

## Early Head Start of Lane County School Readiness Goals

<b>Goals for improving school readiness across the 5 essential domains</b> Head Start Act of 2007 45 CFR XIII 1307.3 (b)(1), (2) as amended	<b>EHS of Lane County School Readiness Goals</b>	<b>Head Start Parent and Family Engagement Outcomes</b>	<b>Oregon Early Childhood Foundations (Birth to Three)</b>	<b>Curriculum</b>	<b>Assessment: TS GOLD</b>
<b>Language &amp; Literacy</b>	To foster early foundations of reading and writing, infants and toddlers will: -begin to learn and demonstrate how print works -engage with stories and books -demonstrate receptive & expressive language skills and communication strategies in their home language/s - understand and begin to use oral language for conversation and communication	2. Positive Parent-Child Relationships 3. Families as Lifelong Educators 4. Families As Learners 5. Family Engagement in Transitions	Listening & Understanding (LU) Speaking & Communicating (SC) Phonological Awareness (PA) Book Knowledge & Appreciation (BK) Print Awareness & Concepts (PR) Early Writing (EW)	Creative Curriculum Partners for Healthy Babies Beautiful Beginnings First Step	7a.2, 8a.2, 8a.4, 8b.2, 8b.4, 9a.2, 9b.4, 9c.2, 10a.4, 14a.2, 14b.4, 15a.2, 15b.2, 17a.4, 17a.2, 17a.4, 16a.2, 18b.2, 19b.1-3, 21b.2

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<p align="center"><b>Physical Development &amp; Health</b></p>	<p>Infants and toddlers will:</p> <ul style="list-style-type: none"> <li>- develop control of large muscles for movement, navigation, and balance.</li> <li>-develop control of small muscles for manipulation and exploration</li> <li>-learn and begin to demonstrate healthy and safe habits.</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> </ul>	<ul style="list-style-type: none"> <li>Fine (Small) Motor (FM)</li> <li>Gross (Large) Motor (GM)</li> <li>Health Status &amp; Practices (HP)</li> </ul>	<ul style="list-style-type: none"> <li>Creative Curriculum</li> <li>Partners for a Healthy Baby</li> <li>Beautiful Beginnings</li> </ul>	<ul style="list-style-type: none"> <li>1c.4, 1c.6, 1b.4, 4.4, 5.2, 4.4, 5.4, 5.6, 7a.2, 7a.4, 7a.6, 7b.2, 11d.2</li> </ul>
<p align="center"><b>Social &amp; Emotional Development</b></p>	<p>Infants and toddlers will:</p> <ul style="list-style-type: none"> <li>- develop and engage in positive relationships and interactions with adults.</li> <li>-begin to develop personal relationships with peers.</li> <li>-begin to develop and demonstrate control over some of their feelings and behaviors (self-regulation).</li> <li>-begin to learn and internalize rules,</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>	<ul style="list-style-type: none"> <li>Self Concept (SA)</li> <li>Self Control (SC)</li> <li>Social Relationships (SR)</li> <li>Knowledge of Families, Community, &amp; Diversity (KF)</li> </ul>	<ul style="list-style-type: none"> <li>Creative Curriculum</li> <li>Partners for a Healthy Baby</li> <li>Circle of Security</li> </ul>	<ul style="list-style-type: none"> <li>1a.2, 1b.4, 1c.4, 2a.2, 2a.4, 2b.4, 2c.4, 3a.2, 3a.4, 3b.2, 9a.2, 9a.4, 9c.2, 11c.2, 14a.2, 14b.2, 29</li> </ul>

	<p>routines, and directions.</p> <p>-begin to demonstrate a positive sense of self, competence, and an identity that is rooted in their family and culture.</p>				
<p style="text-align: center;"><b>Cognitive &amp; General Knowledge</b></p>	<p>Infants and toddlers will:</p> <p>- learn and begin to use math concepts during daily routines and experiences</p> <p>-use all their senses to investigate their environment to discover what objects and people do, how things work, and how they can make things happen</p> <p>-begin to develop and demonstrate the ability to remember and connect new and know experiences and information</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>Mathematics</p> <p>Numbers&amp;Operations (NO)</p> <p>Geometry&amp;Spatial Sense (GS)</p> <p>Patterns&amp;Measurement (PM)</p>	<p>Creative Curriculum</p> <p>Partners for a Healthy Baby</p> <p>Beautiful Beginnings</p>	<p>1b.4, 2a.2, 2c.2, 3a.2, 3b.3, 10b.2, 10b.4, 11b.2, 11c.4, 11d.2, 12a.2, 12b.4, 13, 13.2, 13.4, 14a.2, 14b.2, 20a.4, 20b.2, 21a.2, 21b.2, 21b.4, 22.2, 23.2, 24-31</p>
			<p>Scientific Skills &amp; Methods</p> <p>Forming the Questions &amp; Hypothesis &amp; Designing the Investigations (FQ)</p> <p>Collecting &amp; Presenting Data &amp; Analyzing &amp; Interpreting Results (CD)</p> <p>Matter (MA)</p> <p>Force/Energy (FE)</p> <p>Organisms &amp; Heredity (OH)</p> <p>Diversity &amp; Interdependence &amp; the Dynamic Earth (DI)</p>		
			<p>Social Science</p> <p>History (HI)</p> <p>Geography, Environment &amp; Surroundings (GE)</p> <p>Economics &amp; Economic Concepts (EC)</p> <p>Civics and Government</p>		

				Diversity (CG)		
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<b>Approaches to Learning</b>	Infants and toddlers will: - demonstrate interest, curiosity, and eagerness in exploring the world around them. -demonstrate persistence in learning and discovery -learn and use words to describe what they are thinking and doing.	2. Positive Parent-Child Relationships 3. Families as Lifelong Educators 4. Families As Learners 5. Family Engagement in Transitions	Initiative & Curiosity (IC) Reasoning and Problem Solving (PS) The Arts Music (MU) Visual Art (VA) Movement (MO) Dramatic Play (DP)	Creative Curriculum Partners for a Healthy Baby Beautiful Beginnings	1b.4, 1c.2, 2a.6, 2b.2, 2c.2, 3a.4, 7b.2, 7b.6, 11a.2, 11b.2, 11c.4, 11d.2, 11e.2, 14b.2, 14b.4, 15a.2, 17a.2, 18a.2, 19a.1, 19b.1, 33-35	