



Alignment of ACCESS Learning Outcomes with Ohio's Early Learning & Developmental Standards

BIRTH-AGE 5-Cognitive Development & General Knowledge

STRAND: COGNITIVE SKILLS

ACCESS LEARNING OUTCOMES preschool	ACCESS LEARNING OUTCOMES infant/toddler	Ohio Early Learning and Developmental Standards BIRTH-AGE 5
<p>Topic: Memory</p> <p>Communicate about past event & anticipate what comes next in familiar routines and experiences</p> <p>Remember and use information for a variety of purposes</p> <p>Recreate complex ideas, events and situations.</p>	<p>Topic: Memory</p> <p>The child will remember people, objects and events over a period of time with/ without contextual clues.</p> <p>The child will anticipate next steps in familiar routines, games, activities, songs, & stories.</p> <p>The child link past and present activities. (16+)</p>	<p>Topic: Memory</p> <p>Standard Statement:</p> <p>Infants (Birth-8 Months)-Exhibit differentiated responses to familiar and unfamiliar people, events, objects and their features.</p> <p>Mirror simple actions and facial expressions of others previously experienced.</p> <p>Anticipates next steps in simple familiar routines and games.</p> <p>Young Toddlers (6-18 Months)-Recall information over a period of time with contextual cues.</p> <p>Mirror & repeat something seen at an earlier time.</p> <p>Anticipate the beginning and ending of activities, song, stories.</p> <p>Older Toddlers: (16-36 Months)-Recall information over a period of time without contextual cues.</p> <p>Reenact a sequence of events accomplished or observed at an earlier time.</p> <p>Anticipate routines.</p> <p>Link past and present activities.</p> <p>Prekindergarten (3-5 years)-Communicate about past events and anticipate what comes next during familiar routines and experiences</p> <p>With modeling and support remember and use information for a variety of purposes.</p> <p>Recreate complex ideas, events/situations with personal adaptations.</p>



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<p>Topic: Symbolic Thought</p> <p>Demonstrate understanding the symbols carry meaning</p> <p>Use symbols to represent thinking</p> <p>Participate in complex pretend play involving assigned roles and overall plan .</p>	<p>Topic: Symbolic Thought</p> <p>The child will use simple actions or objects to represent another in play.</p> <p>The child will engage in pretend play with sequenced steps and assigned roles. (16+)</p>	<p>Topic: Symbolic Thought</p> <p>Standard Statement:</p> <p>Infants (birth-8 months)</p> <p>Exhibit differentiated responses to familiar & unfamiliar people, events, objects and their features.</p> <p>Mirror simple actions and facial expressions of others previously experienced.</p> <p>Anticipates next steps in simple familiar routines & games.</p> <p>Young Toddlers (6-18 months)</p> <p>Recall information over a period of time with contextual cues.</p> <p>Mirror and repeat something seen at a earlier time.</p> <p>Anticipate the beginning and ending of activities, songs, and stories.</p> <p>Older Toddlers (16-36 months)</p> <p>Recall information over a longer period of time without contextual cues.</p> <p>Reenact a sequence of events accomplished or observed at an earlier time.</p> <p>Anticipate routines</p> <p>Link past and present activities.</p> <p>Pre-Kindergarten (3-5 years)</p> <p>Demonstrate understanding that symbols carry meaning and use symbols to represent thinking</p> <p>Participates cooperatively in complex pretend play, involving assigned roles and an overall plan.</p>

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<p>Topic: Reasoning & Problem Solving</p> <p>Use past experiences in problem solving</p> <p>Problem solve using planning and sequence of actions</p> <p>Seek more than one solution to a question, task or problem.</p>	<p>Topic: Reasoning & Problem Solving</p> <p>The child will actively use body to explore their environment</p> <p>The child will, with adult support, use simple strategies to solve problems. (example: trial and error)</p> <p>The child will, in familiar situations, solve problems without having to try every solution and avoiding solutions that will clearly not work. (exhibit basic reasoning skills)</p>	<p>Topic: Reasoning & Problem Solving</p> <p>Standard Statement:</p> <p>Demonstrates ability to solve everyday problems based on past experiences</p> <p>Solve problems by planning and carrying out a sequence of actions; may seek more than one solution, and explain their reasoning.</p> <p>Explain reasoning for the solution selected.</p>



Alignment of ACCESS Learning Outcomes with Ohio's Early Learning & Developmental Standards

BIRTH-AGE 5-Cognitive Development & General Knowledge

SUB DOMAIN: Mathematics | STRAND: NUMBER SENSE

ACCESS LEARNING OUTCOMES preschool	ACCESS LEARNING OUTCOMES infant/toddler	Ohio Early Learning and Developmental Standards BIRTH-AGE 5
<p>Topic: Number Sense & Counting</p> <p>Counts to 20 by ones with increasing accuracy</p> <p>Identifies and names numerals 1-9</p> <p>Subtilizes (identify without counting) up to 3</p> <p>Demonstrates one-to-one correspondence to 10</p> <p>Understands cardinality</p> <p>Identifies greater than/less than up to 10</p> <p>Demonstrates understanding that symbols carry meaning</p>	<p>Topic: Number Sense & Counting</p> <p>The child will notice changes in quantity of objects.</p> <p>The child will demonstrate understanding that adding to increases number of objects. (16+)</p> <p>The child will use one-to-one correspondence with objects in play. (16+)</p> <p>(Number words and words that identify how much assessed under Language Development)</p>	<p>Topic: Number Sense & Counting</p> <p>Standard Statement:</p> <p>Infants (birth-8 months)</p> <p>Explore objects and attend to events in the environment</p> <p>Young Toddlers (6-18 months)</p> <p>Pay attention to quantities when interacting with objects</p> <p>Older Toddlers (16-36 months)</p> <p>Show understanding that numbers represent quantity and demonstrate understanding of words that identify how much.</p> <p>Use number words to indicate the quantity in small sets of objects and begin counting aloud.</p> <p>Pre-Kindergarten (3-5 years)</p> <p>Count to 20 by ones with increasing accuracy.</p> <p>Identify and name numerals 1-9.</p> <p>Identify without counting small quantities of up to 3 items. (Subsidize)</p> <p>Demonstrate one-to-one correspondence when counting objects up to 10.</p> <p>Understand that the last number spoken tells the number of objects counted.</p> <p>Identify whether the number of objects in one group is greater than, less than or equal to the number of objects in another group up to 10.</p>



Alignment of ACCESS Learning Outcomes with Ohio's Early Learning & Developmental Standards

BIRTH-AGE 5-Cognitive Development & General Knowledge

SUB DOMAIN: Mathematics | STRAND: NUMBER RELATIONSHIPS WITH OPERATIONS

ACCESS LEARNING OUTCOMES preschool	ACCESS LEARNING OUTCOMES infant/toddler	Ohio Early Learning and Developmental Standards BIRTH-AGE 5
<p>Topic: Number Relationships</p> <p>Counts to solve simple additions problems</p> <p>Counts to solve simple subtraction problems</p>	<p>Topic: Number Relationships</p> <p>The child will notice changes in quantity of objects.</p> <p>The child will demonstrate understanding that adding to increases number of objects. (16+)</p>	<p>Topic: Number Relationships</p> <p>Standard Statement:</p> <p>Infants (birth-8 months)</p> <p>Explore objects and attend to events in the environment</p> <p>Young Toddlers (6-18 months)</p> <p>Notice changes in quantity of objects.</p> <p>Older Toddlers (16-36 months)</p> <p>Demonstrate an understanding that adding to increases the number of objects in the group.</p> <p>Place objects in one-to-one correspondence relationships during play.</p> <p>Pre-Kindergarten (3-5 years)</p> <p>Count to 20 by ones with increasing accuracy.</p> <p>Identify and name numerals 1-9.</p> <p>Identify without counting small quantities of up to 3 items. (Subsidize)</p> <p>Demonstrate one-to-one correspondence when counting objects up to 10.</p> <p>Understand that the last number spoken tells the number of objects counted.</p> <p>Identify whether the number of objects in one group is greater than, less than or equal to the number of objects in another group up to 10.</p>



Alignment of ACCESS Learning Outcomes with Ohio's Early Learning & Developmental Standards

BIRTH-AGE 5-Cognitive Development & General Knowledge

SUB DOMAIN: Mathematics | STRAND: ALEGBRA

ACCESS LEARNING OUTCOMES preschool	ACCESS LEARNING OUTCOMES infant/toddler	Ohio Early Learning and Developmental Standards BIRTH-AGE 5
<p>Topic: Group & Categorize</p> <p>Sorts and classifies objects by 1 attribute</p> <p>Sorts and classifies objects by more than 1 attribute</p> <p>Topic: Patterning</p> <p>Recognizes simple patterns (ABA, ABBA)</p> <p>Duplicates simple patterns (ABA, ABBA)</p> <p>Extends simple patterns</p> <p>Creates patterns</p>	<p>Topic: Group & Categorize</p> <p>The child will notice differences between two objects.</p> <p>The child will match similar objects.</p> <p>The child will sort objects into groups.</p> <p>Topic: Patterning</p> <p>The child will imitate repeated movements.</p> <p>The child will participate in adult-initiated movement patterns.</p> <p>The child will copy and anticipate a repeating pattern. (16+)</p>	<p>Topic: Group & Categorize</p> <p>Standard Statement:</p> <p>Infants (birth-8 months)- Notice differences between familiar and unfamiliar people, objects & places</p> <p>Young Toddlers (6-18 months)-Match two objects that are the same and select similar objects from a group</p> <p>Older Toddlers (16-36 months)-Sort objects into two or more groups by their properties and uses</p> <p>Pre-Kindergarten (3-5 years)-Sort and classify objects by one or more attributes (size, shape)</p> <p>Topic: Patterning</p> <p>Standard Statement:</p> <p>Infants (birth-8 months)-Imitate repeated movements</p> <p>Young Toddlers (6-18 months)-Participate in adult-initiated movement patterns</p> <p>Older Toddlers (16-36 months) -Copy and anticipate repeated pattern</p> <p>Pre-Kindergarten (3-5 years)-Recognize, duplicate and extend simple patterns using attributes such as color, shape or size</p> <p>Create patterns.</p>



Alignment of ACCESS Learning Outcomes with Ohio's Early Learning & Developmental Standards

BIRTH-AGE 5-Cognitive Development & General Knowledge

SUB DOMAIN: Mathematics | STRAND: MEASUREMENT & DATA

ACCESS LEARNING OUTCOMES preschool	ACCESS LEARNING OUTCOMES infant/toddler	Ohio Early Learning and Developmental Standards BIRTH-AGE 5
<p>Topic: Describe & Compare Measure Attributes</p> <p>Describes and compares using measure attributes</p> <p>Orders objects by measureable attributes</p>	<p>Topic: Describe & Compare Measure Attributes</p> <p>The child will begin to compare objects by their attributes. (e.g. size, weight)</p> <p>The child will begin to use words to describe attributes (e.g. bigger, smaller, and longer)</p>	<p>Topic: Describe & Compare Measure Attributes</p> <p>Standard Statement:</p> <p>Infants (birth-8 months)-Explore properties of objects</p> <p>Young Toddlers (6-18 months)-Show awareness of the size of objects</p> <p>Older Toddlers (16-36 months)-Demonstrate awareness that objects can be compared by attributes (size, weight, capacity) and begin to use words such as bigger, smaller, and longer</p> <p>Pre-Kindergarten (3-5 years)</p> <p>Describe and compare objects using measureable attributes (e.g., length, size, capacity and weight).</p> <p>Order objects by measureable attribute (e.g., biggest to smallest, etc.).</p> <p>Measure length and volume (capacity) using non-standard or standard measurement tools</p>
<p>Topic: Data Analysis</p> <p>Collect data by categories to answer questions</p>	<p>Topic: Data Analysis</p> <p>NA</p>	<p>Topic: Data Analysis</p> <p>Pre-Kindergarten (3-5 years)-Collect data by categories to answer simple questions.</p>



Alignment of ACCESS Learning Outcomes with Ohio's Early Learning & Developmental Standards

BIRTH-AGE 5-Cognitive Development & General Knowledge

SUB DOMAIN: Mathematics | STRAND: GEOMETRY

ACCESS LEARNING OUTCOMES preschool	ACCESS LEARNING OUTCOMES infant/toddler	Ohio Early Learning and Developmental Standards BIRTH-AGE 5
<p>Topic: Spatial Relationships</p> <p>Demonstrates understanding of relative position in/on/under, above/below, up/down.....)</p>	<p>Topic: Spatial Relationships</p> <p>The child will explore the properties of objects</p> <p>The child will explore how things fit and move in space</p>	<p>Topic: Spatial Relationships</p> <p>Standard Statement:</p> <p>Infants (birth-8 months)</p> <p>Explore the properties of objects</p> <p>Young Toddlers (6-18 months)</p> <p>Explore how things move in space</p> <p>Older Toddlers (16-36 months)</p> <p>Demonstrate how things fit together and/or move in space with increasing accuracy.</p> <p>Pre-Kindergarten (3-5 years)</p> <p>Demonstrates understanding of the relative position of objects using terms such as in/on/under, up/down, inside/outside, above/below, beside/between, in front of/behind and next to.</p>



Alignment of ACCESS Learning Outcomes with Ohio's Early Learning & Developmental Standards

BIRTH-AGE 5-Cognitive Development & General Knowledge

SUB DOMAIN: Mathematics | STRAND: GEOMETRY

ACCESS LEARNING OUTCOMES preschool	ACCESS LEARNING OUTCOMES infant/toddler	Ohio Early Learning and Developmental Standards BIRTH-AGE 5
<p>Topic: Identify & Describe Shapes</p> <p>Understand and uses shape names</p> <p>Names 3-dimensional objects using informal language</p>	<p>Topic: Identify & Describe Shapes</p> <p>The child will recognize basic shapes.</p>	<p>Topic: Identify & Describe Shapes</p> <p>Standard Statement:</p> <p>Older Toddlers: (16-36 Months)</p> <p>Recognize basic shapes.</p> <p>Pre-Kindergarten (3-5 years)</p> <p>Understand and use names of shapes and identifying objects</p> <p>Name three-dimensional objects using informal, descriptive vocabulary (cube for box, ice cream cone for cone, ball for sphere, etc)</p>
<p>Topic: Analyze, Compare and Create Shapes</p> <p>Compares 2-dimensional shapes by size and orientation using informal language</p> <p>Creates shapes in play</p> <p>Combines shapes to form larger shapes</p>	<p>Topic: Analyze, Compare and Create Shapes</p> <p>NA</p>	<p>Topic: Analyze, Compare and Create Shapes</p> <p>Pre-Kindergarten (3-5 years)</p> <p>Compare two-dimensional shapes, in different sizes and orientation, using informal language.</p> <p>Create shapes during play by building, drawing, etc.</p> <p>Combine simple shapes to form larger shapes.</p>



Alignment of ACCESS Learning Outcomes with Ohio's Early Learning & Developmental Standards

BIRTH-AGE 5-Cognitive Development & General Knowledge
SUB DOMAIN: Social Studies | STRAND: HISTORY

ACCESS LEARNING OUTCOMES preschool	ACCESS LEARNING OUTCOMES infant/toddler	Ohio Early Learning and Developmental Standards BIRTH-AGE 5
<p>Topic: Historical Thinking and Skills</p> <p>Demonstrates understanding of time in daily context</p> <p>Develops awareness of personal identity</p> <p>Topic: Heritage</p> <p>Demonstrates awareness and appreciation of family</p> <p>Demonstrates understanding that symbols carry meaning</p>	<p>Topic: Historical Thinking and Skills</p> <p>NA</p> <p>Topic: Heritage</p> <p>NA</p>	<p>Topic: Historical Thinking and Skills</p> <p>Demonstrate an understanding of time in the context of daily experiences</p> <p>Develop an awareness of his/her personal history</p> <p>Topic: Heritage</p> <p>Develop an awareness and appreciation of family cultural stories and traditions</p>



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BIRTH-AGE 5-Cognitive Development & General Knowledge

SUB DOMAIN: Social Studies | STRAND: GEOGRAPHY

ACCESS LEARNING OUTCOMES preschool	ACCESS LEARNING OUTCOMES infant/toddler	Ohio Early Learning and Developmental Standards BIRTH-AGE 5
<p>Topic: Spatial Thinking and Skills</p> <p>Understands that maps represent actual places</p> <p>Topic: Human Systems</p> <p>Identifies similar and different personal, family & cultural characteristics and those of others</p>	<p>Topic: Spatial Thinking and Skills</p> <p>NA</p> <p>Topic: Human Systems</p> <p>NA</p>	<p>Topic: Spatial Thinking and Skills</p> <p>Demonstrate a beginning understanding of maps as actual representations of places.</p> <p>Topic: Human Systems</p> <p>Identify similarities and differences of personal, family and cultural characteristics and those of others.</p>





Alignment of ACCESS Learning Outcomes with Ohio's Early Learning & Developmental Standards

BIRTH-AGE 5-Cognitive Development & General Knowledge

SUB DOMAIN: Social Studies | STRAND: GOVERNMENT

ACCESS LEARNING OUTCOMES preschool	ACCESS LEARNING OUTCOMES infant/toddler	Ohio Early Learning and Developmental Standards BIRTH-AGE 5
<p>Topic: Civic Participation and Skills</p> <p>Understands that all have rights, responsibilities in group</p> <p>Also see Social and Emotional Development</p> <p>Topic: Rules & Laws</p> <p>Demonstrates understanding that rules help promote safety and fairness</p>	<p>Topic: Civic Participation and Skills</p> <p>NA</p> <p>Topic: Rules & Laws</p> <p>NA</p>	<p>Topic: Civic Participation and Skills</p> <p>Understand that everyone has rights and responsibilities within a group.</p> <p>Demonstrate cooperative behaviors and fairness in social interactions</p> <p>With modeling and support, negotiate to solve social conflicts with peers.</p> <p>With modeling and support, demonstrate an awareness of the outcomes of choices.</p> <p>Topic: Rules & Laws</p> <p>With modeling and support, demonstrate understanding that rules play an important role in promoting safety and protecting fairness.</p>



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BIRTH-AGE 5-Cognitive Development & General Knowledge

SUB DOMAIN: Social Studies | STRAND: SELF

ACCESS LEARNING OUTCOMES preschool	ACCESS LEARNING OUTCOMES infant/toddler	Ohio Early Learning and Developmental Standards BIRTH-AGE 5
<p>Topic: Social Identify</p> <p>See Social /Emotional</p>	<p>Topic: Social Identify</p> <p>The child will show awareness of self and others.</p> <p>The child will prefer familiar adults and recognize familiar actions and routines.</p> <p>The child will identify self as belonging to one or more groups. (16+)</p>	<p>Topic: Social Identify</p> <p>Standard Statement:</p> <p>Infants (birth-8 months)</p> <p>Show awareness of self and awareness of other people</p> <p>Young Toddlers (6-18 months)</p> <p>Prefer familiar adults and recognize familiar actions and routines</p> <p>Older Toddlers (16-36 months)</p> <p>Identify self and others as belonging to one or more groups by observable characteristics</p>



Alignment of ACCESS Learning Outcomes with Ohio's Early Learning & Developmental Standards

BIRTH-AGE 5-Cognitive Development & General Knowledge

SUB DOMAIN: Social Studies | STRAND: ECONOMICS

ACCESS LEARNING OUTCOMES preschool	ACCESS LEARNING OUTCOMES infant/toddler	Ohio Early Learning and Developmental Standards BIRTH-AGE 5
<p>Topic: Scarcity</p> <p>Understands limited resources and the need to make choices to meet wants and needs</p> <p>Topic: Productions and Consumption</p> <p>Demonstrates responsible consumption of resources</p>	<p>Topic: Scarcity</p> <p>NA</p> <p>Topic: Productions and Consumption</p> <p>NA</p>	<p>Topic: Scarcity</p> <p>With modeling and support, recognize that people have wants and must make choices to satisfy those wants because resources and materials are limited.</p> <p>Topic: Productions and Consumption</p> <p>With modeling and support, demonstrate understanding of where goods and services originate and how they are acquired</p> <p>With modeling and support, demonstrate responsible consumption and conservation of resources</p>



Alignment of ACCESS Learning Outcomes with Ohio's Early Learning & Developmental Standards

BIRTH-AGE 5-Cognitive Development & General Knowledge

SUB DOMAIN: Science | STRAND: SCIENCE INQUIRY & APPLICATION

ACCESS LEARNING OUTCOMES preschool	ACCESS LEARNING OUTCOMES infant/toddler	Ohio Early Learning and Developmental Standards BIRTH-AGE 5
<p>Topic: Inquiry</p> <p>Explores objects, materials and events</p> <p>Makes careful observations</p> <p>Asks questions re physical/natural environment</p> <p>Engages in simple investigations</p> <p>Describes, compares, sorts, classifies & orders</p> <p>Records observations words/pictures</p> <p>Record observations charts/graphs</p> <p>Use simple tools to extend investigations</p> <p>Identify patterns & relationships</p> <p>Made predictions</p> <p>Make inferences, generalizations and explanations based on evidence</p> <p>Share findings (correct/incorrect)</p>	<p>Topic: Inquiry</p> <p>NA</p>	<p>Topic: Inquiry</p> <p>Infants (birth-8 months)-Examine objects with lips and tongue. Observe, hold, touch and manipulate objects.</p> <p>Young Toddlers (6-18 months)-Try different things with objects to see what happens or how things work. Observe the physical and natural world around them.</p> <p>Older Toddlers (16-36 months) -Engage in sustained and complex manipulation of objects. Engage in focused observations of objects and events in the environment. Ask questions about objects and events in the environment. With modeling and support, use simple tools to explore the environment.</p> <p>Pre-Kindergarten (3-5 years)-Explore objects, materials and events in the environment Make careful observations Pose questions about the physical and natural environment. Engage in simple investigations Describe, compare, sort, classify and order Record observations using words, pictures, charts, graphs, etc Use simple tools to extend investigation Identify patterns and relationships Make predictions Make inferences, generalizations and explanations based on evidence. Share findings, ideas and explanations (may be correct or incorrect) through a variety of methods.</p>



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BIRTH-AGE 5-Cognitive Development & General Knowledge

SUB DOMAIN: Science | STRAND: SCIENCE INQUIRY & APPLICATION

ACCESS LEARNING OUTCOMES preschool	ACCESS LEARNING OUTCOMES infant/toddler	Ohio Early Learning and Developmental Standards BIRTH-AGE 5
<p>Topic: Cause & Effect</p> <p>NA</p>	<p>Topic: Cause & Effect</p> <p>The child will use simple actions to make things happen.</p> <p>The child will purposefully combine actions to make things happen. (16+)</p> <p>The child will demonstrate understanding that events have a cause. (16+)</p> <p>The child will make predictions. (16+)</p>	<p>Topic: Cause & Effect</p> <p>Infants (birth-8 months)</p> <p>Use simple actions to make things happen.</p> <p>Young Toddlers (6-18 months)</p> <p>Purposefully combine actions to make things happen</p> <p>Older Toddlers (16-36 months)</p> <p>Demonstrate understanding that events have a cause</p> <p>Make predictions</p>



Alignment of ACCESS Learning Outcomes with Ohio's Early Learning & Developmental Standards

BIRTH-AGE 5-Cognitive Development & General Knowledge

SUB DOMAIN: Science | STRAND: EARHT & SPACE SCIENCE

ACCESS LEARNING OUTCOMES preschool	ACCESS LEARNING OUTCOMES infant/toddler	Ohio Early Learning and Developmental Standards BIRTH-AGE 5
<p>Topic: Explorations of the Natural World</p> <p>With modeling and support:</p> <ul style="list-style-type: none"> recognize familiar elements of the natural environments recognize natural elements change over time recognize difference between helpful and harmful actions towards nature 	<p>Topic: Explorations of the Natural World</p> <p>NA</p>	<p>Topic: Explorations of the Natural World</p> <p>Standard Statement:</p> <p>Pre-Kindergarten (3-5 years)</p> <p>With modeling and support recognize familiar elements of the natural environment and understand that these may change over time</p> <p>With modeling and support, develop understanding of the relationship between humans and nature; recognize the difference between helpful and harmful actions towards the natural environment</p>



Alignment of ACCESS Learning Outcomes with Ohio's Early Learning & Developmental Standards

BIRTH-AGE 5-Cognitive Development & General Knowledge

SUB DOMAIN: Science | STRAND: PHYSICAL SCIENCE

ACCESS LEARNING OUTCOMES preschool	ACCESS LEARNING OUTCOMES infant/toddler	Ohio Early Learning and Developmental Standards BIRTH-AGE 5
<p>Topic: Explorations of Energy</p> <p>Recognize properties of objects/materials</p> <p>Manipulate position and motion of objects</p> <p>Recognize properties of light</p> <p>Recognize properties of sound</p>	<p>Topic: Explorations of Energy</p> <p>NA</p>	<p>Topic: Explorations of Energy</p> <p>Standard Statement:</p> <p>Pre-Kindergarten (3-5 years)</p> <p>With modeling and support:</p> <ul style="list-style-type: none"> • explore the properties of objects and materials (solid/liquids) • explore the position and motion of objects. • explore the properties and char. of sound and light.



Alignment of ACCESS Learning Outcomes with Ohio's Early Learning & Developmental Standards

BIRTH-AGE 5-Cognitive Development & General Knowledge

SUB DOMAIN: Science | STRAND: LIFE SCIENCE

ACCESS LEARNING OUTCOMES preschool	ACCESS LEARNING OUTCOMES infant/toddler	Ohio Early Learning and Developmental Standards BIRTH-AGE 5
<p>Topic: Explorations of Living Things</p> <p>Identify physical characteristics living things</p> <p>Identify simple behaviors of living things</p> <p>Identify relationships between living things and their environments (habitat, food, etc)</p> <p>Know body parts and processes (eating/sleeping)</p> <p>Recognize that living things change over time</p> <p>Recognize similarities and differences between people and other living things</p>	<p>Topic: Explorations of Living Things</p> <p>NA</p>	<p>Topic: Explorations of Living Things</p> <p>Standard Statement:</p> <p>Pre-Kindergarten (3-5 years)</p> <p>With modeling and support:</p> <ul style="list-style-type: none"> • identify physical char. and simple behaviors of living things • identify and explore the relationship between living things and their environments • demonstrate knowledge of body parts and bodily processes • demonstrate an understanding that living things change over time • recognize similarities and differences between people and other living things