

## Head Start of Lane County (HSOLC) School Readiness Goals

Head Start Child Development & Early Learning Framework (Sept. 2011)	HSOLC School Readiness Goals	Head Start Parent, Family, and Community Engagement Outcomes	Common Core State Early Learning & Dev. Guidelines & LEA's (House Bill 4165 Sec. 24, 25)	Curricula	Custom HSOLC Galileo G3	TS GOLD (Obj. & dimension)
<b>Language &amp; Literacy</b>						
<b>Literacy Knowledge &amp; Skills</b> <ul style="list-style-type: none"> <li>• Phonological Awareness</li> <li>• Alphabet Knowledge</li> <li>• Print Concepts &amp; Conventions</li> <li>• Early writing</li> </ul>	<i>To foster early foundations of reading and writing, children will:</i> <ul style="list-style-type: none"> <li>-explore the world of books and their characteristics</li> <li>-learn how language can be broken into words, syllables, and small pieces of sound.</li> <li>-name letters of alphabets.</li> <li>-recognize that letters of the alphabet have sounds.</li> </ul>	2. Positive Parent-Child Relationships  3. Families as Lifelong Educators  4. Families As Learners  5. Family Engagement in Transitions	Initial School Readiness meetings with school districts (4j, Springfield, Bethel, Oakridge) and ongoing transition meetings  Fairfield Elem. was selected to pilot the Statewide Kindergarten Readiness Assessment this school year. Full implementation of the Statewide Kindergarten Readiness Assessment will be next school year.	Creative Curriculum Ladders to Literacy S.T.E.P. (CIRCLE)	1-11, 14, 15, 19-25, 29, 30, 33, 34- 39, 41, 42, 44- 50	15, 15a.6, 15b.6, 15c.4, 16, 16a.4, 16b.6,17, 17a.6, 17b.6,18, 18a.6, 18b.6, 18c.6, 19, 19a.5
<b>Language Development</b> <ul style="list-style-type: none"> <li>• Receptive Language</li> <li>• Expressive Language</li> </ul>	<i>Children will:</i> <ul style="list-style-type: none"> <li>-use and understand increasingly complex and varied language.</li> <li>-use oral language to engage in conversation.</li> </ul>				1, 4, 5, 7, 8, 10- 12, 15, 17-19, 22, 30- 32	8, 8a.8, 8b.8, 9, 9a.6, 9c.6, 9d.8, 10, 10a.6, 10b.6

<p><b>English Language Development</b></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><i>To foster the development of receptive and expressive English language skills, children who speak a home language other than English will demonstrate:</i></p> <ul style="list-style-type: none"> <li>- understanding of the English language.</li> <li>- speaking English.</li> <li>- understanding and responding to books, storytelling, and songs presented in English.</li> </ul>					
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<p><b><i>Physical Development &amp; Health</i></b></p>						
<p><b>Physical Development &amp; Health</b></p> <ul style="list-style-type: none"> <li>• Physical Health Status</li> <li>• Health Knowledge &amp; Practice</li> <li>• Gross Motor Skills</li> <li>• Fine Motor Skills</li> </ul>	<p><i>To promote early healthy habits, children will:</i></p> <ul style="list-style-type: none"> <li>- identify and practice healthy and safe habits.</li> <li>- demonstrate control of large and small muscles to explore and function in their environment and support other developmental domains.</li> </ul>	<ol style="list-style-type: none"> <li>2. Positive Parent-Child Relationships</li> <li>3. Families as Lifelong Educators</li> <li>4. Families As Learners</li> <li>5. Family Engagement in Transitions</li> </ol>		<p>Creative Curriculum SPARK</p>	<p>2-6, 8, 11-13, 15-21, 24, 26, 28-31, 35-44, 46, 47, 50-52, 55-59</p>	<p>1, 1c.8, 4.8 , 5.8, 6.8, 7, 7a .8, 7b.6 8</p>

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<b><i>Social &amp; Emotional Development</i></b>						
<p><b>Social &amp; Emotional Development</b></p> <ul style="list-style-type: none"> <li>• Social Relationships</li> <li>• Self-Concept &amp; Self-Efficacy</li> <li>• Self-Regulation</li> <li>• Emotional &amp; Behavioral Health</li> </ul>	<p><i>To foster secure attachment with adults, maintain healthy relationships, self-regulation of behaviors and emotions, and develop a healthy personal identity, children will:</i></p> <ul style="list-style-type: none"> <li>- engage in positive relationships and interactions with others.</li> <li>- develop and display levels of self-awareness, autonomy, and self-expression that are rooted in their family and culture.</li> <li>- develop and display the ability to regulate emotions to accomplish one's goals.</li> <li>-learn and follow classroom rules, routines, and directions.</li> </ul>	<ul style="list-style-type: none"> <li>2. Positive Parent-Child Relationships</li> <li>3. Families as Lifelong Educators</li> <li>4. Families As Learners</li> <li>5. Family Engagement in Transitions</li> </ul>		<p>Creative Curriculum Second Step Talking About Touching</p>	<p>1,2,3,4,5, 8, 10, 11, 14, 16, 19, 20, 21, 22, 23, 28, 31, 32, 33, 35, 36, 37, 38, 40, 41, 44, 46, 47</p>	<p>1, 1a.8, 1b.6, 1c.8, 2, 2a.8, 2b.6, 2c.6, 2d.6, 3, 3a.6, 3b.6,</p>

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<b><i>Cognition &amp; General Knowledge</i></b>						
<b>Logic &amp; Reasoning</b> <ul style="list-style-type: none"> <li>• Reasoning &amp; Problem Solving</li> <li>• Symbolic Representation</li> </ul>	<i>To gather information, understand their world, and make decisions, children will:</i> -use observations to gain or makes sense of their surroundings. -use skills to think, reason, and use information.			Creative Curriculum An Early Head Start and Head Start Math Resource Guide High Five Mathematize OHS Teacher's Guide to the Discovering Science Webcast Series	3, 7-10, 14, 18, 19, 24, 26, 30-36	11, 11c.6,1 2, 12a.6, 13.6, 14, 14a.6, 14b.6
<b>Mathematics Knowledge &amp; Skills</b> <ul style="list-style-type: none"> <li>• Number Concepts &amp; Quantities</li> <li>• Number Relationships &amp; Operations</li> <li>• Geometry &amp; Spatial Sense</li> <li>• Patterns</li> <li>• Measurement &amp; Comparison</li> </ul>	<i>To understand number concepts, relationships, shapes, patterns, and measurement, children will:</i> -use numbers to quantify, describe, and problem solve. -use shapes/objects to compare -recognize, sort, and classify -use patterns	2. Positive Parent-Child Relationships 3. Families as Lifelong Educators 4. Families As Learners 5. Family Engagement in Transitions		Creative Curriculum Count on Math An Early Head Start and Head Start Math Resource Guide High Five Mathematize	1-5, 7-14, 17, 18, 20-22, 25-29, 32-34, 36, 37, 46, 47	20, 20a.6, 20b.6, 20c.6, 21, 21a.6, 21b.6, 22.6, 23.6

<p><b>Science Knowledge &amp; Skills</b></p> <ul style="list-style-type: none"> <li>• Scientific Skills &amp; Method</li> <li>• Conceptual Knowledge of the Natural &amp; Physical World</li> </ul>	<p><i>To foster the ability to gather information in their environment and make predicts, children will:</i></p> <p>-use questions, prediction, explanation to draw conclusions.</p> <p>-observe, describe, and discuss living things and natural processes.</p>			<p>Creative Curriculum GEMS/PEACHES OHS Teacher's Guide to the Discovering Science Webcast Series</p>	<p>1, 2, 4, 5, 7, 9-11, 12-19, 22, 23, 40-42, 48, 49, 53-56</p>	<p>24-28</p>
<p><b>Social Studies Knowledge &amp; Skills</b></p> <ul style="list-style-type: none"> <li>• Family &amp; Community</li> <li>• History &amp; Events</li> <li>• People &amp; the Environment</li> </ul>	<p><i>To support historical, cultural, and environmental learning experiences, children will engage in and maintain:</i></p> <p>-one's relationship to family and community</p> <p>-relationship between people and the environment in which they live.</p> <p>- past events and how it relates to self, family, and community.</p>	<p>2. Positive Parent-Child Relationships</p> <p>3. Families as Lifelong Educators</p> <p>4. Families As Learners</p> <p>5. Family Engagement in Transitions</p>		<p>Creative Curriculum</p>	<p>1,2,4-6, 9, 11, 13, 16, 17, 23-27, 29, 32, 34-38, 40, 42-45</p>	<p>29-31</p>

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<i>Approaches to Learning</i>						
<p><b>Approaches to Learning</b></p> <ul style="list-style-type: none"> <li>• Initiative &amp; Curiosity</li> <li>• Persistence &amp; Attentiveness</li> <li>• Cooperation</li> </ul>	<p><i>To foster engagement in social interactions and learning experiences, children will show:</i></p> <ul style="list-style-type: none"> <li>-interest to learn, creativity, and independence.</li> <li>-persistence and attention to begin and finish activities.</li> <li>-interest and engagement in group experiences.</li> </ul>	<ul style="list-style-type: none"> <li>2. Positive Parent-Child Relationships</li> <li>3. Families as Lifelong Educators</li> <li>4. Families As Learners</li> <li>5. Family Engagement in Transitions</li> </ul>		Creative Curriculum	<p><b>** note</b> for AL – 1-7 covered in the <u>first month</u>. 8-16 can be covered by other areas. 17-30 can be absorbed into Social/E motional.</p>	<p>2, 2c.6, 3, 3a.6, 11, 11a.6, 11b.6, 11d.6, 11e.6</p>
<p><b>Creative Arts Expression</b></p> <ul style="list-style-type: none"> <li>• Music</li> <li>• Creative Movement &amp; Dance</li> <li>• Art</li> <li>• Drama</li> </ul>	<p><i>To foster opportunities for creativity and imaginative expressions, children will use music, creative movement/dance, art, and drama.</i></p>				<p>1-4, 6, 7, 8, 15, 17-19, 21, 25, 26, 27, 30-32</p>	<p>33-36</p>