



Comparison of the South Dakota  
Early Learning Guidelines with  
the Head Start Child Outcomes and  
South Dakota Kindergarten Standards



## Comparison of the South Dakota Early Learning Guidelines for Social/Emotional Development and Approaches to Learning with the Head Start Child Outcomes and South Dakota K-2 Standards

SOUTH DAKOTA EARLY LEARNING GUIDELINES	HEAD START CHILD OUTCOMES FRAMEWORK	SOUTH DAKOTA KINDERGARTEN STANDARDS
<b>STANDARD 1</b> <b>SELF-CONCEPT AND SELF-CONFIDENCE</b> Children demonstrate a positive self-concept and self-confidence in play and everyday tasks.	<b>SELF CONCEPT</b> <b>KNOWLEDGE OF FAMILIES AND COMMUNITIES</b>	<b>HEALTH EDUCATION</b>
<b>BENCHMARKS</b>		
1. Identify themselves by name.		
2. Describe themselves using several basic descriptors, such as gender and physical features.	<b>SELF CONCEPT</b> Begins to develop and express awareness of self in terms of specific abilities, characteristics and preferences.  <b>KNOWLEDGE OF FAMILIES AND COMMUNITIES</b> Develops ability to identify personal characteristics including gender, and family composition.	
3. Take pride in accomplishments.	<b>SELF CONCEPT</b> Demonstrates growing confidence in a range of abilities and expresses pride in accomplishments.	
4. Adjust to new situations.		
5. Separate easily from family member or familiar caregiver.		
6. Demonstrate self-efficacy by exerting independence in play situations and during regular routines.	<b>SELF CONCEPT</b> Develops growing capacity for independence in a range of activities, routines, and tasks.	
<b>STANDARD 2</b> <b>REGULATING EMOTIONS</b> Children demonstrate an ability to understand and regulate their emotions in play and everyday tasks.	<b>SELF CONTROL</b>	<b>STANDARD/GOAL ONE:</b> Students will understand health promotion and disease prevention concepts and practices.

SOUTH DAKOTA EARLY LEARNING GUIDELINES	HEAD START CHILD OUTCOMES FRAMEWORK	SOUTH DAKOTA KINDERGARTEN STANDARDS
<b>BENCHMARKS</b>		
1. Use words to express their needs, wants, and feelings, as well as to identify the emotions of others.	<b>SELF CONTROL</b> Shows progress in expressing feelings, needs and opinions in difficult situations and conflicts without harming themselves, others, or property.	Indicator 1: Students will evaluate how personal behavior can impact the health of self, peers, and family. K-2 Benchmarks a. recognize the importance and consequences of feelings.
2. Demonstrate knowledge that there are different ways of showing feelings.		Indicator 2: Students will evaluate the impact of mental, emotional, social, and physical health on various interrelated body systems. K-2 Benchmarks b. recognize characteristics of emotional, social, and physical health.
3. Recognize they can do things to change the way they feel and how others feel.	<b>SELF CONTROL</b> Develops growing understanding of how their actions affect others and begins to accept the consequences of their actions.	
<b>STANDARD 3</b> <b>RESPECT AND APPRECIATION OF SIMILARITIES AND DIFFERENCES</b> Children respect others and recognize and appreciate their similarities and differences in play and everyday tasks.	<b>SELF CONTROL</b> <b>KNOWLEDGE OF FAMILIES AND COMMUNITIES</b> <b>SOCIAL RELATIONSHIPS</b>	<b>STANDARD/GOAL TWO:</b> Students will access and evaluate health information, products, and services. Standard/Goal Four: Students will use interpersonal communication skills to enhance personal health.
<b>BENCHMARKS</b>		
1. Express ways in which others are similar and different, such as eye color, gender, and favorite activities.	<b>KNOWLEDGE OF FAMILIES AND COMMUNITIES</b> Progresses in understanding similarities and respecting differences among people, such as genders, race, special needs, culture, language, and family structures.	Indicator 1: Students will evaluate the impact of culture, media, and technology on personal health decisions and practices. K-2 Benchmarks a. recognize cultural differences and similarities among people regarding health.
2. Play with a variety of children, regardless of gender, race, or ability.		
3. Recognize that everyone has emotions and that other people may not feel the same way they do about everything.	<b>SOCIAL RELATIONSHIPS</b> Progresses in responding sympathetically to peers who are in need, upset, hurt, or angry; and in expressing empathy or caring for others.	
4. Demonstrate caring and concern for others.	<b>SOCIAL RELATIONSHIPS</b> Progresses in responding sympathetically to peers who are in need, upset, hurt, or angry; and in expressing empathy or caring for others.	Indicator 1: Students will evaluate how communication affects relationships with family, peers, and community. K-2 Benchmarks a. recognize ways to communicate care and consideration for self and others.

SOUTH DAKOTA EARLY LEARNING GUIDELINES	HEAD START CHILD OUTCOMES FRAMEWORK	SOUTH DAKOTA KINDERGARTEN STANDARDS
5. Respect the rights and property of others.	<b>SELF CONTROL</b> Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully.	
<b>STANDARD 4</b> <b>PRO-SOCIAL BEHAVIORS AND COOPERATION</b> Children demonstrate pro-social behaviors, social competence, and participate cooperatively as members of a group in play and everyday tasks.	<b>SELF CONTROL</b> <b>COOPERATION</b> <b>SOCIAL RELATIONSHIPS</b>	<b>STANDARD FOUR:</b> Students will use interpersonal communication skills to enhance personal health.
<b>BENCHMARKS</b>		
1. Develop positive relationships with peers and trusted adults.	<b>SOCIAL RELATIONSHIPS</b> Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults. Shows progress in developing friendships with peers.	
2. Participate in group routines, and transition smoothly from one activity to the next.	<b>SELF CONTROL</b> Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully.	
3. Use materials purposefully and respectfully and participate in cleaning up and putting away materials.		
4. Defend self while respecting the rights of others.		Indicator 3: Students will analyze conflict and engage in healthy communication and resolution strategies. K-2 Benchmarks b. identify positive ways to solve conflicts.
5. Identify qualities that make a good friend.	<b>SOCIAL RELATIONSHIPS</b> Shows progress in developing friendships with peers.	
6. Play independently, in pairs, and cooperatively in small groups.		
7. Initiate play and know how to enter into a group of children who are already involved in play.		
8. Take turns, share, and be courteous to others, using words such as “thank you,” “please,” and “excuse me.”	<b>COOPERATION</b> Develops increasing abilities to give and take in interactions; to take turns in games or using materials; and to interact without being overly submissive or directive.	Indicator 3: Students will analyze conflict and engage in healthy communication and resolution strategies.K-2 Benchmarks c. recognize and use refusal and cooperation skills.

SOUTH DAKOTA EARLY LEARNING GUIDELINES	HEAD START CHILD OUTCOMES FRAMEWORK	SOUTH DAKOTA KINDERGARTEN STANDARDS
<b>APPROACHES TO LEARNING</b>		
<b>STANDARD 1</b> <b>CURIOSITY AND EAGERNESS</b> Children demonstrate curiosity and eagerness in play and everyday tasks.	<b>INITIATIVE &amp; CURIOSITY</b>	
<b>BENCHMARKS</b>		
1. Choose to participate in a wide variety of activities and demonstrate willingness to try new experiences.	<b>INITIATIVE &amp; CURIOSITY</b> Chooses to participate in an increasing variety of tasks and activities.	
2. Ask questions to find answers and wonder why.		
3. Demonstrate eagerness to find out more about other people and to discover new things in the environment.	<b>INITIATIVE &amp; CURIOSITY</b> Grows in eagerness to learn about and discuss a growing range of topics, ideas and tasks.	
<b>STANDARD 2</b> <b>INITIATIVE AND PERSISTENCE</b> Children demonstrate initiative and persistence in play and everyday tasks.	<b>ENGAGEMENT &amp; PERSISTENCE</b> <b>INITIATIVE &amp; CURIOSITY</b>	
<b>BENCHMARKS</b>		
1. Demonstrate persistence by working toward completing tasks, and sustain attention and focus on activities.	<b>ENGAGEMENT &amp; PERSISTENCE</b> Grows in abilities to persist in and complete a variety of tasks, activities, projects and experiences.  <b>ENGAGEMENT &amp; PERSISTENCE</b> Shows growing capacity to maintain concentration over time on a task, question, set of directions or interactions, despite distractions and interruptions.	
2. Select and engage in activities, moving independently from one activity to another, and demonstrate self-direction when making choices.	<b>INITIATIVE &amp; CURIOSITY</b> Develops increased ability to make independent choices.	
3. Demonstrate self-help skills, including selecting toys and materials to use in activities and returning them when finished.		

SOUTH DAKOTA EARLY LEARNING GUIDELINES	HEAD START CHILD OUTCOMES FRAMEWORK	SOUTH DAKOTA KINDERGARTEN STANDARDS
<b>STANDARD 3</b> <b>PROBLEM SOLVING &amp; REFLECTION</b> Children use problem solving and reflection in play and everyday tasks.	<b>REASONING &amp; PROBLEM SOLVING</b>	
<b>BENCHMARKS</b>		
1. Attempt several different strategies when encountering difficulty during daily routines or in the use of materials.	<b>REASONING &amp; PROBLEM SOLVING</b> Develops increasing ability to find more than one solution to a question, task or problem.	
2. Demonstrate satisfaction or delight when solving a problem or completing a task.		
3. Demonstrate thinking skills and verbal problem-solving skills. (Use self-talk and thinking aloud to solve problems.)	<b>REASONING &amp; PROBLEM SOLVING</b> Grows in recognizing and solving problems through active exploration, including trial and error, and interactions and discussions with peers and adults.	
4. Demonstrate resiliency and coping skills when faced with challenges.		
5. Seek help from adults and peers when needed.		
<b>STANDARD 4</b> <b>INVENTION AND IMAGINATION</b> Children use invention and imagination in play and everyday tasks.	<b>INITIATIVE &amp; CURIOSITY</b>	
<b>BENCHMARKS</b>		
1. Explore and experiment with a wide variety of materials and activities.		
2. Make independent decisions about materials to use in order to express individuality.		
3. Develop creative solutions in play and daily situations.		
4. Engage in fantasy play, taking on pretend roles with real or imaginary objects.		
5. Use imagination to try new ways of doing things and work with materials in creative ways.	<b>INITIATIVE &amp; CURIOSITY</b> Approaches tasks and activities with increased flexibility, imagination and inventiveness.	
The Kindergarten Standards are part of the Kindergarten through 12th grade Standards, which can be found at <a href="http://doe.sd.gov/contentstandards">http://doe.sd.gov/contentstandards</a>		



## Comparison of the South Dakota Early Learning Guidelines for Language and Literacy with the Head Start Child Outcomes Framework and South Dakota Kindergarten Standards

SOUTH DAKOTA EARLY LEARNING GUIDELINES	HEAD START CHILD OUTCOMES FRAMEWORK	SOUTH DAKOTA KINDERGARTEN STANDARDS
<p><b>STANDARD 1—READING</b> Through their explorations, play, and social interactions, children use skills and strategies to get meaning from print.</p>	<p><b>LITERACY</b> <b>BOOK KNOWLEDGE &amp; APPRECIATION</b> <b>PRINT AWARENESS &amp; CONCEPTS</b></p>	<p><b>READING</b></p>
<p><b>BENCHMARKS</b></p>		
<p>1. Demonstrate motivation, interest and enjoyment in books, reading, and acting out stories while engaged in play.</p>	<p><b>BOOK KNOWLEDGE &amp; APPRECIATION</b> Shows growing interest in reading-related activities</p> <p>Shows growing interest and involvement in listening to and discussing a variety of fiction and non-fiction books and poetry.</p>	
<p>2. Demonstrate book handling skills, such as holding a book right-side up, and turning pages from front to back.</p>	<p><b>BOOK KNOWLEDGE &amp; APPRECIATION</b> Progresses in learning how to handle and care for books;</p>	<p>K.R.1.3 (Reading) Students are able to demonstrate knowledge of print structures found in books, signs and other familiar uses of text.</p> <ul style="list-style-type: none"> <li>• Turn pages</li> <li>• Use print structures such as front cover, back cover, title page.</li> </ul>
<p>3. Recognize familiar environmental print, such as “STOP” signs, and realize it has meaning.</p>	<p><b>PRINT AWARENESS &amp; CONCEPTS</b> Shows increasing awareness of print in classroom, home and community settings.</p> <p>Develops growing understanding of the different functions of forms of print such as signs, letters...</p>	<p>K.R.1.3 (Reading) Students are able to demonstrate knowledge of print structures found in books, signs and other familiar uses of text.</p> <ul style="list-style-type: none"> <li>• Environmental Print.</li> </ul>
<p>4. Retell a story from a familiar book and relate it to real-life experiences.</p>	<p><b>BOOK KNOWLEDGE &amp; APPRECIATION</b> Demonstrates progress in abilities to retell and dictate stories from books and experiences;...and to predict what will happen next in a story.</p>	<p>K.R.2.1 (Reading) Students are able to retell familiar stories using beginning, middle and end.</p> <p>K.R.1.2 (Reading) Students are able to comprehend and respond to text read aloud.</p> <ul style="list-style-type: none"> <li>• Connect personal experience to information found in text (for example: pictures, illustrations, personal knowledge).</li> <li>• Retell a familiar story.</li> </ul>

SOUTH DAKOTA EARLY LEARNING GUIDELINES	HEAD START CHILD OUTCOMES FRAMEWORK	SOUTH DAKOTA KINDERGARTEN STANDARDS
5. Make predictions of next steps in a story.		K.R.1.2. (Reading) Students are able to comprehend and respond to text read aloud. • Make predictions about events in a story.
6. Demonstrate knowledge that a symbol can represent something else (e.g., a word can stand for an object, a name for a person, a picture for the real object.)		
7. Recognize own first name in print.		
8. Demonstrate knowledge of the Alphabetic Principle, the concept that the sounds of speech can be represented by one or more letters of the alphabet.	<b>ALPHABET KNOWLEDGE</b> Shows progress in associating the names of letters with their shapes and sounds.	K.R.1.1 (Reading) Students are able to relate letters and sounds, and identify patterns in words and phrases. • Name all upper and lower case letters and identify the representative sound.
9. Identify at least 10 letters of the alphabet, especially those in their own name.	<b>ALPHABET KNOWLEDGE</b> Identifies at least 10 letters of the alphabet, especially those in their own name.	
10. Demonstrate knowledge of the basic concepts of print, such as knowing the differences between pictures, letters, and words.	<b>PRINT AWARENESS &amp; CONCEPTS</b> Demonstrates increasing awareness of concepts of print, such as reading in English moves from top to bottom and from left to right, that speech can be written down, and that print conveys a message.	K.R.1.3 (Reading) Students are able to demonstrate knowledge of print structures found in books, signs and other familiar uses of text. • Use print structures such as front cover, back cover and title page. • Track print left to right, top to bottom. • Turn pages.
<b>STANDARD 2—WRITING</b> Through their explorations, play, and social interactions, children use writing and drawing as means of communication.	<b>LITERACY</b> <b>EARLY WRITING</b> <b>ALPHABET KNOWLEDGE</b>	<b>WRITING</b>
<b>BENCHMARKS</b>		
1. Demonstrate motivation to draw and write during play, experimenting with writing tools, such as pencils, crayons, markers, and the computer keyboard.	<b>EARLY WRITING</b> Experiments with a growing variety of writing tools and materials, such as pencils, crayons, and computers.	
2. Demonstrate understanding that their spoken words can be represented with written letters/symbols as they dictate.	<b>EARLY WRITING</b> Begins to represent stories and experiences through pictures, dictation, and in play.	

SOUTH DAKOTA EARLY LEARNING GUIDELINES	HEAD START CHILD OUTCOMES FRAMEWORK	SOUTH DAKOTA KINDERGARTEN STANDARDS
3. Use scribbling and drawing to represent their ideas, then begin to use letters and developmental or invented spelling of words to communicate messages.	<p><b>EARLY WRITING</b> Progresses from using scribbles, shapes, or pictures to represent ideas, to using letter-like symbols, to copying or writing familiar words such as their own name.</p> <p>Develops understanding that writing is a way of communicating for a variety of purposes.</p>	<p>K.W.1.1 (Writing) Students are able to write a simple sentence using phonetic spelling.</p> <ul style="list-style-type: none"> <li>• Uses pictures and words to tell a story.</li> </ul> <p>K.W.2.1 (Writing) Students are able to put letters together to express thoughts.</p> <ul style="list-style-type: none"> <li>• Begin to use elements of the writing process. (Ex. Drawing).</li> </ul>
4. Attempt to write their own names using a variety of materials.		<p>K.W.3.1 (Writing) Students are able to write upper and lower case letters as appropriate.</p> <ul style="list-style-type: none"> <li>• Write first and last name.</li> </ul>
5. Use environmental print (such as signs, labels on food, and general print around them) to help in their writing, and ask adults for help in writing messages, lists, and stories.		
<p><b>STANDARD 3</b> <b>LISTENING AND PHONOLOGICAL AWARENESS</b> Through their explorations, play, and social interactions, children listen, identify and respond to environmental sounds, directions and conversations, and have phonological awareness.</p>	<p><b>LANGUAGE DEVELOPMENT</b> <b>LISTENING &amp; UNDERSTANDING</b></p>	<p><b>LISTENING &amp; VIEWING</b></p>
<p><b>BENCHMARKS</b></p>		
1. Listen and respond to conversations with adults and other children during play.		<p>K.L.1.2 (Listening &amp; Viewing) Students are able to take turns in conversations and large group situations.</p> <p>K.L.1.3 (Listening &amp; Viewing) Students are able to identify appropriate listening behaviors.</p> <ul style="list-style-type: none"> <li>• Ex. Eye contact, quiet bodies, not talking.</li> </ul>
2. Identify sounds and words in their daily environment.		
3. Listen attentively to books and stories.	<p><b>LISTENING &amp; UNDERSTANDING</b> Demonstrates increasing ability to attend to and understand conversations, stories, songs and poems.</p>	
4. Repeat familiar songs, rhymes, and phrases from favorite storybooks.		
5. Demonstrate understanding of an increasingly rich vocabulary.	<p><b>LISTENING &amp; UNDERSTANDING</b> Understands an increasingly complex and varied vocabulary.</p>	

SOUTH DAKOTA EARLY LEARNING GUIDELINES	HEAD START CHILD OUTCOMES FRAMEWORK	SOUTH DAKOTA KINDERGARTEN STANDARDS
6. Follow simple directions with two or more steps.	<b>LISTENING &amp; UNDERSTANDING</b> Shows progress in understanding and following simple and multiple-step directions.	K.L.1.1 (Listening & Viewing) Students are able to follow various one- and two-step directions.
7. Recognize some rhyming sounds.		K.R.1.1 (Reading) Students are able to relate letters and sounds, and identify patterns in words and phrases. <ul style="list-style-type: none"> <li>Identify rhyming words and repeated phrases in various texts.</li> </ul>
8. Demonstrate the ability to hear individual parts of words and separate the parts using clapping, finger snapping, or other movement (e.g. clapping out each syllable of pup-py, di-no-saur.)		
9. Identify words that begin with the same sound from a small group of words.		K.R.1.1 (Reading) Students are able to relate letters and sounds, and identify patterns in words and phrases. <ul style="list-style-type: none"> <li>Recognize how changing the first letter of a word changes the sound and meaning of a word (for example: can/man).</li> </ul>
10. Repeat spoken word when requested.		
<b>STANDARD 4</b> <b>SPEAKING/COMMUNICATING AND ORAL LANGUAGE DEVELOPMENT</b> Through their explorations, play, and social interactions, children successfully communicate for multiple purposes.	<b>LANGUAGE DEVELOPMENT</b> <b>SPEAKING &amp; COMMUNICATING</b>	<b>SPEAKING</b>
<b>BENCHMARKS</b>		
1. Play with the sounds of language, repeating rhymes, songs, poems and finger plays.		K.S.1.1 (Speaking) Students are able to express experiences and ideas in an informational context. <ul style="list-style-type: none"> <li>Participate in choral speaking and reciting short poems, rhymes, songs, and stories with repeated patterns.</li> </ul>

SOUTH DAKOTA EARLY LEARNING GUIDELINES	HEAD START CHILD OUTCOMES FRAMEWORK	SOUTH DAKOTA KINDERGARTEN STANDARDS
2. Use an increasingly rich vocabulary.	<b>SPEAKING &amp; COMMUNICATING</b> Uses an increasingly complex and varied spoken vocabulary.	K.S.1.2 (Speaking) Students are able to use words to describe/name numbers, colors, size, shape, location, people, places, things and actions.
3. Demonstrate motivation to communicate in play and everyday activities.	<b>SPEAKING &amp; COMMUNICATING</b> Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions and for other varied purposes.	K.S.1.1 (Speaking) Students are able to express experiences and ideas in an informational context. • Retell an experience in logical sequence.
4. Provide meaningful responses to questions and pose questions to learn new information or clarify ideas.		
5. Use complete sentences of varying length to express ideas and feelings through spoken language, sign language, or other forms of communication.	<b>SPEAKING &amp; COMMUNICATING</b> Progresses in clarity of pronunciation and towards speaking in sentences of increasing length and grammatical complexity.	K.S.2.1 (Speaking) Students are able to use complete sentences when speaking.
6. Initiate and engage in conversation and discussions with adults and other children.	<b>SPEAKING &amp; COMMUNICATING</b> Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.	K.S.2.2 (Speaking) Students are able to follow simple rules of conversation by taking turns.
7. Tell real or imaginary stories that have a recognizable beginning, middle, and end.		K.R.2.1 (Speaking) Students are able to retell familiar stories using beginning, middle, and end.
<b>STANDARD 5</b> <b>LEARNING NEW LANGUAGES</b> Through their explorations, play, and social interactions children demonstrate an understanding that there are multiple languages and begin to communicate in a language other than their home language.	<b>LISTENING &amp; UNDERSTANDING</b> <b>SPEAKING &amp; COMMUNICATING</b>	<b>WORLD LANGUAGE (K–4)</b>
<b>BENCHMARKS</b>		
1. Name at least one example of a language other than their home language.		
2. Say simple greetings in another language, such as “hola” (“hello” in Spanish) and “adios” (“good-bye” in Spanish) or use sign language to express a greeting.		<b>GOAL 1 K-4 STANDARDS</b> Students will communicate in world languages for multiple purposes within various contexts.

**FOR A CHILD LEARNING ENGLISH AS A NEW LANGUAGE:**

<p>3. Listen to peers and adults speaking in English to learn new information, and show some understanding of the language.</p>	<p><b>LISTENING &amp; UNDERSTANDING</b> For non-English-speaking children, progresses in listening to and understanding English.</p>	<p><b>GOAL 1 K–4 STANDARDS</b> Students will communicate in world language for multiple purposes within various contexts.</p>
<p>4. Engage in nonverbal communication with those who speak a language other than their native languages.</p>		
<p>5. Play with the sounds and intonation of the English language as well as their home languages.</p>		
<p>6. Identify names of common objects in the environment.</p>		
<p>7. Use simple words and phrases to communicate with adults and other children.</p>	<p><b>LISTENING &amp; UNDERSTANDING</b> For non-English-speaking children, progresses in speaking English.</p>	<p><b>GOAL 2 K–4 STANDARDS</b> Students will gain knowledge and understanding of other peoples and cultures through the study of the target language.</p>

\* Denotation on the Kindergarten Standards

K – Kindergarten

R – Reading; W-Writing; L-Listening; S-Speaking

Followed by numbers denoting Goals and Indicators

The Kindergarten Standards are part of the Kindergarten through 12th grade Standards, which can be found at <http://doe.sd.gov/contentstandards>



## Comparison of the South Dakota Early Learning Guidelines for Mathematics with the Head Start Child Outcomes and the South Dakota Kindergarten Standards

SOUTH DAKOTA EARLY LEARNING GUIDELINES	HEAD START CHILD OUTCOMES FRAMEWORK	SOUTH DAKOTA KINDERGARTEN STANDARDS
<p><b>STANDARD 1</b>  <b>NUMBER SENSE AND OPERATIONS</b>                      Through their explorations, play, and social interactions, children count with understanding, and use numbers to tell how many, describe order, and compare.</p>	<p><b>NUMBER AND OPERATIONS</b></p>	<p><b>NUMBER SENSE</b></p>
<p><b>BENCHMARKS</b></p>		
<p>1. Counts by ones to 10 and higher.</p>	<p>Develops increasing ability to count in sequence to 10 and beyond.</p>	<p>K.N.1.1. (Number Sense) Students are able to read, write, count, and sequence numerals to 20.</p> <ul style="list-style-type: none"> <li>• Say the forward number word sequence to 20.</li> </ul>
<p>2. Count the number of items in a group of up to 10 objects and know that the last number tells how many.</p>	<p>Begins to make use of one-to-one correspondence in counting objects and matching groups of objects.</p>	<p>K.N.1.1. (Number Sense)</p> <ul style="list-style-type: none"> <li>• Use one-to-one correspondence.</li> <li>• Keep track of what's been counted.</li> </ul>
<p>3. Verbally count backward from 5.</p>		<p>K.N.1.1. (Number Sense)</p> <ul style="list-style-type: none"> <li>• Say the backward number sequence from 10.</li> </ul>
<p>4. Look at a group of up to 4 objects and quickly see and say the number of objects.</p>		
<p>5. Recognize and name numerals 1 to 5.</p>	<p>Begins to associate number concepts, vocabulary, quantities, and written numerals in meaningful ways.</p>	<p>K.N.1.1. (Number Sense)</p> <ul style="list-style-type: none"> <li>• Associate verbal names and standard numerals with whole numbers to 20.</li> </ul>
<p>6. Compare two groups (containing up to 5 objects each) and describe them using comparative words, such as: more, less, fewer, or equal.</p>	<p>Begins to use language to compare numbers of objects with terms such as more, less, greater than, fewer, equal to.</p>	<p>K.A.2.1. (Algebra) Students are able to compare collections of objects to determine more, less, and equal (greater than and less than.)</p> <ul style="list-style-type: none"> <li>• Demonstrate mastery using collections of concrete objects.</li> </ul>
<p>7. Use and understand the terms first, last, and first through fifth.</p>		<p>K.N.1.1. (Number Sense)</p> <ul style="list-style-type: none"> <li>• Identify ordinal positions using an ordered set of objects, 1st through 10th.</li> </ul>

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8. Separate a collection of 10 items into 2 equal groups.	Develops increased abilities to combine, separate, and name “how many” concrete objects.	K.N.1.2. (Number Sense) Students are able to use fraction models to create one half of a whole. • Ex. Divide a cookie equally between two people.
9. Give up to 5 items when requested.		
<b>STANDARD 2</b> <b>SHAPES/GEOMETRY</b> Through their explorations, play, and social interactions, children identify and describe simple geometric shapes (circle, triangle, rectangle) and show an awareness of their position in relation to other objects.	<b>GEOMETRY &amp; SPATIAL SENSE</b>	<b>GEOMETRY</b>
<b>BENCHMARKS</b>		
1. Recognize and name circle, triangle, and rectangle (which includes square.)	Begins to recognize, describe, compare, and name common shapes, their parts and attributes.	K.G.1.1. (Geometry) Students are able to identify basic two-dimensional (plane) figures. • Describe their likeness and differences and identify them in the environment. • Ex. Circle, Square, Triangle
2. Build and describe two-dimensional shapes, such as making circles and triangles with blocks and play dough.		
3. Recognize that a shape remains the same shape when it changes position.		
4. Sort and match objects with the same shape and size, and lay an object of the same shape and size on top of another to show they are the same.	Shows growth in matching, sorting, putting in a series, and regrouping objects according to one or two attributes such as color, shape, or size.  Begins to be able to determine whether or not two shapes are the same size and shape.	K.A.4.2. Students are able to sort and classify objects according to one attribute. • Ex. Size, shape, or color
5. Make a picture by combining shapes.	Progresses in ability to put together and take apart shapes.	
6. Take a shape apart (decompose) to make new shapes, such as finding two triangles in a square.	Progresses in ability to put together and take apart shapes.	

SOUTH DAKOTA EARLY LEARNING GUIDELINES	HEAD START CHILD OUTCOMES FRAMEWORK	SOUTH DAKOTA KINDERGARTEN STANDARDS
7. Demonstrate and begin to use the language of the relative position of objects in the environment and play situations, such as up, down, over, under, top, bottom, inside, outside, in front, behind, between, and next to.	Builds an increasing understanding of directionality, order and positions of objects, and words such as up, down, over, under, top, bottom, inside, outside, in front, and behind.	K.G.2.1. (Geometry) Students are able to describe the position of two-dimensional (plane) figures. • Ex. Above, between, next to, below, beside
8. Create two-dimensional shapes and three-dimensional structures that have symmetry.		
<b>STANDARD 3—MEASUREMENT</b> Through their explorations, play, and social interactions, children identify and compare the attributes of length, volume, weight, time, and temperature and use the tools needed to measure them.	<b>PATTERNS &amp; MEASUREMENT</b>	<b>MEASUREMENT</b>
<b>BENCHMARKS</b>		
1. Compare length and other attributes of objects, using the terms bigger, longer, and taller.		K.M.1.5. (Measurement) Students are able to compare and order concrete objects by length, height, and weight. • Ex. Length – longer, shorter Height – taller, shorter Weight – heavier, lighter
2. Compare two objects by placing one on top of another and indicate which object takes up more space.		
3. Arrange objects in order according to characteristics or attributes, such as height.		
4. Identify and use measurement tools, such as ruler, scales, measuring cups, thermometer, clock, and calendar.	Shows progress in using standard and non-standard measures for length and area of objects.	
<b>STANDARD 4</b> <b>MAKING SENSE OF DATA</b> Through their explorations, play, and social interactions, children classify, organize, represent, and use information to ask and answer questions.	<b>PATTERNS &amp; MEASUREMENT</b>	<b>STATISTICS &amp; PROBABILITY</b>
<b>BENCHMARKS</b>		
1. Sort objects onto a large graph according to one attribute, such as size, shape, or color.	Begins to make comparisons between several objects based on a single attribute.	

SOUTH DAKOTA EARLY LEARNING GUIDELINES	HEAD START CHILD OUTCOMES FRAMEWORK	SOUTH DAKOTA KINDERGARTEN STANDARDS
2. Name the category that has the most, least, or the same on a large graph.		K.S.1.1. (Statistics & Probability) Students are able to describe data represented in simple graphs (using real objects) and pictographs. <ul style="list-style-type: none"> <li>• Ex. Using a graph of favorite ice cream flavors, decide which flavor most people like.</li> </ul>
3. Gather information to answer questions of interest.		
<b>STANDARD 5</b> <b>PATTERNS/ALGEBRA</b> Through their explorations, play, and social interactions, children identify, repeat, and describe simple patterns using concrete objects.	<b>PATTERNS &amp; MEASUREMENT</b>	<b>ALGEBRA</b>
<b>BENCHMARKS</b>		
1. Sort, classify, and order objects by size and other properties.	Shows increasing abilities to match, sort, put in a series, and regroup objects according to one or two attributes such as shape or size.	K.A.4.2. (Algebra) Students are able to sort and classify objects according to one attribute. <ul style="list-style-type: none"> <li>• Ex. Size, shape, or color</li> </ul>
2. Identify simple patterns in the context of play or daily activities (such as block, car, block, car) and use patterns to describe relationships between objects, such as (car follows block.)	Enhances abilities to recognize, duplicate, and extend simple patterns using a variety of materials.	K.A.4.1. (Algebra) Students are able to identify and extend two-part repeating patterns using concrete objects. <ul style="list-style-type: none"> <li>•Ex. Green triangle, orange square, green triangle, ___?</li> </ul>
3. Predict, repeat, and extend a simple pattern in the context of play or daily activities (dish, spoon, dish, spoon.)		
<p>* Denotation on the Kindergarten Standards            K – Kindergarten            A - Algebra; N – Number Sense; G –Geometry; M – Measurement;            S – Statistics &amp; Probability            Followed by numbers denoting Goals and Indicators</p> <p>The Kindergarten Standards are part of the Kindergarten through 12th grade Standards, which can be found at <a href="http://doe.sd.gov/contentstandards">http://doe.sd.gov/contentstandards</a></p>		



## Comparison of the South Dakota Early Learning Guidelines for Science with the Head Start Child Outcomes and South Dakota Kindergarten Standards

SOUTH DAKOTA EARLY LEARNING GUIDELINES	HEAD START CHILD OUTCOMES FRAMEWORK	SOUTH DAKOTA KINDERGARTEN STANDARDS
<p><b>STANDARD 1</b> <b>SCIENCE AS INQUIRY</b> As a result of their explorations and participation in simple investigations through play, children demonstrate their understanding of and ability to use scientific inquiry.</p>	<p><b>SCIENCE</b> <b>SCIENTIFIC SKILLS &amp; METHODS</b></p>	<p><b>NATURE OF SCIENCE</b> Indicator 1: Understand the nature and origin of scientific knowledge.  Indicator 2: Apply the skills necessary to conduct scientific investigations.</p>
<p><b>BENCHMARKS</b></p>		
<p>1. Express wonder, ask questions, and make simple predictions, such as whether an object will sink or float.</p>		<p>Indicator 2. ✓ Students are able to use scientific thinking skills of observing and communicating.</p>
<p>2. Observe and use senses to explore materials and their environment both indoors and outdoors.</p>	<p><b>SCIENTIFIC SKILLS &amp; METHODS</b> Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials and observe processes and relationships.</p>	<p>Indicator 2. ✓ Students are able to use scientific thinking skills of observing and communicating. • Use their senses and simple instruments/ tools to make observations. (Ex. Use hand lenses, balance scales)</p>
<p>3. Use simple tools and measuring devices, such as balance scales, thermometers, and rulers to explore the environment.</p>	<p><b>SCIENTIFIC SKILLS &amp; METHODS</b> Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials and observe processes and relationships.</p>	<p>Indicator 2. ✓ Students are able to use scientific thinking skills of observing and communicating. • Use their senses and simple instruments/ tools to make observations. (Ex. Use hand lenses, balance scales) • Use non-standard units of measurement to compare objects. (Ex. Compare length of various leaves to determine which are longer/shorter than a given example)</p>
<p><b>STANDARD 2</b> <b>PHYSICAL SCIENCE</b> As a result of their explorations and participation in simple investigations through play, children develop an understanding of properties, position, and motion of objects in the environment.</p>	<p><b>SCIENTIFIC SKILLS &amp; METHODS</b> <b>SCIENTIFIC KNOWLEDGE</b></p>	<p><b>PHYSICAL SCIENCE</b> Indicator 1: Describe structures and properties of, and changes in, matter.  Indicator 2: Analyze forces, their forms, and their effects on motions.</p>

**SOUTH DAKOTA  
EARLY LEARNING GUIDELINES**

**HEAD START  
CHILD OUTCOMES FRAMEWORK**

**SOUTH DAKOTA  
KINDERGARTEN STANDARDS**

BENCHMARKS		
1. Observe and use words to describe physical changes, such as a solid turning to a liquid.	<p><b>SCIENTIFIC KNOWLEDGE</b> Shows increased awareness and beginning understanding of changes in materials and cause-effect relationships.</p>	<p>K.P.1.2.Students are able to identify water in its solid and liquid forms.</p> <ul style="list-style-type: none"> <li>• Observe ice in the environment. (Ex. Observe ice in/on ponds, icicles, frost on playground surfaces)</li> <li>• Observe water in the environment. (Ex. Observe rain, puddles, river, water fountain.)</li> </ul> <p>Indicator 1. √ Students are able to observe physical changes in matter. (Ex. Observe melting chocolate, freezing ice cubes, bending straws, tearing paper.)</p>
2. Identify similarities and differences of objects.	<p><b>SCIENTIFIC SKILLS &amp; METHODS</b> Develops increased ability to observe and discuss common properties, differences and comparisons among objects and materials.</p>	<p>K.P.1.1.Students are able to use senses to describe solid objects in terms of physical attributes.</p> <ul style="list-style-type: none"> <li>• Identify similarities/differences of various objects. (Ex. Given a collection of shoes, students can describe ways the shoes are alike and ways the shoes are different.)</li> </ul>
3. Compare and sort materials according to one or more properties.		
4. Explore ways to move objects, such as pushing or pulling and can describe these motions.		<p>Indicator 2. √ Students are able to identify things that move. (Ex. Wheels, swings, bicycles, bodies.)</p>
<p><b>STANDARD 3—LIFE SCIENCE</b> As a result of their explorations and participation in simple investigations through play, children develop an understanding of characteristics, life cycles, and environments of living things.</p>	<p><b>SCIENTIFIC KNOWLEDGE</b></p>	<p><b>LIFE SCIENCE</b> Indicator 1: Understand the fundamental structures, functions, classifications, and mechanisms found in living things.  Indicator 2: Analyze various patterns and products of natural and induced biological change.  Indicator 3: Analyze how organisms are linked to one another and the environment.</p>
BENCHMARKS		
1. Observe and classify living things as animals or plants and use words to describe them.	<p><b>SCIENTIFIC KNOWLEDGE</b> Expands knowledge of and abilities to observe, describe and discuss the natural world, materials, living things and natural processes.</p>	<p>K.L.1.1.Students are able to sort living from non-living things. (Ex. Use concrete examples to sort living and non-living things. Have examples available and observable in the classroom [non-pollen plants, fish, snails, insects, worms, rocks/sand, sea shells, etc.]; Use magazines or pictures to group things into living and non-living.)</p>

SOUTH DAKOTA EARLY LEARNING GUIDELINES	HEAD START CHILD OUTCOMES FRAMEWORK	SOUTH DAKOTA KINDERGARTEN STANDARDS
2. Demonstrate knowledge that living things have basic needs, such as food, water, and air.		Indicator 1. √ Students are able to discuss the basic needs of plants and animals. (Ex. Demonstrate what happens to plants after a week or two of not watering.)
3. Demonstrate knowledge that plants, animals, and humans live in environments that support their needs, such as fish living in water.		Indicator 3. √ Students are able to explore the local habitat. (Ex. Conduct nature walks around school yard and neighborhood looking for specific examples of a variety of living things [plants, evidence of animals.]
4. Recognize that living things, including themselves, change and grow throughout their life cycles.	<b>SCIENTIFIC KNOWLEDGE</b> Expands knowledge of and respect for their body and the environment.	Indicator 1. √ Students are able to compare size and shape of living things. (Ex. Gather and sort a variety of leaves from local trees and plants; Order a variety of mammals from smallest to largest (mouse, coyote, buffalo.)
<b>STANDARD 4</b> <b>EARTH AND SPACE SCIENCE</b> As a result of their explorations and participation in simple investigations through play, children develop an understanding of properties of earth materials, objects in the sky, and changes in the earth and sky.	<b>SCIENTIFIC KNOWLEDGE</b>	<b>EARTH/SPACE SCIENCE</b> Indicator 1: Analyze the various structures and processes of the Earth system. Indicator 2: Analyze essential principles and ideas about the composition and structure of the universe.
<b>BENCHMARKS</b>		
1. Explore the properties of earth materials, such as sand and water, through play.		Indicator 1. √ Explore rocks, sand, water, and soil. (Examples of tools and materials to use include sand and water table, sifters, screens.)
2. Name objects in the sky, including sun, moon, clouds, and stars.		
3. Describe differences between night and day.	<b>SCIENTIFIC KNOWLEDGE</b> Develops growing awareness of ideas and language related to attributes of time and temperature.	K.E.1.1.Students are able to describe simple Earth patterns in daily life. (Ex. Weather observations, seasons, night and day.)
4. Recognize and describe current conditions and changes in the weather.	<b>SCIENTIFIC KNOWLEDGE</b> Develops growing awareness of ideas and language related to attributes of time and temperature.	K.E.1.1.Students are able to describe simple Earth patterns in daily life. (Ex. Weather observations, seasons, night and day.)
5. Observe and describe basic changes in the seasons.		K.E.1.1.Students are able to describe simple Earth patterns in daily life. (Ex. Weather observations, seasons, night and day.)

**SOUTH DAKOTA  
EARLY LEARNING GUIDELINES**

**HEAD START  
CHILD OUTCOMES FRAMEWORK**

**SOUTH DAKOTA  
KINDERGARTEN STANDARDS**

<p><b>STANDARD 5</b> <b>SCIENCE AND TECHNOLOGY</b> As a result of their explorations and participation in simple investigations through play, children develop an understanding about science and technology, and the ability to distinguish between natural objects and objects made by humans.</p>	<p><b>SCIENTIFIC KNOWLEDGE</b></p>	<p><b>SCIENCE, TECHNOLOGY, ENVIRONMENT, AND SOCIETY</b> Indicator 1: Analyze various implications/ effects of scientific advancement within the environment and society.  Indicator 2: Analyze the relationship/ interactions among science, technology, environment, and society.</p>
<p><b>BENCHMARKS</b></p>		
<p>1. Use tools/objects in the environment to solve problems or complete tasks.</p>		
<p>2. Use the computer and other technology, if available, to explore how their actions can cause an effect.</p>	<p><b>SCIENTIFIC KNOWLEDGE</b> Shows increased awareness and beginning understanding of changes in materials and cause-effect relationships.</p>	
<p>3. Identify some objects as being found in nature and others as made by people.</p>		
<p><b>STANDARD 6</b> <b>SCIENCE, ENVIRONMENT, AND SOCIETY</b> As a result of their explorations and participation in simple investigations through play, children demonstrate an awareness of and respect for the environment and how it can be changed. Children demonstrate an understanding that people use science to explore the world and answer questions.</p>	<p><b>SCIENTIFIC KNOWLEDGE</b></p>	<p><b>SCIENCE, TECHNOLOGY, ENVIRONMENT, AND SOCIETY</b> Indicator 1: Analyze various implications/ effects of scientific advancement within the environment and society.  Indicator 2: Analyze the relationship/ interactions among science, technology, environment, and society.</p>
<p><b>BENCHMARKS</b></p>		
<p>1. Demonstrate care and respect for the environment.</p>	<p><b>SCIENTIFIC KNOWLEDGE</b> Expands knowledge of and respect for their body and the environment.</p>	<p>Indicator 1. √ Care for the environment around the school. (Ex. Pick up litter on the playground and around the school.)</p>
<p>2. Demonstrate knowledge that their actions and actions of others can change the environment.</p>		
<p>3. Recognize ways to recycle and reuse materials.</p>		<p>Indicator 1. √ Recognize ways to reuse various materials. (Ex. Reuse materials in art projects like paper, milk cartons, egg cartons, newspapers, etc.; Use both sides of a sheet of paper.</p>

SOUTH DAKOTA EARLY LEARNING GUIDELINES	HEAD START CHILD OUTCOMES FRAMEWORK	SOUTH DAKOTA KINDERGARTEN STANDARDS
4. Demonstrate understanding that everyone can use science to explore and solve problems.		
<p>* Denotation on the Kindergarten Standards            K – Kindergarten            N – Nature of Science; P – Physical Science; L – Life Science; E – Earth/Space Science            Followed by numbers denoting Goals and Indicators</p> <p>Those identified by a checkmark (√) are enablers to the next higher grade-level standards that are related to current grade-level standards and thus may be introduced at this earlier grade level.</p> <p>The Kindergarten Standards are part of the Kindergarten through 12th grade Standards, which can be found at <a href="http://doe.sd.gov/contentstandards">http://doe.sd.gov/contentstandards</a></p>		

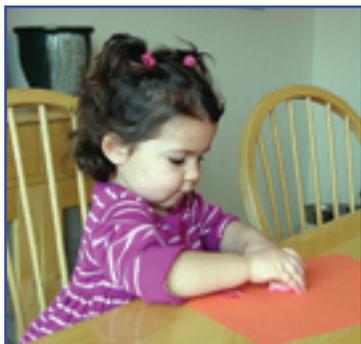


## Comparison of the South Dakota Early Learning Guidelines for Health and Physical Development with the Head Start Child Outcomes and South Dakota Kindergarten–Grade 2 Standards

SOUTH DAKOTA EARLY LEARNING GUIDELINES	HEAD START CHILD OUTCOMES FRAMEWORK	SOUTH DAKOTA KINDERGARTEN STANDARDS
<b>STANDARD 1</b> <b>HEALTH &amp; SAFETY</b> Children demonstrate healthy habits and safe practices.	<b>PHYSICAL HEALTH AND DEVELOPMENT</b>	<b>HEALTH</b>
<b>BENCHMARKS</b>		
1. Recognize and identify nutritious foods.		
2. Independently practice personal care and self-help skills, including washing hands, brushing teeth, toileting, dressing, and eating.	<b>HEALTH STATUS AND PRACTICE</b> Shows growing independence in hygiene, nutrition and personal care when eating, dressing, washing hands, brushing teeth and toileting.	S1.I1.Bb Identify good personal hygiene practices. S1.I1.Bc Identify appropriate health practices that affect self and others. S1.I3.Bc Identify health practices which help prevent disease. S3.I2.Bb Understand the importance of achieving and maintaining good health.
3. Know how and when to alert adults to dangerous situations.		S3.I1.Ba Identify harmful behaviors.
4. Recognize basic safety symbols, including stop signs, red lights, and poison symbols.		S1.I3.Bb Identify various health care requirements and policies that affect safety and well-being.
5. Follow street, vehicle, and bike safety rules, such as looking both ways before crossing and using car safety seats and bike helmets.	<b>HEALTH STATUS AND PRACTICE</b> Builds awareness and ability to follow basic health and safety rules such as fire safety, traffic and pedestrian safety, and responding appropriately to potentially harmful objects, substances and activities.	S3. I1.Bc Identify practices which promote personal well-being. S3.I3.Bc Choose age-appropriate healthy behaviors. S3. I3.Ba Identify personal choices that affect health.
6. Know how to respond safely in emergency situations, such as a fire or tornado, and in the presence of strangers or dangerous objects.		
<b>STANDARD 2–GROSS MOTOR</b> Children engage in play and movement to develop gross (large) motor skills.	<b>PHYSICAL HEALTH AND DEVELOPMENT</b>	<b>PHYSICAL EDUCATION</b>

SOUTH DAKOTA EARLY LEARNING GUIDELINES	HEAD START CHILD OUTCOMES FRAMEWORK	SOUTH DAKOTA KINDERGARTEN STANDARDS
<b>BENCHMARKS</b>		
1. Participate in play and movement activities and describe how physical activity contributes to their overall health (“Exercise helps make me strong!”).	<b>HEALTH STATUS AND PRACTICE</b> Participates actively in games, outdoor play and other forms of exercise that enhance physical fitness.	S2.I2.Bc Engage in training practices that promote skill acquisition. S3.I1.Ba Identify components used to determine health-related fitness. S5.I1.Ba Recognize that physical activity provides personal enjoyment.
2. Demonstrate locomotor skills by walking, running, hopping, galloping, marching, and climbing.	<b>GROSS MOTOR SKILLS</b> Shows increasing levels of proficiency, control and balance in walking, climbing, running, jumping, hopping, skipping, marching and galloping.	S1.I1.Ba Perform fundamental locomotor skills within rudimentary movement patterns. S1.I1.Bb Transfer fundamental locomotor skills into simple activities and/or games. S1.I1.Bc Determine the appropriateness of fundamental locomotor skills transferred into activities and/or games.
3. Demonstrate stability, flexibility, and balance by standing on one foot, turning, stretching, bending, rolling, balancing, stopping, jumping, and twisting.	<b>HEALTH STATUS AND PRACTICES</b> Progresses in physical growth, strength, stamina, and flexibility.	S1.I3.Ba Maintain control in weight-bearing and balance activities. S1.I3.Bb Adjust body position to maintain equilibrium during simple physical activities and/or games. S1.I3.Bc Determine the appropriateness of kinesthetic adjustments made during simple movement patterns.
4. Demonstrate increasing coordination when pedaling, throwing, catching, kicking, bouncing objects, and hitting objects with racquets or paddles.	<b>GROSS MOTOR SKILLS</b> Demonstrates increasing abilities to coordinate movements in throwing, catching, kicking, bouncing balls, and using the slide and swing.	S1.I2.Ba Perform fundamental manipulative skills within rudimentary movement patterns. S1.I2.Bb Transfer fundamental manipulative skills into simple activities and/or games. S1.I2.Bc Determine the appropriateness of fundamental manipulative skills transferred into activities and/or games.
5. Demonstrate increasing body strength and endurance in play and movement experiences.	<b>HEALTH STATUS AND PRACTICES</b> Progresses in physical growth, strength, stamina, and flexibility.	
<b>STANDARD 3—FINE MOTOR</b> Children engage in play and interesting experiences to develop fine (small) motor skills.	<b>PHYSICAL HEALTH AND DEVELOPMENT</b>	
<b>BENCHMARKS</b>		
1. Participate in play and movement activities that enhance fine motor development.		

SOUTH DAKOTA EARLY LEARNING GUIDELINES	HEAD START CHILD OUTCOMES FRAMEWORK	SOUTH DAKOTA KINDERGARTEN STANDARDS
2. Demonstrate eye-hand coordination through activities such as stringing large beads and completing simple puzzles.	<b>FINE MOTOR SKILLS</b> Grows in hand-eye coordination in building with blocks, putting together puzzles, reproducing shapes and patterns, stringing beads and using scissors.	
3. Practice self-help skills, such as buttoning, zipping, and snapping.		
4. Display strength and control while using a variety of manipulative materials including scissors, pencils, crayons, small toys and connecting blocks.	<b>FINE MOTOR SKILLS</b> Develops growing strength, dexterity and control needed to use tools such as scissors, paper punch, stapler, and hammer.	
<p style="text-align: center;">*Denotation on Kindergarten Standards            S – Standard    I – Indicator    B – Benchmark            Followed by numbers detailing which Goal and Indicator contains the given benchmark.</p> <p style="text-align: center;">The Kindergarten Standards are part of the Kindergarten through 12th grade Standards, which can be found at <a href="http://doe.sd.gov/contentstandards">http://doe.sd.gov/contentstandards</a></p>		



## Comparison of the South Dakota Early Learning Guidelines for The Creative Arts with the Head Start Child Outcomes and South Dakota Kindergarten–Grade 2 Standards

SOUTH DAKOTA EARLY LEARNING GUIDELINES	HEAD START CHILD OUTCOMES FRAMEWORK	SOUTH DAKOTA K–2 STANDARDS
<p><b>STANDARD 1–VISUAL ARTS</b> Children use a variety of art materials for enjoyment and self-expression and demonstrate an appreciation for art.</p>	<p><b>ART</b></p>	<p><b>VISUAL ARTS STANDARDS</b></p> <ol style="list-style-type: none"> <li>1. Students will understand and use visual arts as a means for creative self-expression and interpersonal communication.</li> <li>2. Students will understand the media techniques and processes used in the production of visual arts.</li> <li>3. Students will understand the relationship between the visual arts and history, culture, and society.</li> <li>4. Students will demonstrate a capacity for critical and sensitive response to various visual arts experiences.</li> </ol>
<p><b>BENCHMARKS</b></p>		
<p>1. Use a variety of materials for constructing, painting, drawing, and sculpting.</p>	<p>Gains ability in using different art media and materials in a variety of ways for creative expression and representation.</p>	<p>S1.B2 Explore a variety of media to create artwork to reflect personal ideas or events.</p>
<p>2. Demonstrate enjoyment and confidence in their ability to freely plan and create artwork of their own design.</p>	<p>Progresses in abilities to create drawings, paintings, models, and other art creations that are more detailed, creative, or realistic.</p> <p>Develops growing abilities to plan, work independently, and demonstrate care and persistence in a variety of art projects.</p>	<p>S2.B2 Experiment with selected techniques to improve the presentation of artwork.</p>
<p>3. Describe experiences, ideas, emotions, people, and objects represented in their artwork.</p>		<p>S1.B1 Understands that art tells stories, expresses moods, or conveys ideas.</p>
<p>4. Use words to describe their artwork in terms of color, line, shape, space, and texture.</p>		<p>S2.B3 Understand various art elements can produce different visual effects.</p>
<p>5. Demonstrate value and respect for their own artwork and that of their peers.</p>	<p>Begins to understand and share opinions about artistic products and experiences</p>	<p>S4.B3 Describe the quality of personal artwork.</p>

SOUTH DAKOTA EARLY LEARNING GUIDELINES	HEAD START CHILD OUTCOMES FRAMEWORK	SOUTH DAKOTA K–2 STANDARDS
6. Show appreciation for a variety of artwork, including that of their own culture and community, as well as others.	Begins to understand and share opinions about artistic products and experiences.	S4.B2 Expresses personal likes and dislikes of various works of art.
<b>STANDARD 2—MUSIC</b> Children engage in a variety of musical activities for enjoyment and self-expression and demonstrate an appreciation for music.	<b>MUSIC</b>	<b>MUSIC STANDARDS</b> 1. Students will use the performance of music as a means for creative expression and communication. 2. Students will communicate their thoughts and ideas through the creation of music. 5. Students will understand music’s relationship to society to the other arts, disciplines outside the arts, history, and culture.
<b>BENCHMARKS</b>		
1. Show enjoyment and participate in a variety of musical and rhythmic experiences, including singing, listening, and using musical instruments.	Participates with increasing interest and enjoyment in a variety of music activities, including listening, singing, finger plays, games, and performances.  Experiments with a variety of musical instruments.	S1.I2.1 Students will perform on instruments, alone and with others, a varied repertoire of music. I2.1.d experiment with instruments for accompaniments to music or creative movement.
2. Use music to communicate and express feelings, ideas, and experiences.		S1.I1 Students will sing, alone and with others, a varied repertoire of music. I1.1.d use their voices expressively as they speak, chant, and sing.
3. Notice and imitate changes in vocal and instrumental music (high and low, loud and soft, etc.)		S1.I1.b sing simple songs in various keys, meters, and genres, becoming increasingly accurate in pitch and rhythm.
4. Show appreciation for a variety of music, including that of their own culture and community as well as others.		S5.I1.a. perform and listen to music from various genres, styles, cultures, and ethnic groups.
<b>STANDARD 3</b> <b>CREATIVE MOVEMENT</b> Children engage in a variety of creative movement activities for enjoyment and self-expression and demonstrate an appreciation for various forms of expressive movement.	<b>MOVEMENT</b>	<b>DANCE/MOVEMENT STANDARDS</b> 1. Students will understand and use dance as a means for creative self-expression and interpersonal communication. 3. Students will understand the relationship between dance and history, culture, and society. 4. Students will demonstrate a capacity for critical and sensitive response to various dance experiences.

SOUTH DAKOTA EARLY LEARNING GUIDELINES	HEAD START CHILD OUTCOMES FRAMEWORK	SOUTH DAKOTA K–2 STANDARDS
<b>BENCHMARKS</b>		
1. Participate in a variety of creative movement experiences, which could include dance and rhythmic activities.	Expresses through movement and dancing what is felt and heard in various musical tempos and styles.	S1.B3 Explore how movement is used in various activities and events.
2. Explore ways to move imaginatively with and without music, such as stretching, galloping, twisting, bending, swaying, marching, and clapping.		S2.B2 Recognize balance and flexibility necessary for specific forms of movement.
3. Use movement to communicate and express feelings, ideas, and experiences.	Expresses through movement and dancing what is felt and heard in various musical tempos and styles.	S1.B1 Understand that dance can express ideas or moods.
4. Respond and move to the beat, tempo, and dynamics of music.	Shows growth in moving in time to different patterns in beat and rhythm in music.	S2.B3 Understand body awareness utilizing time and space.
5. Show appreciation for a variety of expressive movement, including that of their own culture and community, as well as others.		S3.B2 Recognize ways dance is used in particular cultures. S4.B2 Express personal likes and dislikes for various dance forms and styles.
<b>STANDARD 4—DRAMATIC PLAY</b> Children engage in pretend play for enjoyment and self-expression and demonstrate an appreciation for various forms of dramatic expression.	<b>DRAMATIC PLAY</b>	<b>THEATER/DRAMATIC ARTS STANDARDS</b> 1. Students will use theater as a means for creative self-expression and interpersonal communication. 3. Students will understand the relationship between theater and history, culture, and society.
<b>BENCHMARKS</b>		
1. Participate in a variety of spontaneous, imaginative play experiences alone or with others and create and engage in increasingly detailed and extended scenarios in their dramatic play.	Participates in a variety of dramatic play activities that become more extended and complex.	S1.B2 Share ideas or emotions through dialogue in social pretend play.
2. Use dramatic play to communicate and express feelings, ideas, and experiences.	Shows growing creativity and imagination in using materials and in assuming different roles in dramatic play situations.	S1.B2 Share ideas or emotions through dialogue in social pretend play.
3. Use words and actions to imitate a variety of familiar stories, roles, and real-life or fantasy experiences.	Shows growing creativity and imagination in using materials and in assuming different roles in dramatic play situations.	S1.B3 Explore how drama is used in other activities and events.
4. Use materials and props to represent objects in creative play.		

SOUTH DAKOTA EARLY LEARNING GUIDELINES	HEAD START CHILD OUTCOMES FRAMEWORK	SOUTH DAKOTA K-2 STANDARDS
5. Show appreciation for a variety of dramatic experiences from their own culture and community as well as others, including storytelling, puppetry, and theater.		S3.B1 Recognize how drama is a part of all cultures.
<p>*Denotation on Kindergarten Standards            S – Standard    I – Indicator    B – Benchmark            Followed by numbers detailing which Goal and Indicator contains the given benchmark.</p> <p>The Kindergarten–2nd Grade Standards are part of the Kindergarten through 12th grade Standards, which can be found at <a href="http://doe.sd.gov/contentstandards">http://doe.sd.gov/contentstandards</a></p>		



## Comparison of the South Dakota Early Learning Guidelines for Social Studies with the Head Start Child Outcomes and South Dakota Kindergarten Standards

SOUTH DAKOTA EARLY LEARNING GUIDELINES	HEAD START CHILD OUTCOMES FRAMEWORK	SOUTH DAKOTA KINDERGARTEN STANDARDS
<p><b>STANDARD 1</b> FAMILIES/CULTURES Through their explorations, play, and social interactions children demonstrate an understanding of self, families, and cultures.</p>		
<p><b>BENCHMARKS</b></p>		
<p>1. Identify themselves as individuals and as belonging to a family.</p>		
<p>2. Describe what a family is and roles that family members can play.</p>		
<p>3. Share family traditions and daily routines and demonstrate interest in learning about the traditions of others.</p>		
<p>4. Demonstrate understanding that there are diverse families and cultures and all have value.</p>		
<p><b>STANDARD 2</b> COMMUNITY/CIVICS Through their explorations, play, and social interactions children demonstrate an understanding of what it means to be a participating member of groups and communities.</p>		<p><b>CIVICS</b></p>
<p><b>BENCHMARKS</b></p>		
<p>1. Demonstrate confidence in expressing individual opinions and thoughts.</p>		
<p>2. Demonstrate respect for the thoughts and opinions of others, even when different from their own.</p>		<p>Indicator 2. ✓ Name the attributes of a good citizen.</p>

SOUTH DAKOTA EARLY LEARNING GUIDELINES	HEAD START CHILD OUTCOMES FRAMEWORK	SOUTH DAKOTA KINDERGARTEN STANDARDS
3. Demonstrate understanding that communities are composed of groups of people who live, play, or work together and can identify communities to which they belong.		Indicator 2. √ Name the attributes of a good citizen.
4. Participate in creating and following rules and routines.		Indicator 2. √ Students are able to recognize the important actions required in demonstrating citizenship.
5. Take responsibility for simple tasks that contribute to the well being of the group.		Indicator 1. √ Students are able to identify patriotic symbols and participate in activities.
<b>STANDARD 3—HISTORY/TIME</b> Through their explorations, play, and social interactions children demonstrate an understanding of the passage of time and how the past influences their future.		<b>HISTORY</b>
<b>BENCHMARKS</b>		
1. Describe past, current and future events.		
2. Describe their day and coming activities in terms of daily routines (first we..., then we...).		
3. Describe how a past event relates to something happening currently or in the future.		
4. Share stories or pictures about themselves in the past.		
<b>STANDARD 4</b> <b>GEOGRAPHY/PLACES, PEOPLE AND ENVIRONMENTS</b> Through their explorations, play, and social interactions children demonstrate an awareness of their physical environment and its impact on daily living.		<b>GEOGRAPHY</b>
<b>BENCHMARKS</b>		
1. Describe where they live and where others live in relationship to them.		
2. Identify various living environments, such as farm, ranch, city, town, and country.		

SOUTH DAKOTA EARLY LEARNING GUIDELINES	HEAD START CHILD OUTCOMES FRAMEWORK	SOUTH DAKOTA KINDERGARTEN STANDARDS
<b>BENCHMARKS</b>		
3. Describe familiar places in their environment, such as house, classroom, park, lake, or river.		K.G.1.3. Students are able to demonstrate familiarity with the layout of their own school.
4. Draw or build representations of familiar places with a variety of materials.		K.G.1.1. Students are able to use map colors to recognize land and water. (Ex. Color land and water on a simple map.)
5. Identify various weather conditions and seasons and how they affect what we wear and what we do.		
6. Name natural resources, such as water, soil, clean air, and trees; how they help us; and how we can be good stewards of the environment.		
<b>STANDARD 5–ECONOMICS</b> Through their explorations, play, and social interactions children demonstrate an understanding of how people work together to grow, produce, distribute, and consume goods and services that meet their wants and needs.		<b>ECONOMICS</b>
<b>BENCHMARKS</b>		
1. Identify several community helpers and the services they provide.		K.E.1.1. Students are able to identify occupations with simple descriptions of work.
2. Describe source of familiar foods, such as milk, apples, and eggs.		
3. Express knowledge that money can be used to purchase goods.		K.E.1.3. Students are able to describe the role of money in everyday life. (Ex. Role-play using money to purchase goods such as groceries; use money to pay for services such as babysitting.)
4. Demonstrate understanding that people work to earn money to provide for their families and buy what they need.		K.E.1.3. Students are able to describe the role of money in everyday life. (Ex. Describe the importance of saving money in order to buy something we need or want.)
<p>*Denotation on Kindergarten Standards S – Standard I – Indicator B – Benchmark Followed by numbers detailing which Goal and Indicator contains the given benchmark.</p> <p>Those identified by a checkmark (✓) are enablers to the next higher grade-level standards that are related to current grade-level standards and thus may be introduced at this earlier grade level.</p> <p>The Kindergarten–2nd Grade Standards are part of the Kindergarten through 12th grade Standards, which can be found at <a href="http://doe.sd.gov/contentstandards">http://doe.sd.gov/contentstandards</a></p>		