HighReach Learning Objectives for Toddlers and Twos

The learning experiences in HighReach Learning *Curriculum for Toddlers* and *Curriculum for Twos* are planned to help children progress toward the objectives in the chart below. A list of possible indicators follows each objective. The indicators are just examples, so you may also observe other behaviors that show progress toward the objective. The order of the indicators shows the general developmental sequence, but you will observe individual variations in the way children progress.

Domain: Language Development
Domain Element: Listening and Understanding
LU1 Demonstrates understanding of verbal/nonverbal conversation (response can be verbal/nonverbal)   ***Indicators:***   Shows interest in conversations by looking/watching   Responds verbally/nonverbally in conversation   Points to objects when named   Follows a two-part oral direction   Understands many words, including action words and prepositions   Understands increasingly complex sentences
LU2 Recognizes familiar environmental sounds   ***Indicators:***   Points to picture or object to indicate source of environmental sound   Names source of environmental sound
LU3 Attends to brief stories, rhymes, and songs   ***Indicators:***   Watches face of speaker sharing story, rhyme, or song   Uses body language to show interest in story, rhyme, or song   Imitates words from story, rhyme, or song   Answers simple questions about story, rhyme, or song
Domain Element: Speaking and Communicating
SC1 Uses language to communicate with others (needs, opinions, feelings, etc.)   ***Indicators:***   Uses gestures or sign language to communicate   Vocalizes during play   Uses single words meaningfully   Imitates adult speech   Increasingly uses nouns and verbs when speaking   Uses increasingly complex sentences
SC2 Uses communication for many purposes   ***Indicators:***   Initiates interactions with others   Shows protest or disagreement (verbally or nonverbally)   Uses words to communicate wants and needs   Takes several back-and-forth turns in conversations
Domain: Emerging Literacy
Domain Element: Phonological Awareness
PA1 Shows awareness of sounds and language   ***Indicators:***   Plays with rhymes and songs   Repeats patterns in rhymes and songs   Attempts to sing songs or recite rhymes   Predicts a word in a very familiar song   Attempts to sing songs or recite rhymes independently   Plays with words that sound the same or different   Shows sensitivity to changes in inflection and melodies
Domain Element: Book Knowledge and Appreciation
BK1 Enjoys books and stories   ***Indicators:***   Points at pictures   Vocalizes while book is read   Imitates adult actions and speech when reading   Shows preferences for favorite books   Names familiar objects in books   Predicts a word or phrase that comes next in a familiar story   Begins to understand story sequence

BK2 Understands how books are handled/used
Indicators:
    Turns book to correct position
    Able to turn pages one at a time
    Turns pages when there is a pause in conversation

Domain Element: Print Awareness and Early Writing

PR1 Understands symbols/pictures can be "read" by others and have meaning
Indicators:
    Begins to identify common symbols (logos, stop sign, traffic light, etc.)
    Explores different writing materials
    Scribbles
    Attempts to communicate through scribbling

Domain: Math

Domain Element: Number and Operations

NO1 Shows increasing awareness of numbers during meaningful daily activities
Indicators:
    Counts in rhymes or songs
    Uses one-to-one correspondence during play (e.g., one cookie on each plate)

NO2 Begins to understand quantity
Indicators:
    Asks for more (verbally or with gestures)
    Compares the quantity of two groups of objects (e.g., more/less)

Domain Element: Geometry and Spatial Sense

GS1 Explores spatial relationships
Indicators:
    Moves self over, under, through, and in objects
    Fills and dumps objects
    Explores how objects fit together and can be taken apart

GS2 Recognizes and begins to identify shapes
Indicators:
    Matches like shapes
    Sorts items by shape
    Begins to identify basic shapes

Domain Element: Patterns and Measurement

PM1 Demonstrates an awareness of patterns
Indicators:
    Shows interest in colors, patterns, and textures
    Uses simple nesting and stacking toys
    Matches like objects
    Sorts objects by color, size, or shape

PM2 Begins to understand the concept of time
Indicators:
    Begins to understand time words such as *before* and *after*
    Begins to understand time sequence of daily routines
    Identifies times of daily routines (time to eat, time to nap, etc.)

Domain: Science – Learning About the World

Domain Element: Exploration and Scientific Thinking

SS1 Utilizes different methods to gain information and solve problems
Indicators:
    Uses senses when exploring
    Manipulates new toys and materials to see what they will do
    Uses objects in a variety of ways
    Describes what is observed (e.g., "ball down")

SS2 Understands cause and effect
Indicators:
    Repeats actions in attempt to repeat effect
    Tries different methods to get the same result
    Notices different results

Domain Element: Observation and Scientific Knowledge

SK1 Observes and describes things in the environment
Indicators:
    Names a few living things (dog, flower, etc.)
    Shows interest in things in the environment (clouds, rocks, etc.)
    Recognizes ways living things interact with the environment
    Describes things in the environment by one or two characteristics
    Begins to classify things that belong together

Domain: Creative Expression

Domain Element: Visual Art

VA1 Experiments with a variety of art experiences
Indicators:
    Joins in art activities
    Uses a variety of art tools
    Shows preference for favorite colors
    Becomes increasingly involved in the art process
    Talks about art creations

VA2 Notices elements of art
Indicators:
    Enjoys looking at various types of art on display (mobiles, painting, sculpture, etc.)
    Notices different shapes, lines, colors, forms, and materials
    Notices people and their expressions

Domain Element: Music and Movement

MM1 Participates in a variety of musical activities
Indicators:
    Responds to rhythm in a variety of ways (clapping, tapping, etc.)
    Claps, bounces, or dances to music
    Attempts to sing along
    Uses instruments or other objects to create music
    Asks to sing favorite songs

MM2 Participates in a variety of movement activities
Indicators:
    Responds to rhythm
    Attempts to control body when moving
    Joins movement activities
    Begins to imitate simple body movements
    Dances with control

Domain Element: Dramatic Play

DP1 Engages in pretend play
Indicators:
    Imitates sounds and facial expressions
    Plays interactive games with adults
    Uses an object to symbolize another (e.g., block is used as a cup)
    Uses dramatic play props in realistic ways
    Attempts to include others in dramatic play
    Begins to take roles during dramatic play

Domain: Social and Emotional Development

Domain Element: Social Interaction and Attachment

SO1 Demonstrates trusting attachments with adults
Indicators:
    Seeks comfort from and calms with a recognized adult
    Engages in play with toys or others, "checking in" with trusted adult
    Seeks help from a trusted adult when needed
    Plays independently for increasingly long periods of time

SO2 Engages in social interactions
Indicators:
    Focuses on play object in give-and-take with a trusted adult or peer partner
    Responds well to positive feedback
    Engages in parallel play

SO3 Begins to cooperate with others
Indicators:
    Begins to cooperate, but may be reluctant
    Participates in simple back-and-forth interactions with others
    Interacts positively with other children and adults
    Participates in simple games

Domain Element: Self-Concept

SE1 Demonstrates a positive sense of self
Indicators:
    Enjoys looking at self in mirror
    Explores materials freely, without hesitation
    Tries new activities without hesitation
    Demonstrates growing independence during daily activities
    Refers to self by name
    Uses the words *me, I, mine*

SE2 Develops awareness of own feelings and those of others
Indicators:
    Uses expressions and emotions to communicate
    Indicates likes/dislikes through gestures
    Indicates likes/dislikes verbally
    Develops ability to discern others' feelings through body language and facial expressions

Domain Element: Self-Regulation

SL1 Demonstrates emerging self-regulation
Indicators:
    Uses ways to calm and soothe self
    Plays independently for an increasing amount of time
    Shows comfort in routines
    Begins to express disagreement in an appropriate way
    Begins to express wants and needs appropriately
    Begins to show empathy and understanding of others' feelings

SL2 Begins to understand and follow simple rules
Indicators:
    Responds appropriately to reminders
    Able to follow simple rules, but may not do so all the time

Domain Element: Knowledge of Families and Communities

KF1 Demonstrates knowledge of home, school, and community
Indicators:
    Recognizes family members
    Recognizes teacher and other adults at school
    Able to identify places at school that correspond to places at home
    Understands similarities and differences between home and school
    Begins to recognize familiar places in the community

Domain: Approaches to Learning

Domain Element: Initiative and Curiosity

IC1 Shows curiosity about new things and new experiences
Indicators:
    Joins in new activities and explores new materials or events
    Asks questions
    Makes independent choices

Domain Element: Problem Solving and Persistence

PS1 Uses a variety of problem-solving techniques
Indicators:
    Tries one or two ways to solve a play dilemma
    Uses repetition to discover new skills
    Uses objects as tools
    Understands that some tasks require more than one step

PS2 Shows increasing persistence when facing challenges
Indicators:
    Attempts task for a minute of two before asking for help
    Tries to solve problems or challenges with a toy or task

Domain: Physical Health and Development

Domain Element: Fine Motor Skills

FM1 Improves fine motor coordination by manipulating materials
Indicators:
> Picks up objects
> Explores textures with hands
> Makes marks with writing materials
> Stacks blocks or toys
> Begins to use a spoon or other utensil to feed self
> Uses crayons, markers, and paintbrushes with increasing control
> Builds simple block structures
> Puts connecting toys together and takes them apart
> Begins to work simple puzzles

Domain Element: Gross Motor Skills

GM1 Improves gross motor skills and strength
Indicators:
> Walks with help
> Walks without help
> Begins to climb
> Runs
> Kicks a ball
> Demonstrates increasing balance
> Climbs up and down stairs with increasing skill
> Shows stamina and energy during daily activities

Domain Element: Health Status and Practices

HS1 Becomes more aware of body
Indicators:
> Explores different ways to move body parts
> Points to body parts on toy or person when named
> Points to body parts on self when named
> Begins to name body parts

HS2 Builds self-help skills (eating, drinking, toileting)
Indicators:
> Drinks from a cup
> Uses a spoon or other utensil to feed self
> Takes off clothes
> Begins to put on clothes
> Washes hands with assistance
> Attempts to clean self when toileting
> Uses a tissue

Note: The HighReach Learning Objectives are under continual review and may change as needed.