environment.</p> <p><b>Unit 16 (V1, page 104):</b> Observe, investigate, and ask questions about the world around</p>  | <p>LED units encourage rich sensory learning environments. Children have opportunities to explore through the use of senses. Children are provided with opportunities and materials that entice them to ask questions, explore and develop conclusions.</p> |

|   |  |  |
|---|--|--|
| <p>and drawing conclusions.</p>   | <p>him.<br/><b>Unit 21 (V2, page 436):</b> Observe, describe, and discuss properties of materials.</p>   |  |
| <p><b>Goal 12</b> Explore concepts and information about the physical, earth, and life sciences.<br/><b>12.A</b> Understand that living things grow and change.<br/><b>12.B</b> Understand that living things rely on the environment and/or others to live and grow.<br/><b>12.C</b> Explore the physical properties of objects.<br/><b>12.D</b> Explore concepts of force and motion.<br/><b>12.E</b> Explore concepts and information related to the Earth, including ways to take care of our planet.<br/><b>12.F</b> Explore changes related to the weather and seasons.</p> | <p><b>Unit 5 (V1, page 82):</b> Identity similarities and differences.<br/><b>Unit 6 (V1, page 104):</b> Acquire knowledge about the physical properties of the world.<br/><b>Unit 7 (V1, page 124):</b> Acquire knowledge about physical properties of the world.<br/><b>Unit 23 (V2, page 482):</b> Acquire knowledge about physical properties of the Earth.<br/><b>Unit 30 (V2, page 650):</b> Observe the characteristics of Earth and space.<br/><b>Unit 36 (V2, page 796):</b> Observe and describe the characteristics of living things.</p> | <p>LED activities help children develop a sense of the interdependence that systems, environments and organisms have with one another. Children are presented with activities to explore cycles, change, interaction, and properties in the world around them.</p> |
| <p><b>Goal 13</b> Understand important connections and understandings in science and engineering.<br/><b>13.A</b> Understand rules to follow when investigating and exploring.<br/><b>13.B</b> Use tools and technology to assist with science and engineering investigations.</p>  | <p><b>Unit 3 (V1, page 44):</b> Practice making a hypothesis based on information.<br/><b>Unit 8 (V1, page 144):</b> Test predictions through exploration and experimentation.<br/><b>Unit 11 (V1, page 208):</b> Generate explanations regarding experiments and explorations.<br/><b>Unit 12 (V1, page 230):</b> Understand processes and relationships.<br/><b>Unit 14 (V1, page 275):</b> Use a variety of tools to solve problems and draw conclusions.<br/><b>Unit 31 (V2, page 674):</b> Use science tools for discovery.</p>                 | <p>LED prepares children to use the foundational skills of communicating, comparing, observing and organizing to build and expand on prior learning.</p>   |
| <p><b>SOCIAL STUDIES:</b> Social Studies permeates the preschool classroom, from learning about celebrations and community helpers to exploring identity in terms of family, culture, and community. Preschoolers using this curriculum begin their social studies explorations as they examine themselves, their families, and their communities. While social studies involves learning about the world and its people, it also leads to the</p>  |  |  |

|  |   |  |
|--|---|--|
| <p>development of a strong social-emotional center as children begin to take on the perspectives of others, while becoming active participants in the larger world in which they live.</p>   |   |  |
| <p><b>Goal 14</b> Understand some concepts related to citizenship.</p> <p><b>14.A</b> Understand what it means to be a member of a group and community.</p> <p><b>14.B</b> Understand the structures and functions of the political systems of Illinois, the United States, and other nations.</p> <p><b>14.C</b> Understand ways groups make choices and decisions.</p> <p><b>14.D</b> Understand the role that individuals can play in a group or community.</p> <p><b>14.E</b> Understand United States foreign policy as it relates to other nations and international issues.</p> <p><b>14.F</b> Understand the development of United States' political ideas and traditions.</p> | <p><b>Unit 4 (V1, page 62):</b> Begin to recognize that people depend on each other.</p> <p><b>Unit 5 (V1, page 82):</b> Understand the importance of being a member of a community group; Learn what it means to be a good citizen.</p> <p><b>Unit 14 (V1, page 275):</b> Understand the importance of places in the community to society.</p> <p><b>Unit 16 (V1, page 320):</b> Work together to achieve a common goal.</p> <p><b>Unit 25 (V2, page 526):</b> Appreciate how people around the world make their living spaces more appealing with rocks and natural elements.</p> <p><b>Unit 35 (V2, page 770):</b> Understand the valuable role of farming and farmers in the world.</p> | <p>The LED initial units focus on the child as an individual (school, me, family, five senses, etc.) and are followed by themes that provide children opportunities to tackle more demanding themes which focus on the community (places, helpers, transportation, etc.) and ultimately, the child's place in the world around him (friends around the world, celebrations, etc.).</p> |
| <p><b>Goal 15</b> Explore economic systems and human interdependence.</p> <p><b>15.A</b> Explore roles in the economic system and workforce.</p> <p><b>15.B</b> Explore issues of limited resources in the early childhood environment and world.</p> <p><b>15.C</b> Understand that scarcity necessitates choices by producers.</p> <p><b>15.D</b> Explore concepts about trade as an exchange of goods or services.</p> <p><b>15.E</b> Understand the impact of government policies and decisions on production and consumption in the economy.</p>  | <p><b>Unit 4 (V1, page 62):</b> Develop and understanding of the role an optometrist plays in caring for vision.</p> <p><b>Unit 8 (V1, page 144):</b> Begin to understand the use of money in society.</p> <p><b>Unit 8 (V1, page 144):</b> work cooperatively in groups</p> <p><b>Unit 14 (V1, page 275):</b> Understand how various places in the community can help her learn and develop.</p> <p><b>Unit 15 (V1, page 296):</b> Understand the role of healthcare professionals in personal health; Understand the importance of trusting</p>   | <p>LED understands that in order to build safe caring communities there must be supportive relationships and communication between children and adults. Activities focus on helping children develop the skills needed for building these relationships.</p>   |

|   |   |  |
|---|---|--|
|   | <p>community workers.</p> <p><b>Unit 17 (V1, page 342):</b> Understand the role of community helpers in society.</p>  |  |
| <p><b>Goal 16</b> Develop an awareness of the self and his or her uniqueness and individuality.</p> <p><b>16.A</b> Explore his or her self and personal history.</p> <p><b>16.B</b> Understand the development of significant political events.</p> <p><b>16.C</b> Understand the development of economic systems.</p> <p><b>16.D</b> Understand Illinois, United States, and world social history.</p> <p><b>16.E</b> Understand Illinois, United States, and world environmental history.</p> | <p><b>Unit 5 (V1, page 82):</b> Learn what it means to be a good citizen.</p> <p><b>Unit 8 (V1, page 144):</b> Value individual differences.</p> <p><b>Unit 9 (V1, page 164):</b> Develop a growing understanding of position in space, geographical location, and direction.</p> <p><b>Unit 14 (V1, page 275):</b> Understand the importance of places in the community to society.</p> <p><b>Unit 20 (V2, page 414):</b> Understand the relationships between people and the environments in which they live.</p>   | <p>LED was designed to be used in a way that respects individual differences, honors every child's culture, and recognizes that family members are equal partners in a child's education. By developing a classroom environment that respects and reflects the diversity of the children in the classroom and promoting Home Connection activities on a daily basis, LED helps to promote sensitivity to and respect for diversity</p> |
| <p><b>Goal 17</b> Explore geography, the child's environment, and where people live, work, and play.</p> <p><b>17.A</b> Explore environments and where people live.</p> <p><b>17.B</b> Analyze and explain characteristics and interactions of the Earth's physical systems.</p> <p><b>17.C</b> Understand relationships between geographic factors and society.</p> <p><b>17.D</b> Understand the historical significance of geography.</p>  | <p><b>Unit 8 (V1, page 144):</b> Develop a growing understanding of position in space geographical location, and direction.</p> <p><b>Unit 12 (V1, page 230):</b> Be exposed to children's literature from cultures around the world.</p> <p><b>Unit 21 (V2, page 436):</b> Recognize events that happened in the past; Understand how people lived in the past and how their lives changed over time.</p> <p><b>Unit 23 (V2, page 482):</b> Understand that people can take care of the environment through activities and actions.</p> <p><b>Unit 30 (V2, page 650):</b> Recognize that people share the environment.</p> | <p>LED activities help children to develop a sense of their local environment, the roles people play, and the relationships between where people live and what they do.</p>  |
| <p><b>Goal 18</b> Explore people and families.</p> <p><b>18.A</b> Explore people, their similarities, and</p>   | <p><b>Unit 1 (V1, page 2):</b> Be introduced to music from other cultures; Understand that music is</p>   | <p>LED was designed to be used in a way that respects individual differences, honors every</p>   |

|  |  |   |
|--|--|---|
| <p>their differences.</p> <p><b>18.B</b> Develop an awareness of self within the context of family.</p> <p><b>18.C</b> Understand how social systems form and develop over time.</p>   | <p>often very different across cultures.</p> <p><b>Unit 7 (V1, page 124):</b> Recognize that people from different cultures may have customs that are unfamiliar.</p> <p><b>Unit 12 (V1, page 230):</b> Understand the function of social events such as mealtime.</p> <p><b>Unit 21 (V2, page 436):</b> Recognize events that happened in the past; Understand how people lived in the past and how their lives changed over time.</p> <p><b>Unit 31 (V2, page 674):</b> Differentiate among past, present, and future.</p>   | <p>child's culture, and recognizes that family members are equal partners in a child's education. By developing a classroom environment that respects and reflects the diversity of the children in the classroom and promoting Home Connection activities on a daily basis, LED helps to promote sensitivity to and respect for diversity.</p>   |
| <p><b>PHYSICAL DEVELOPMENT AND HEALTH:</b> Physical Development and Motor Skills (Gross and Fine) are embedded into the daily activities of Learn Every Day. All domains (physical, social, emotional, and cognitive) of learning are interconnected and impacted by what takes place in others.</p>   |  |   |
| <p><b>Goal 19</b> Acquire movement skills and understand concepts needed to explore the environment, support learning, and engage in health-enhancing physical activity.</p> <p><b>19.A</b> Demonstrate physical competency and control of large and small muscles.</p> <p><b>19.B</b> Demonstrate awareness and coordination of body movements.</p> <p><b>19.C</b> Demonstrate knowledge of rules and safety during activity.</p> | <p><b>Unit 3 (V1, page 44):</b> Develop gross motor skills with activities such as throwing a ball or climbing on outdoor equipment.</p> <p><b>Unit 8 (V1, page 144):</b> Continue to participate in active outdoor games involving running, skipping, hopping and jumping.</p> <p><b>Unit 17 (V1, page 342):</b> Participate in role-play activities related to safety and health.</p> <p><b>Unit 29 (V2, page 628):</b> Describe how what we wear depends on the weather and how it can affect our health.</p> <p><b>Unit 30 (V2, page 650):</b> Understand the role of the weather in personal health and well-being.</p> | <p>The Foundations for Learning guide contains articles entitled "Learning Centers" (pp.32-35) by Rebecca Isbell and "Setting the Stage for Success, or the Four-Week 'Fix' that Lasts All Year Long" (pp. 36-40) by Sharon MacDonald which provide helpful tips for teachers as they set up the classroom to support children's independence, establish classroom routines, implement child-initiated or planned activities for children</p> |
| <p><b>Goal 20</b> Develop habits for lifelong fitness.</p> <p><b>20.A</b> Achieve and maintain a health-enhancing level of physical fitness.</p> <p><b>20.B</b> Assess individual fitness levels.</p>  | <p><b>Unit 2 (V1, page 24):</b> Build gross motor skills by running, jumping, and hopping.</p> <p><b>Unit 9 (V1, page 164):</b> Continue to participate in active outdoor games involving running,</p>   | <p>LED provides learning objectives as part of each unit focusing on personal health and development. Activities enhance growth in the understanding of caring for themselves</p>   |



|  |  |   |
|--|--|---|
| <p><b>20.C</b> Set goals based on fitness data and develop, implement, and monitor an individual fitness improvement plan.</p>   | <p>skipping, hopping, and jumping.<br/> <b>Unit 13 (V1, page 252):</b> Understand the value of participation in group activities without competition; Be exposed to the cultural value of team sports and good sportsmanship.<br/> <b>Unit 27 (V2, page 578):</b> Make healthy food choices; Understand fruits and vegetables are healthy choices.<br/> <b>Unit 32 (V2, page 698):</b> Build gross motor functions by participating in activities that include running, skipping and hopping.</p>                                    | <p>and others.</p>  |
| <p><b>Goal 21</b> Develop team-building skills by working with others through physical activity.<br/> <b>21.A</b> Demonstrate individual responsibility during group physical activities.<br/> <b>21.B</b> Demonstrate cooperative skills during structured group physical activity.</p>   | <p><b>Unit 7 (V1, page 124):</b> Cooperate in group activities with one or more children.<br/> <b>Unit 13 (V1, page 252):</b> Recognize that group and individual physical activities can be fun and can contribute to overall health and wellness.<br/> <b>Unit 24 (V2, page 506):</b> Enjoy social interactions with peers; Understand the feelings of others.<br/> <b>Unit 25 (V2, page 526):</b> Collaborate with others to complete an activity.<br/> <b>Unit 26 (V2, page 550):</b> Engage with peers in social situation.</p> | <p>LED guides children to form and value social relationships. Safe, strong, and supportive environments will help children feel more confident and ready to explore.</p>                     |
| <p><b>Goal 22</b> Understand principles of health promotion and the prevention and treatment of illness and injury.<br/> <b>22.A</b> Explain the basic principles of health promotion, illness prevention, treatment, and safety.<br/> <b>22.B</b> Describe and explain the factors that influence health among individuals, groups,</p> | <p><b>Unit 1 (V1, page 2):</b> Begin to learn about basic hygiene and ways to stay health in a school setting; Perform simple self-help skills.<br/> <b>Unit 7 (V1, page 124):</b> Learn about safety when working with certain elements.<br/> <b>Unit 17 (V1, page 342):</b> Talk about the role of community helpers in keeping people safe.<br/> <b>Unit 28 (V2, page 602):</b> Recognize the</p>   | <p>LED provides learning objectives as part of each unit focusing on personal health and development. Activities enhance growth in the understanding of caring for themselves and others.</p> |

|   |  |  |
|---|--|--|
| <p>and communities.<br/> <b>22.C</b> Explain how the environment can affect health.</p>   | <p>relationship between good nutrition and physical health.<br/> <b>Unit 36 (V2, page 796):</b> Understand that plants, animals, and people need water and food to survive.</p>  |  |
| <p><b>23.A</b> Describe and explain the structure and functions of the human body systems and how they interrelate.<br/> <b>23.B</b> Identify ways to keep the body healthy.<br/> <b>23.C</b> Describe factors that affect growth and development.</p>  | <p><b>Unit 2 (V1, page 24):</b> Use vocabulary related to body parts.<br/> <b>Unit 4 (V1, page 62):</b> Learn about various body parts and their functions.<br/> <b>Unit 6 (V1, page 104):</b> Explore ways to express needs, wants, and feelings.<br/> <b>Unit 22 (V2, page 458):</b> Understand the role of science in keeping us healthy.<br/> <b>Unit 23 (V2, page 482):</b> Recognize the role of the environment in personal safety and good health</p>  | <p>Each LED unit provides activities and opportunities for children to learn about personal health and development.</p>  |
| <p><b>Goal 24</b> Promote and enhance health and well-being through the use of effective communication and decision-making skills.<br/> <b>24.A</b> Demonstrate procedures for communicating in positive ways, resolving differences, and preventing conflict.<br/> <b>24.B</b> Apply decision-making skills related to the protection and promotion of individual health.<br/> <b>24.C</b> Demonstrate skills essential to enhancing health and avoiding dangerous situations.</p> | <p><b>Unit 4 (V1, page 62):</b> Learn about personal hygiene and how germs may spread.<br/> <b>Unit 8 (V1, page 144):</b> Understand the importance of basic hygiene and cleanliness.<br/> <b>Unit 15 (V1, page 296):</b> Understand the role of healthcare professionals in personal health.<br/> <b>Unit 16 (V1, page 320):</b> Recognize the importance of traffic rules and laws.<br/> <b>Unit 28 (V2, page 602):</b> Recognize the relationship between good nutrition and physical health.<br/> <b>Unit 36 (V2, page 796):</b> Understand that plants, animals, and people need water and food to survive.</p> | <p>LED scaffolds personal health and development activities to help children gain confidence and understanding of how they impact the health and safety of themselves and those around them.</p> |
| <p><b>THE ARTS:</b> The Creative Development (Arts) in Learn Every Day includes such things as spontaneous creative play, singing, dancing, drawing, and role-playing. The arts are multisensory by design and involve a variety of modalities, including the kinesthetic, auditory, and visual. Expected outcomes from children include: developing imagination while refining problem-solving skills; discovering a sense of craftsmanship,</p>                                   |  |  |

|  |  |  |
|--|--|--|
| <p>quality task performance, and goal-setting; increasing self-confidence; and nurturing values such as team-building skills and respecting others' points of view.</p>  |  |  |
| <p><b>Goal 25</b> Gain exposure to and explore the arts.<br/> <b>25.A</b> Investigate, begin to appreciate, and participate in the arts.<br/> <b>25.B</b> Display an awareness of some distinct characteristics of the arts.</p>   | <p><b>Unit 2 (V1, page 24):</b> Use more than one medium to create artwork; Participate in group music experience.<br/> <b>Unit 5 (V1, page 82):</b> Listen intentionally to music.<br/> <b>Unit 8 (V1, page 144):</b> Learn vocabulary associated with music and musical instruments.<br/> <b>Unit 25 (V2, page 526):</b> Recognize the aesthetic value of natural elements such as rocks.<br/> <b>Unit 29 (V2, page 628):</b> Participate in creative expression and dramatic play with props and music.</p> | <p>LED recognizes that teachers are innovative and creative and encourages them to bring their own creativity to the classroom. When the teacher creates a creative environment, children will feel free to express themselves, utilize materials in more than one way, and share their own unique ideas in the classroom.</p> |
| <p><b>Goal 26</b> Understand that the arts can be used to communicate ideas and emotions.<br/> <b>26.A</b> Understand processes, traditional tools, and modern technologies used in the arts.<br/> <b>26.B</b> Understand ways to express meaning through the arts.</p>          | <p><b>Unit 5 (V1, page 82):</b> Learn how music can be used to express feelings.<br/> <b>Unit 7 (V1, page 124):</b> Participate in singing songs and dancing to music.<br/> <b>Unit 34 (V2, page 746):</b> Express himself through art, song, and music.<br/> <b>Unit 35 (V2, page 770):</b> Express what is felt and heard in various types of music.<br/> <b>Unit 36 (V2, page 796):</b> Express himself through creating art using various mediums.</p>   | <p>Children have opportunities embedded in each LED unit to use art and creativity to communicate their thoughts and ideas to others.</p>  |
| <p><b>Goal 27</b> Understand the role of the arts in civilizations, past and present.<br/> <b>27.A</b> Analyze how the arts function in history, society, and everyday life.<br/> <b>27.B</b> Understand how the arts shape and reflect history, society, and everyday life.</p> | <p><b>Unit 7 (V1, page 124):</b> Recognize that people from different cultures may have customs that are unfamiliar.<br/> <b>Unit 10 (V1, page 186):</b> Understand that other cultures have different types and styles of music.</p>  | <p>LED provides multisensory arts enhancement that help children connect learning to the world around them.</p>  |

|  |  |   |
|--|--|---|
|  | <p><b>Unit 11 (V1, page 208):</b> Understand that other cultures have different types and styles of music and art.</p> <p><b>Unit 33 (V2, page 720):</b> Appreciate listening to stories from other places; Apply folktales to everyday situations.</p>  |   |
| <p><b>ENGLISH LANGUAGE LEARNER HOME LANGUAGE DEVELOPMENT:</b> Each of the 36 units in the curriculum contains a tip for children who are not native English speakers. In addition, the Foundations for Learning guide contains an article entitled, "Teaching Dual and English Language Learners," which was written by Karen Nemeth to help teachers discover how best to serve the needs of Dual Language Learners in the classroom.</p> |  |   |
| <p><b>Goal 28</b> Use the home language to communicate within and beyond the classroom.</p> <p><b>28.A</b> Use the home language at age-appropriate levels for a variety of social and academic purposes.</p>  | <p><b>Unit 1 (V1, page 2):</b> Make a picture book of your classroom picture schedule to send home so family members can help the child understand what to expect at school.</p> <p><b>Unit 4 (V1, page 62):</b> Use nonverbal demonstrations to engage ELL in exploration of the five senses.</p> <p><b>Unit 8 (V1, page 144):</b> Involve families in the exploration of size-related concepts by stocking your lending library with bilingual- or home-language books that address the desired information.</p> <p><b>Unit 22 (V2, page 457):</b> Invite family members or volunteers to visit the classroom and serve as “assistant scientist” to engage children in rich discussions about the concepts being learned.</p> <p><b>Unit 23 (V2, page 482):</b> The environment is a big concept for dual language learners. Start small by investigating the immediate environment inside your classroom.</p> | <p>LED was designed to be used in a way that respects individual differences, honors every child's culture, and recognizes that family members are equal partners in a child's education. By developing a classroom environment that respects and reflects the diversity of the children in the classroom and promoting Home Connection activities on a daily basis, LED helps to promote sensitivity to and respect for diversity.</p> |

|   |   |  |
|---|---|--|
| <p><b>Goal 29</b> Use the home language to make connections and reinforce knowledge and skills across academic and social areas.</p> <p><b>29.A</b> Use the home language to attain benchmarks across all the learning areas and to build upon and develop transferable language and literacy skills.</p>   | <p><b>Unit 5 (V1, page 82):</b> Ask parents or family members to send books from their home countries to class.</p> <p><b>Unit 9 (V1, page 164):</b> Use your knowledge of language to make sure the child can show she understands the needed math concepts in her home language before moving to English.</p> <p><b>Unit 27 (V2, page 578):</b> Visit local markets to see and taste fruits and vegetables that are popular in different countries.</p> <p><b>Unit 29 (V2, page 628):</b> Look for nonfiction books in the languages of the children.</p> <p><b>Unit 33 (V2, page 720):</b> ELL can record observations about the characteristics of animals with fins and feathers by using picture codes.</p> | <p>LED activities are based on the understanding that good home-language support is important for English Language Learners to be successful.</p>  |
| <p><b>SOCIAL/EMOTIONAL DEVELOPMENT:</b> Learn Every Day was written with the philosophy of helping children develop their ability to handle the changing world around them. The Social-Emotional elements were designed around the core philosophy of the Devereux Center for Resilient Children (<a href="http://www.CenterforResilientChildren.org">www.CenterforResilientChildren.org</a>), which maintains there are certain protective factors that help children develop resilience. These include attachment, initiative, and self-regulation.</p> |   |  |
| <p><b>Goal 30</b> Develop self-management skills to achieve school and life success and develop positive relationships with others.</p> <p><b>30.A</b> Identify and manage one’s emotions and behavior.</p> <p><b>30.B</b> Recognize own uniqueness and personal qualities.</p> <p><b>30.C</b> Demonstrate skills related to successful personal and school outcomes.</p>   | <p><b>Unit 12 (V1, page 230):</b> Appreciate and understand that everyone has strengths and weaknesses.</p> <p><b>Unit 13 (V1, page 252):</b> Understand the value of participation in group activities without competition.</p> <p><b>Unit 15 (V1, page 296):</b> Recognize and label the emotions of others.</p> <p><b>Unit 20 (V2, page 414):</b> Demonstrate confidence and positive self-image.</p> <p><b>Unit 36 (V2, page 796):</b> Show confidence in his abilities.</p>  | <p>Activities to help children become socially strong and emotionally secure are embedded throughout the LED curriculum. The article, "Setting the Stage for Success or the Four-Week Fix that Lasts All Year," found in the Foundations Guide on pp. 36-40, provides teachers with suggestions to help children be successful in the classroom.</p> |

|   |   |  |
|---|---|--|
| <p><b>Goal 31</b> Use social-awareness and interpersonal skills to establish and maintain positive relationships</p> <p><b>31.A</b> Develop positive relationships with peers and adults.</p> <p><b>31.B</b> Use communication and social skills to interact effectively with others.</p> <p><b>31.C</b> Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.</p> | <p><b>Unit 2 (V1, page 24):</b> Begin to identify emotions; participate in small-group discussions.</p> <p><b>Unit 7 (V1, page 124):</b> Enjoy a collaborative group activity.</p> <p><b>Unit 13 (V1, page 252):</b> Be exposed to the cultural value of team sports and good sportsmanship.</p> <p><b>Unit 21 (V2, page 436):</b> Understand the feelings of others.</p> <p><b>Unit 31 (V2, page 674):</b> Recognize and honor the choices made by others.</p>   | <p>LED activities help children to develop a sense of cooperation and trust. They will develop appropriate social skills and understand the importance of rules. The intentional learning environment will help children become more comfortable with adults outside of their homes.</p> |
| <p><b>Goal 32</b> Demonstrate decision-making skills and behaviors in personal, school, and community contexts.</p> <p><b>32.A</b> Begin to consider ethical, safety, and societal factors in making decisions.</p> <p><b>32.B</b> Apply decision-making skills to deal responsibly with daily academic and social situations.</p> <p><b>32.C</b> Contribute to the well-being of one’s school and community.</p> | <p><b>Unit 1 (V1, page 2):</b> Learn that words can hurt and that unkind words and actions are not tolerated in school.</p> <p><b>Unit 3 (V1, page 44):</b> Understand family relationships and how families help each other.</p> <p><b>Unit 12 (V1, page 230):</b> Appreciate and understand that everyone has strengths and weaknesses.</p> <p><b>Unit 21 (V2, page 436):</b> Understand the feelings of others.</p> <p><b>Unit 23 (V2, page 482):</b> Build positive self-image by realizing he can help keep the environment healthy; understand that people can take care of the environment through activities and actions.</p> | <p>LED activities help children to develop a sense of cooperation and trust. They will develop appropriate social skills and understand the importance of rules. The intentional learning environment will help children become more comfortable with adults outside of their homes.</p> |