

Hawaii Standards Alignment

Available online at

http://p3hawaii.org/sites/default/files/HELDS%20continuum%204_23_2013.pdf

Infant/Toddler Supplemental Guide

http://p3hawaii.org/sites/default/files/13380001_HPPE_HELDS_Guide-Discovering_Identity-v4a.pdf

Each set of early learning standards or guidelines listed below include statements that detail particular benchmarks or indicators that educators and caregivers use to identify a child's growth and mastery in each domain. These benchmarks or indicators are used when observing and documenting a child's actions in order to develop appropriate goals.

Hawaii Birth to 5 years	Early Learning Success Alignment Birth to age 12	Head Start Nationally Recognized Standards
Domain: Physical Well-Being, and Motor Development <u>Strands:</u> <ul style="list-style-type: none"> • Motor Development <ul style="list-style-type: none"> - Gross Motor Skills - Fine Motor Skills • Physical Development <ul style="list-style-type: none"> - Physical Exercise • Health and Personal Care <ul style="list-style-type: none"> - Daily Living Skills - Nutrition - Safe Practices - Rules and Regulations 	Domain: Physical and Motor Development <u>Components for ages 0-12:</u> <ul style="list-style-type: none"> • Gross Motor – the development of large motor muscles; this includes muscle control and coordination, the development of body strength, balance, flexibility, and stamina; and the use of equipment for physical development • Fine Motor – the development of small motor muscles; this includes control and coordination, eye-hand coordination to perform a variety of tasks; exploring and experimenting with a variety of tools • Healthy Living Practices – understanding practices that are necessary for a healthy lifestyle including eating, physical fitness, hygiene and avoiding at-risk behaviors; these 	Domain: Physical Development and Health <u>Components:</u> <ul style="list-style-type: none"> • Physical Health Status • Health Knowledge and Practice • Gross Motor Skills • Fine Motor Skills

Early Learning Success
Curriculum



Standards Alignment
 © Early Learning Success, LLC
www.earlylearningsuccess.net

	healthy living practices promote a healthy self-image	
<p>Cognition and General Knowledge Domains <u>Strands:</u></p> <ul style="list-style-type: none"> • Mathematics and Numeracy <ul style="list-style-type: none"> - Number Sense - Operations - Measurement and Data - Geometry • Science <ul style="list-style-type: none"> - Scientific and Engineering Practices - Physical Science - Life Science - Earth's Place in the Universe - Engineering, Technology and Applications of Science • Social Studies <ul style="list-style-type: none"> - History - Geography - Economics - Government/Political Science • Community and Culture <ul style="list-style-type: none"> - Community - Culture • Creative Arts Expression and Representation – included in Creativity Domain below 	<p>Domain: General Cognition <u>Components for ages 0-12:</u></p> <ul style="list-style-type: none"> • Mathematical Knowledge and Reasoning – knowledge of number concepts and operations; patterns and relationships; spatial relationships; measurement; and mathematical reasoning • Scientific Observation and Problem Solving – knowledge of scientific observation, inquiry, and investigation; life science; physical, earth, and space science • Social Systems Understanding – knowledge of family and human relationships; understanding the world in which we live including our community and world; directional and map skills 	<p>General Cognition Domains Mathematics Knowledge and Skills <u>Components:</u></p> <ul style="list-style-type: none"> • Number Concepts and Quantities • Number Relationships and Operations • Geometry and Spatial Sense • Patterns • Measurement and Comparison <p>Science Knowledge and Skills <u>Components:</u></p> <ul style="list-style-type: none"> • Scientific Skills and Method • Conceptual Knowledge of the Natural and Physical World <p>Logic and Reasoning <u>Components</u></p> <ul style="list-style-type: none"> • Reasoning and Problem Solving • Symbolic Representation



		<p>Social Studies Knowledge and Skills</p> <p><u>Components</u></p> <ul style="list-style-type: none"> • Family and Community • History and Events • People and the Environment
<p>Domain: Social and Emotional</p> <p><u>Strands:</u></p> <ul style="list-style-type: none"> • Social Development <ul style="list-style-type: none"> - Interactions with Adults - Interactions with Peers - Adaptive Social Behavior • Emotional Development <ul style="list-style-type: none"> - Self-efficacy - Self-control and Regulation - Emotional Expression 	<p>Domain: Social and Emotional</p> <p><u>Components for ages 0-12:</u></p> <ul style="list-style-type: none"> • Self-Concept Development – the development of positive self-confidence, self-esteem, and understanding of themselves • Emotional Development – the understanding of emotions of self and others, and developing strategies for self-regulation • Social Competence and Relationship Development – the ability to establish relationships with peers and adults, and the understanding of positive social behavior 	<p>Domain: Social and Emotional</p> <p><u>Components:</u></p> <ul style="list-style-type: none"> • Social Relationships • Self-Concept and Self-Efficacy • Self-Regulation • Emotional and Behavioral Health
<p>Domain: Approaches to Learning</p> <p><u>Strands:</u></p> <ul style="list-style-type: none"> • Learning Approaches <ul style="list-style-type: none"> - Initiative and Creativity - Persistence and Attentiveness - Problem Solving - Reflection and Interpretation - Effective and Ethical Technology 	<p>Domain: Approaches to Learning</p> <p><u>Components for ages 0-12:</u></p> <ul style="list-style-type: none"> • Interest in Learning – including curiosity and risk taking; how children approach new learning • Learning Strategies – such as imagination, invention, and persistence; how children apply new learning • Reflective Learning Practices – such as reflection and interpretation; how children 	<p>Domain: Approaches to Learning</p> <p><u>Components:</u></p> <ul style="list-style-type: none"> • Initiative and Curiosity • Persistence and Attentiveness • Cooperation



	assimilate new learning into already acquired learning	
<p>Domain: English Language Arts and Literacy <u>Strands:</u></p> <ul style="list-style-type: none"> • Reading Literature <ul style="list-style-type: none"> - Key Ideas and Details - Craft and Structure - Integration of Knowledge and Ideas - Range of Reading and Level of Text Complexity • Reading Informational <ul style="list-style-type: none"> - Key Ideas and Details - Craft and Structure - Integration of Knowledge and Ideas - Range of Reading and Level of Text Complexity • Reading Foundational <ul style="list-style-type: none"> - Print Concepts - Phonological Awareness - Phonics and Word Recognition - Fluency • Writing <ul style="list-style-type: none"> - Text Types and Purposes - Production and Distribution of Writing - Research to Build and Present Knowledge • Speaking and Listening <ul style="list-style-type: none"> - Comprehension and Collaboration - Presentation of Knowledge and Ideas • Language <ul style="list-style-type: none"> - Conventions of Standard English - Vocabulary Acquisition and Use 	<p>Domain: Language and Literacy <u>Components for ages 0-12:</u></p> <ul style="list-style-type: none"> • Reading – understands the concepts of print materials including comprehension, print/book orientation, vocabulary development and phonetics, as well as enjoyment of having books read to them or reading themselves • Writing – demonstrates the mechanics of writing including fine motor skill development, and understands that writing is a way of communication including vocabulary and idea development • Speaking – (expressive language) the ability to verbally express ideas, wants and thoughts, and development and use of vocabulary to communicate with others; for some this includes being able to speak English as well as their home language • Listening – (receptive language) the ability to understand verbal and non-verbal cues, follow verbal direction, and increased vocabulary development for comprehending stories and conversation 	<p>Domain: Language Development <u>Components:</u></p> <ul style="list-style-type: none"> • Receptive Language • Expressive Language <p>Domain: Literacy Knowledge and Skills <u>Components:</u></p> <ul style="list-style-type: none"> • Book Appreciation • Phonological Awareness • Alphabet Knowledge • Print Concepts and Conventions • Early Writing <p>Domain: English Language Dev for children who are ESL learners <u>Components:</u></p> <ul style="list-style-type: none"> • Receptive English Language Skills • Expressive English Language Skills • Engagement in English Literacy Activities



<p>Cognition and General Knowledge Domains <u>Strand:</u></p> <ul style="list-style-type: none"> • Creative Arts Expression and Representation <ul style="list-style-type: none"> - Visual - Musical - Movement - Dramatic Expression 	<p>Domain: Creativity and the Arts <u>Components for ages 0-12:</u></p> <ul style="list-style-type: none"> • Creating – the ability to use a variety of art mediums to create works of art including the visual arts (painting, sculpting, photography, film etc.), drama and theater, and music • Expressing – the ability to talk about the process of creating, and to discuss feelings related to creating • Evaluation – the ability to evaluate works of art based on feelings, cultural contributions, and preferences 	<p>Domain: Creative Arts Expression <u>Components:</u></p> <ul style="list-style-type: none"> • Music • Creative Movement and Dance • Art • Drama
--	---	--

