

**A Continuum of Learning
Math, Science, Literacy and Social Emotional Development
Ingham Great Start Collaborative
March 9, 2010**

The purpose of this packet is to provide an overview of a proposed common set of competencies to be shared and supported by teachers, programs and families in Ingham County. The competencies outline what teachers, caregivers and parents will do and what children should have in early learning experiences to support their development in math, science, literacy and social emotional development.

This packet contains four documents that span the developmental stages from infancy to first grade. These documents should be viewed as a work in progress. They are not meant to be exhaustive resources, but rather as a starting point to provide guidance for those working with and caring for children birth through grade one to support their learning and development. They represent the work of the Ingham Birth to Five Great Start Collaborative and several of its workgroups, including Quality Initiatives and the Kindergarten Transition Committee.

The following documents were used in developing these continuums: The Early Childhood Standards of Quality for Infant and Toddler Programs (ECSQ-I/T), the Early Childhood Standards of Quality for Pre-kindergarten (ECSQ-PK), and the Grade Level Content Expectations (GLCE) in kindergarten and first grade. These documents define expectations for children in the birth to seven-year-old age range. This work shows the alignment across these developmental stages and was also done with alignment to the Head Start Child Outcomes. The ECSQ-I/T, ECSQ-PK and Grade Level Content Expectations are available at the website for the Michigan Department of Education. <http://www.michigan.gov/mde>

The knowledge and skills, as described in these documents, are not intended as a checklist of developmental milestones; those are readily available in textbooks on child development and in materials designed to alert parents and caregivers to potential concerns with a child's developmental trajectory. Instead, the developing knowledge and skills are intended to define what young children from birth to age seven might reasonably be learning and doing, how this learning is connected over time and what adults should be helping them to learn and do, in high-quality programs and settings.

May the work you do in helping children grow be full of ordinary, but important, moments and milestones that are long remembered.

For more information about these documents contact Michelle Nicholson, Supervisor of Early Childhood Education, Ingham Intermediate School District at 517.244.1384 or mnichols@inghamisd.org.

Infancy through First Grade: A Continuum of Social Emotional Development				
	Early Childhood Standards of Quality for Infants and Toddlers: Social Emotional	Early Childhood Standards of Quality for Prekindergarten: Social Emotional	Michigan's Grade Level Content Expectations for Kindergarten: Social Studies and English Language Arts	Michigan's Grade Level Content Expectations for First Grade: Social Studies and English Language Arts
Awareness of other's feelings	Empathy, understanding, and awareness of others' feelings, and make comforting and accepting gestures to peers and others in distress Strand E, Goal 1a	Increase their capacity to take another's perspective HSCOF-SED 6.2.1, 6.2.2, 6.3.1, 6.3.2, 6.3.3, 6.4.1, 6.4.2, 6.4.3, ECSQ: ELE-SE 3.4	Explain why people do not have the right to do whatever they want (e.g., to promote fairness, ensure the common good, maintain safety GLCE-K-C2.02	Explain how decisions can be made or how conflicts might be resolved in fair and just ways. GLCE-1- C2.0.1
	An increasing ability to take another's point of view and to empathize with others Strand E, Goal 3a	Show increasing respect for the rights of others ECSQ:ELE-SE 3.5		
	An increasing ability to share by showing interest in and awareness of the feelings of others Strand E, Goal 3f			
Conflict resolution	An understanding that they and others can be a part of the group Strand B, Goal 2c	Begin to develop and practice the use of problem-solving and conflict resolution skills ECSQ: ELE-SE 3.2	Describe fair ways for groups to make decisions GLCE-K-C2.03	
	The ability to express disagreement with peers and caregivers in developmentally appropriate ways Strand B, Goal 3a	Participate successfully as a group member ECSQ:ELE-SE 3.7		
	A sense of pride in themselves and their families Strand E, Goal 4b			

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Sense of belonging	A feeling of being valued as an important individual who belongs within the group setting Strand B, Goal 1d	Use materials purposefully, safely, and respectfully more and more of the time ECSQ:ELE-SE 2.3	Describe situations in which they demonstrated self-discipline and individual responsibility (e.g., caring for a pet, completing chores, following school rules, working in a group, taking turns) GLCE-K-C5.0.1	Describe some responsibilities people have at home and at school (e.g., taking care of oneself, respect for the rights of others, following rules, getting along with others). GLCE-1-C5.0.1
	An increasing awareness of the impact and consequences of their actions Strand B, Goal 3e	Demonstrate an increasing sense of belonging and awareness of their role as a member of a family, classroom, and community ECSQ:ELE-SE 3.8		Identify situations in which people act as good citizens in the school community (e.g., thoughtful and effective participation in the school decisions, respect for the rights of others, respect for rule of law, voting, volunteering, compassion, courage, honesty). GLCE-1-C5.0.2
	A sense of “who they are,” their place in the wider world of relationships, and the ways in which these are appreciated Strand E, Goal 2a			
	A sense of being able to make something happen that matters to them and others Strand E, Goal 2c			
	An increasing ability to identify their own emotional responses and those of others Strand A, Goal 2e	Identify a variety of feelings and moods (in themselves and others) ECSQ:ELE-SE1.6	Identify classroom issues GLCE-K-P3.1.1	
	The ability to express their feelings and emotions in a range of appropriate ways Strand D, Goal 1a	Recognize similarities and differences in people (gender, family, race, culture, language) ECSQ:ELE-SE 3.3		

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Sense of belonging	Emerging concern for other children who may be excluded from activities because they are different Strand E, Goal 1b			
Acceptance	Positive and accepting attitudes toward people of a variety of backgrounds/ characteristics (e.g., race, physical characteristics, culture, ethnic background) Strand E, Goal 1e			Use components of culture to describe diversity in family life GLCE-1-G4.0.1
	Interest and pleasure in discovering new environments where the people, images, objects, languages, sounds, smells, and tastes are sometimes different from those at home Strand B, Goal 4b	Develop greater self awareness ECSQ:ELE-SE 1.1	Compare their viewpoint about a classroom issue with the viewpoint of another person GLCE-K-P3.1.3	
	An awareness of themselves as unique individuals Strand E, Goal 2g	Continue to develop personal preferences ECSQ:ELE-SE 1.2		
	An increasing sense of competence and confidence in growing abilities Strand E, Goal 3c			
	Acceptable ways to assert their independence Strand E, Goal 3d			

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Confidence	Confidence in and an ability to express their ideas Strand B, Goal 1c	Demonstrate growing confidence in expressing their feelings, needs, and opinions ECSQ:ELE-SE 1.3	Express a position on a classroom issue GLCE-K-P3.3.1	Express a position on a public policy issue in the school community and justify the position with a reasoned argument GLCE-1-P3.3.1
	An increasing capacity to successfully communicate their feelings, needs, and wants Strand B, Goal 3a	Recognize and have positive feelings about their own gender, family, race, culture and language ECSQ:ELE-SE 1.5		
Self awareness	A growing sense that they are valued and that their presence and activities gain positive responses from others Strand E, Goal 2d			
	Increasing mastery of self-help skills to assist with daily personal routines Strand B, Goal 2g	Become increasingly more independent ECSQ:ELE-SE 1.4	Understand and follow one- and two-step directions GLCE-K-L.CN.00.01	
Independence	An increasing sense of independence and competence during daily routines and activities Strand B, Goal 2h	Grow in their ability to follow simple, clear, and consistent directions and rules ECSQ:ELE-SE 2.2		
	A recognition that the setting has reasonable boundaries and expectations for behavior Strand B, Goal 3b			
	The beginning of an understanding of the reasons for boundaries and expectations Strand B, Goal 3c			Identify some reasons for rules in school (e.g., provide order, predictability, and safety). GLCE-1-C1.0.1

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Independence	The ability to carry out or follow through on simple tasks that help or benefit themselves or others Strand E, Goal 1d			Participate in projects to help or inform others. GLCE-1-P4.2.2
	An increasing capacity to pay attention, focus, concentrate, and be involved Strand A, Goal 2b	Can adapt to different environments ECSQ:ELE-SE 2.6	Listen to or view knowledgeably while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings; listen to each other, interact, and respond appropriately GLCE-K-L.CN.00.03	
	An understanding that ... routines, customs, and regular events can be different in other settings Strand B, Goal 2b	Increase their ability to initiate and sustain age-appropriate interactions with peers and adults ECSQ:ELE-SE 3.1		
Coping	A growing ability to cope with change Strand B, Goal 2e			
	‘Friendship skills,’ where they can play harmoniously with their peers through cooperation and participate in the give and take of ideas Strand E, Goal 3e			