

## Maryland Standards Alignment

Maryland Early Learning Guidelines available online at

[https://earlychildhood.marylandpublicschools.org/system/files/filedepot/4/msde-pedagogy-report- appendix\\_2016.pdf](https://earlychildhood.marylandpublicschools.org/system/files/filedepot/4/msde-pedagogy-report- appendix_2016.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.

<b>Maryland</b> Birth to age 8	<b>Early Learning Success Alignment</b> Birth to age 12	<b>Head Start</b> Nationally Recognized Standards
<p><b>Physical Development and Health</b>  <b>Domain: Physical Education</b>  <u>Strands for ages 0-8:</u></p> <ul style="list-style-type: none"> <li>• Skillfulness</li> <li>• Biomechanical Principles</li> <li>• Motor Learning Principles</li> <li>• Exercise Physiology</li> <li>• Physical Activity</li> </ul> <p><b>Domain: Health</b>  <u>Strands for ages 0-8:</u></p> <ul style="list-style-type: none"> <li>• Safety &amp; Injury Prevention</li> <li>• Nutrition &amp; Fitness</li> <li>• Personal and Consumer Health</li> <li>• Alcohol, Tobacco, and other Drugs</li> <li>• Family Life and Human Sexuality</li> <li>• Disease &amp; Prevention</li> </ul>	<p><b>Domain: Physical and Motor Development</b>  <u>Components for ages 0-12:</u></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• Healthy Living Practices – understanding practices that are necessary for a healthy lifestyle including eating, physical fitness, hygiene and avoiding at-risk behaviors; these healthy living practices promote a healthy self-image</li> </ul>	<p><b>Domain: Physical Development and Health</b>  <u>Components:</u></p> <ul style="list-style-type: none"> <li>• Physical Health Status</li> <li>• Health Knowledge and Practice</li> <li>• Gross Motor Skills</li> <li>• Fine Motor Skills</li> </ul>



<p><b>General Knowledge Domain</b></p> <p><b>Mathematics</b>  <u>Strands for ages 0-8:</u></p> <ul style="list-style-type: none"> <li>• Counting and Cardinality</li> <li>• Operations &amp; Algebraic Thinking</li> <li>• Number and Operations in Base Ten</li> <li>• Measurement &amp; Data</li> <li>• Geometry</li> </ul> <p><b>Science</b>  <u>Strands for ages 0-8:</u></p> <ul style="list-style-type: none"> <li>• Skills and Processes</li> <li>• Earth/Space</li> <li>• Chemistry</li> <li>• Physics</li> <li>• Environmental Science</li> </ul> <p><b>Social Studies</b>  <u>Strands for ages 0-8:</u></p> <ul style="list-style-type: none"> <li>• Political Science</li> <li>• Peoples of the Nation and the World</li> <li>• Geography</li> <li>• Economics</li> <li>• History</li> <li>• Social Studies Skills and Processes</li> </ul>	<p><b>Domain: General Cognition</b>  <u>Components for ages 0-12:</u></p> <ul style="list-style-type: none"> <li>• Mathematical Knowledge and Reasoning – knowledge of number concepts and operations; patterns and relationships; spatial relationships; measurement; and mathematical reasoning</li> <li>• Scientific Observation and Problem Solving – knowledge of scientific observation, inquiry, and investigation; life science; physical, earth, and space science</li> <li>• 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</li> </ul>	<p><b>General Cognition Domains</b></p> <p><b>Mathematics Knowledge and Skills</b>  <u>Components:</u></p> <ul style="list-style-type: none"> <li>• Number Concepts and Quantities</li> <li>• Number Relationships and Operations</li> <li>• Geometry and Spatial Sense</li> <li>• Patterns</li> <li>• Measurement and Comparison</li> </ul> <p><b>Science Knowledge and Skills</b>  <u>Components:</u></p> <ul style="list-style-type: none"> <li>• Scientific Skills and Method</li> <li>• Conceptual Knowledge of the Natural and Physical World</li> </ul> <p><b>Logic and Reasoning</b>  <u>Components</u></p> <ul style="list-style-type: none"> <li>• Reasoning and Problem Solving</li> <li>• Symbolic Representation</li> </ul> <p><b>Social Studies Knowledge and Skills</b></p>
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<p><b>Domain: Social Foundations</b> <u>Strands for ages 0-8:</u></p> <ul style="list-style-type: none"> <li>• Social Emotional Regulation <ul style="list-style-type: none"> <li>- Healthy self-confidence</li> <li>- Initiates and maintains relations</li> </ul> </li> <li>• Approaches to Learning &amp; Executive Functioning <ul style="list-style-type: none"> <li>- Self-regulation/inhibitory control</li> <li>- Working Memory</li> <li>- Cognitive Flexibility</li> <li>- Initiative &amp; Curiosity</li> <li>- Demonstrates Persistence</li> <li>- Demonstrates Cooperation</li> <li>- Understanding &amp; complying with classroom rules, routines, and expectations</li> <li>- Demonstrates cognitive flexibility – Understands symbolic representation</li> </ul> </li> </ul>	<p><b>Domain: Social and Emotional</b> <u>Components for ages 0-12:</u></p> <ul style="list-style-type: none"> <li>• Self-Concept Development – the development of positive self-confidence, self-esteem, and understanding of themselves</li> <li>• Emotional Development – the understanding of emotions of self and others, and developing strategies for self-regulation</li> <li>• Social Competence and Relationship Development – the ability to establish relationships with peers and adults, and the understanding of positive social behavior</li> </ul>	<p><b>Domain: Social and Emotional</b> <u>Components:</u></p> <ul style="list-style-type: none"> <li>• Social Relationships</li> <li>• Self-Concept and Self-Efficacy</li> <li>• Self-Regulation</li> <li>• Emotional and Behavioral Health</li> </ul>
<p><b>Domain: Approaches to Learning</b> <b>Included in Social Foundations (see above)</b></p>	<p><b>Domain: Approaches to Learning</b> <u>Components for ages 0-12:</u></p> <ul style="list-style-type: none"> <li>• Interest in Learning – including curiosity and risk taking; how children approach new learning</li> <li>• Learning Strategies – such as imagination, invention, and persistence; how children apply new learning</li> </ul>	<p><b>Domain: Approaches to Learning</b> <u>Components:</u></p> <ul style="list-style-type: none"> <li>• Initiative and Curiosity</li> <li>• Persistence and Attentiveness</li> <li>• Cooperation</li> </ul>



	<ul style="list-style-type: none"> <li>• Reflective Learning Practices – such as reflection and interpretation; how children assimilate new learning into already acquired learning</li> </ul>	
<p><b>Domain: Language &amp; Literacy</b> <u>Strands for ages 0-8:</u></p> <ul style="list-style-type: none"> <li>• Reading Literature</li> <li>• Reading Informational Text</li> <li>• Reading Foundational Skills</li> <li>• Writing</li> <li>• Speaking &amp; Listening</li> <li>• Language</li> </ul>	<p><b>Domain: Language and Literacy</b> <u>Components for ages 0-12:</u></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• Listening – (receptive language) the ability to understand verbal and non-verbal cues, follow verbal direction, and increased vocabulary development for comprehending stories and conversation</li> </ul>	<p><b>Domain: Language Development</b> <u>Components:</u></p> <ul style="list-style-type: none"> <li>• Receptive Language</li> <li>• Expressive Language</li> </ul> <p><b>Domain: Literacy Knowledge and Skills</b> <u>Components:</u></p> <ul style="list-style-type: none"> <li>• Book Appreciation</li> <li>• Phonological Awareness</li> <li>• Alphabet Knowledge</li> <li>• Print Concepts and Conventions</li> <li>• Early Writing</li> </ul> <p><b>Domain: English Language Dev for children who are ESL learners</b> <u>Components:</u></p> <ul style="list-style-type: none"> <li>• Receptive English Language Skills</li> <li>• Expressive English Language Skills</li> <li>• Engagement in English Literacy Activities</li> </ul>



<p><b>Domain: Fine Arts</b>  <u>Strands for ages 0-8::</u></p> <ul style="list-style-type: none"> <li>• Dance: Perceiving, Performing, and Responding</li> <li>• Dance: Historical, Cultural, and Social Context</li> <li>• Dance: Creative Expression and Production</li> <li>• Dance: Aesthetics and Criticism</li> <li>• Music: Perceiving, Performing, and Responding</li> <li>• Music: Historical, Cultural, and Social Context</li> <li>• Music: Creative Expression and Production</li> <li>• Music: Aesthetics and Criticism</li> <li>• Theatre: Perceiving and Responding</li> <li>• Theatre: Historical, Cultural, and Social Context</li> <li>• Theatre: Creative Expression and Production</li> <li>• Theatre: Aesthetics and Criticism</li> <li>• Visual Arts: Perceiving and Responding</li> <li>• Visual Arts: Historical, Cultural, and Social Context</li> <li>• Visual Arts: Creative Expression and Production</li> <li>• Visual Arts: Aesthetics and Criticism</li> </ul>	<p><b>Domain: Creativity and the Arts</b>  <u>Components for ages 0-12:</u></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Expressing – the ability to talk about the process of creating, and to discuss feelings related to creating</li> <li>• Evaluation – the ability to evaluate works of art based on feelings, cultural contributions, and preferences</li> </ul>	<p><b>Domain: Creative Arts Expression</b>  <u>Components:</u></p> <ul style="list-style-type: none"> <li>• Music</li> <li>• Creative Movement and Dance</li> <li>• Art</li> <li>• Drama</li> </ul>
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