

HIPPY Early Childhood Education Learning Goals Correlated with Alabama State



HIPPYUSA[®]
Home Instruction for Parents of Preschool Youngsters



HIPPYUSA
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HIPPY Early Childhood Education Learning Goals Correlated with State Standards

Alabama

1. Emergent Literacy				
AREA OF CHILD DEVELOPMENT	HIPPY Learning Goals	ALABAMA STANDARD	Skills Emphasized in HIPPY	Weeks Presented in HIPPY
LANGUAGE, VOCABULARY, AND ORAL COMMUNICATION	Expressive language- uses verbal and non-verbal language to communicate information, thoughts, and ideas	1. Shows understanding of literal meaning of stories, songs, informational texts, and poems read aloud.	Story comprehension Logical thinking Language development	Wks 1,2,4,7,8,-19,22,-29 Wks 13,16,18,20,23,29 Wks 1 - 30
		2. Follow two-and three step directions.	Following directions	Wks 1,2,4,5,8,10,12,16,18,20-23,25,28-30
	Receptive Language- develops skills in listening and understanding language	3. Develop and expand expressive language skills and vocabulary.	Language development Vocabulary development	Wks 1 - 30 Wks 1,2,4,5,7,12-20,-22-25,26,28-29
		4. Demonstrates progress in abilities to retell and dictate stories from books and experiences; to act out stories in dramatic play; and to predict what will happen next in a story.	Drawing Pretend/dramatic play Creative Expression Story comprehension	Wks 1,4,6,11,13-15,17,20-21,25,27-29 Wks 1,2,8,9,10,12,13,18,19,21,22,24,26,30 Wks 9,11,14,28,30 Wks 1,2,4,7,8,-19,22,-29
	Play- engages in play as a means to develop early reading and writing skills Love of Reading listens to storybooks, read aloud, and develops an enjoyment and appreciation of reading.	5. Show progress in speaking English, for non English speaking children.	Curriculum offered in English and Spanish	Wks 1 - 30
		6. Demonstrate ability to express ideas for varied purposes including asking question, making requests, sharing information, and recounting events.	Listening skills Language development Imagination Creative Thinking Vocabulary development	Wks 2,4,7,8,9,12,16,19,20,22,23,29,30, Wks 1 - 30 Wks 1,2,4,6,8,10,11,12,16,19,20,22,27-29 Wks 1,2,4,5,7,12-20,-22-25,26,28-29
		7. Shows progress in speaking sentences of increasing length and grammatical complexity.	Vocabulary development Language development Logical thinking	Wks 1,2,4,5,7,12-20,-22-25,26,28-29 Wks 1 - 30 Wks 13,16,18,20,23,29
PHONOLOGICAL AWARENESS	Letter Knowledge develops knowledge of letters and will learn to identify letters in isolation, in context, and out of alphabetical order.	8. Identify words that rhyme	Auditory discrimination Phonological awareness	Wks 1,3,6,7,8,10,11,12,16,23-30 Wks 1-26,29
		9. Identify words with the same beginning and ending phonemes in words.	Phonemic awareness Phonological awareness	Wks 1-26, 29 Wks 1-26,29
		10. Hear syllables in words.	Listening Phonological awareness Auditory discrimination	Wks 2,4,7,8,9,12,16,19,20,22,23,29,30 Wks 1-26,29 Wks 1,3,6,7,8,10,11,12,16,23-30

1. Emergent Literacy (Continued)				
AREA OF CHILD DEVELOPMENT	HIPPY Learning Goals	ALABAMA STANDARD	Skills Emphasized in HIPPY	Weeks Presented in HIPPY
PHONOLOGICAL AWARENESS	Letter-Sound Relationships develops an emerging knowledge letters, rhymes and letter-sound relationships	11. <i>Isolate the beginning phoneme in a word.</i>	Phonological awareness	Wks 1,2,4,5,7,12-20-,22-25,26,28-29
		12. <i>Associates letters and phonemes.</i>	Visual discrimination Phonological awareness Letter recognition Listening Phonemic awareness	Wks 1,4,6,10-15,17-26,28, Wks 1,2,4,5,7,12-20-,22-25,26,28-29 Wks 1-26,29 Wks 2,4,7,8,9,12,16,19,20,22,23,29,30 Wks 1-6,8-11,13-17,24-26,30
PRINT AWARENESS AND CONCEPTS	Familiarity with reading develops knowledge of the printed language and is exposed to print Letter Knowledge develops knowledge of letters and will learn to identify letters in isolation, in context, and out of alphabetical order. Letter-Sound Relationships develops an emerging knowledge letters, rhymes and letter-sound relationships. Familiarity with Writing begins to develop skills in writing while exploring print in books and in the environment.	13. <i>Show increasing awareness of print in classroom home, community settings.</i>		Wks 1-30
		14. <i>Show a growing understanding of the different function of forms of print (i.e., signs, letters, newspaper, lists, messages, menus)</i>	Picture reading Print awareness	Wks 3,8,13,16,24,27,
		15. <i>Demonstrates increasing awareness of print concepts including learning that print is read from top to bottom and from left to right on a page, that speech can be written down, and that print conveys a message.</i>	Concept development Reading Readiness Observational skills	Wks 4-6,15-16-23-24 Wks 3,4,6,11,13,14,21, Wks 3,8,13,16,24,27,
		16. <i>Show progress in recognizing the association between spoken and written words by following print as it is read aloud.</i>	Letter recognition Reading Readiness Observational skills	Wks 1-26,29 Wks 3,4,6,11,13,14,21, Wks 3,8,13,16,24,27,
		17. <i>Demonstrate increasing awareness that a word is a unit of print, or awareness that letters are grouped to form words, and that words are separated by spaces.</i>	Reading Readiness Observational skills Letter recognition	Wks 3,4,6,11,13,14,21, Wks 3,8,13,16,24,27, Wks 1-26,29
		18. <i>Show progress in associating the names of letters, a child with their shapes and sounds.</i>	Letter recognition Reading Readiness Visual discrimination	Wks 1-26,29 Wks 3,4,6,11,13,14,21, Wks 1,4,6,10-15,17-26,28,
		19. <i>Demonstrate increase in ability to notice the beginning letters in familiar words.</i>	Letter recognition Reading Readiness Visual discrimination	Wks 1-26,29 Wks 3,4,6,11,13,14,21, Wks 1,4,6,10-15,17-26,28,
		ALPHABET KNOWLEDGE		20. <i>Identify at least 10 letters of the alphabet, especially those in their name.</i>
21. <i>Know that letters of the alphabet are a special category of visual graphics that can be individually named</i>	Letter recognition Reading Readiness Visual discrimination			Wks 1-26,29 Wks 3,4,6,11,13,14,21, Wks 1,4,6,10-15,17-26,28,

1. Emergent Literacy- Continued

AREA OF CHILD DEVELOPMENT	HIPPY Learning Goals	ALABAMA STANDARD	Skills Emphasized in HIPPY	Weeks Presented in HIPPY
GENERAL KNOWLEDGE	<u>Expressive language-</u> uses verbal and non-verbal language to communicate information, thoughts, and ideas <u>Receptive Language-</u> develops skills in listening and understanding language	22. <i>Exhibit an awareness that information may be obtained from a variety of sources.</i>	Language development	Wks 1 - 30
		23. <i>Show an awareness of others through exposure to written, spoken, and visual forms of communication.</i>	Language development	Wks 1 - 30
		24. <i>Verbalize correct personal characteristics. (i.e. develop abilities to identify personal characteristics including gender and family compositions)</i>	Language development	Wks 1 - 30

2. Emergent Numeracy

AREA OF CHILD DEVELOPMENT	HIPPY Learning Goals	ALABAMA STANDARD	Skills Emphasized in HIPPY	Weeks Presented in HIPPY
NUMBER AWARENESS	<u>Reasoning</u> develops skills in logical thinking and problem solving <u>Number and Counting</u> becomes familiar with numerals and the meaning of numbers <u>Classification and Sequencing</u> learns to group, order and sort objects <u>Spatial Awareness</u> recognizes and creates shapes and develops an awareness of the position of objects in space <u>Measurement</u> compares and measure quantities and sizes <u>Patterns</u> recognizes, duplicates, and creates patterns	1. <i>Demonstrate increasing interest and awareness of numbers and counting as a means for solving problems . and determining quantity.</i>	Problem Solving Counting	Wks 13,16,18,20,23,29 Wks 5,6,9-12,15,16,18,19,21,22,27-30
		2. <i>Associate number concept, vocabulary, quantities, and written numerals in meaningful ways.</i>	One-to-one correspondence	Wks 5,6,9-12,15,16,18,19,21,22,27-30
		3. <i>Show increasing ability to count in sequence to 10 and beyond.</i>	Sequential memory Counting	Wks 8,9-10,14-16,19,21,23,30 Wks 56,9-12,15,16,18,19,21,22,27-30
		4. <i>Make use of one-to-one correspondence in counting objects and matching groups of objects.</i>	One-to-one correspondence Logical thinking Problem solving	Wks 5,6,9-12,15,16,18,19,21,22,27-30 Wks 3-14,16,19-27,29-30 Wks 13,16,18,20,23,29
		5. <i>Use language to compare numbers of objects with terms such as more, less, greater than, fewer, equal to.</i>	Logical thinking Predicting Observation	Wks 3-14,16,19-27,29-30 Wks 3-14,16,19-27,29-30 Wks 3,8,13,16,24,27
		6. <i>Develop increased abilities to combine, separate, name "how many" concrete objects.</i>	Matching Sorting	Wks 3,4,7,11,17,19,23,25,26,29 Wks 3,4,9-12,14-16,19-22,24,26,28,30
		7. <i>Demonstrate growth in the ability to persist in and complete a variety of numeracy tasks, activities, projects, and experiences.</i>	Predicting Observation Logical thinking	Wks 3-14,16,19-27,29-30 Wks 3,8,13,16,24,27 Wks 3-14,16,19-27,29-30
		8. <i>Recognize, describe, compare, and name common shapes, their parts, and attributes.</i>	Math concepts(size, height shape, etc.)	Wks 5,6,8-12,15,16,18,19,21,22,27-30
GEOMETRY AND SPATIAL SENSE				

2. Emergent Numeracy - Continued				
AREA OF CHILD DEVELOPMENT	HIPPY Learning Goals	ALABAMA STANDARD	Skills Emphasized in HIPPY	Weeks Presented in HIPPY
GEOMETRY AND SPATIAL SENSE	Reasoning Classification and Sequencing learns to group, order and sort objects	9. Show progress in the ability to put together and take apart shapes.	Spatial perception Problem solving Observation skills	Wks 4,5,6,10-19,21,22,26-28,30 Wks 13,16,18,20,23,29 Wks 3,8,13,16,24,27
	Spatial Awareness recognizes and creates shapes and develops an awareness of the position of objects in space	10. Determine whether or not two shapes are the same size and shape.	Visual discrimination Decision making Problem solving	Wks 1-30 Wks 3-14,16,19-27,29,30, Wks 13,16,18,20,23,29
	Measurement compares and measure quantities and sizes	11. Build an increasing understanding of directionality. Order and position of object, and words such as up, down, over, under, top, bottom, inside, outside, in front, and behind.	Logical thinking Spatial perception	Wks 3-14,16,19-27,29-30 Wks 4,5,6,10-19,21,22,26-28,30
PATTERNS AND MEASUREMENT	Patterns recognizes, duplicates, and creates patterns	12. Demonstrate enhanced abilities to recognize, duplicate, and extend simple patterns using a variety of materials.	Visual discrimination Sequential memory Seriation	Wks 1-30 Wks 8,9-10,14-16,19,21,23,30 Wks 3,4,9-12,14-16,19
		13. Show increasing abilities to match, sort, put in a series and regroup objects according to one or two attributes (i.e. shape, size).	Visual discrimination Visual memory Seriation	Wks 1-30 Wks 4,8,14,23,29 Wks 3,4,9-12,14-16,19
		14. Make comparisons between objects based on a single attribute.	Sorting Decision making Math concepts(size, height shape, etc.)	Wks 3,4,9-12,14-16,19-22,24,26,28,30 Wks 3-14,16,19-27,29,30, Wks 5,6,8-12,15,16,18,19,21,22,27-30
		15. Show progress in using non-standard measures for length and area of objects.	Problem solving Math concepts-size, length etc.	Wks 13,16,18,20,23,29 Wks 5,6,9-12,15,16,18,19,21,22,27-30
3. Creative Arts				
AREA OF CHILD DEVELOPMENT	HIPPY Learning Goals	ALABAMA STANDARD	Skills Emphasized in HIPPY	Weeks Presented in HIPPY
ART APPRECIATION	Self expression develops the ability to express themselves creatively through a variety of creative activities.	1. Develop confidence and a positive self-concept as she/he engages in creative processes (i.e. music art, movement, drama).	Creative expression Gross motor control	Wks 1,4,6,11,13,14,15,17,20,21,25,27-29 Wks 4,5,6,10,13,15,16,23,24,26,27
		2. Show increased interest and enjoyment in creative development activities.	Creative expression Imagination	Wks 1,4,6,11,13,14,15,17,20,21,25,27-29 Wks 1,2,4,6,9,11,12,13,17,19-22,27,28,29,
		3. Contribute original ideas and exhibit flexibility in creative development activities.	Creative drawing/writing	Wks 1,4,6,11,13,14,15,17,20,21,25,27,28,29

3. Creative Arts-Continued				
AREA OF CHILD DEVELOPMENT	HIPPY Learning Goals	ALABAMA STANDARD	Skills Emphasized in HIPPY	Weeks Presented in HIPPY
<i>MUSIC</i>	Self expression develops the ability to express themselves creatively through a variety of creative activities.	4. Participate with increasing interest and enjoyment in a variety of musical activities (i.e. listening, singing, using musical instruments, recording, chants, finger plays, games performances, moving to music, creative music).	<i>Creative expression</i> <i>Imagination</i>	<i>Wks 1,4,6,11,13,14.15,17,20,21,25,27-29</i> <i>Wks 1,2,4,6,9,11,12,13,17,19-22,27,28,29,</i>
			*Note: Many activities are offered at group meetings that include music, movement, recording, etc.	
<i>ART</i>	Exploring with Tools and Materials experiments with using many different tools, materials and art forms to express themselves creatively.	5. Demonstrates abilities to use different are media and materials in a variety of ways for creative expression and representation. 6. Show progress in abilities to create drawings, painting, models and other art creations that are more detailed, 7. Plan, work independently, and demonstrate care and persistence in a variety of creative development activities. 8. Understand and share opinions about artistic endeavors and experiences 9. Express their individuality through many types of free-form and representative movement (i.e. dance, moving freely to music, moving to instructions, moving to patterns of beat and rhythm, pantomime), 10. Actively explore a variety of creative development activities through drama (i.e. spontaneous imaginative play, dramatic play, pretending, role-playing, performances, imitation, showing moods and attitudes.	<i>Imagination</i> <i>Creative expression</i>	<i>Wks 1,2,4,6,9,11,12,13,17,19,20,22,27,28,29,</i> <i>Wks 1,4,6,11,13,14.15,17,20,21,25,27-29</i>
			<i>Creative drawing</i> <i>Fine motor</i>	<i>Wks 1,4,6,1,13,14,15,17,20,21,25,27,28,29</i> <i>Wks 1 - 30</i>
			<i>Imagination</i> <i>Fine motor</i>	<i>Wks 1,2,4,6,9,11,12,13,17,19,20,22,27,28,29,</i> <i>Wks 1 - 30</i>
			<i>Creative expression</i>	<i>Wks 1,4,6,11,13,14.15,17,20,21,25,27-29</i>
			<i>Creative expression</i>	<i>Wks 1,4,6,11,13,14.15,17,20,21,25,27-29</i>
<i>MOVEMENT</i>			*Note: Many activities are offered at group meetings that include music, movement, recording, etc.	
<i>DRAMATIC PLAY</i>			<i>Creative expression</i>	<i>Wks 1,4,6,11,13,14.15,17,20,21,25,27-29</i> *Note: Many activities are offered at group meetings

4. Science and Environmental Education				
AREA OF CHILD DEVELOPMENT	HIPPY Learning Goals	ALABAMA STANDARD	Skills Emphasized in HIPPY	Weeks Presented in HIPPY
SCIENTIFIC SKILLS AND METHODS	Scientific Skills and Methods begins to use scientific methods and tools to explore their world	1. Use senses and a variety of tools and simple measuring devices to gather information, investigate materials, and observe processes and relationships.	Observing/Comparing	Wks 3,8,13,16,24,27
	Scientific Knowledge learns about the natural and physical worlds	2. Recognize and solve problems through active exploration, including trial and error, interactions, and discussion with peers.	Problem solving	Wks 13,16,18,20, 24,29
		3. Show increased abilities to observe and discuss common properties, differences, and comparisons among objects and materials	Observing/Comparing	Wks 3,8,13,16,24,27
		4. Participate hands-on in simple investigations to plan, develop, test observations, questions, discuss and draw conclusions, and form generalizations	Scientific exploration	Wks 3,4,8,13,18,19,24,25,27,30
		5. Demonstrate growing abilities to collect and describe information through a variety of materials, tools, and means (i.e. discussion, drawing, maps, charts)	Observing/Comparing Classifying / sorting / organizing	Wks 3,8,13,16,24,27 Wks.3,4,9,10,11,12,14-16,18-22,24,26,28,30
		6. Describe and discuss predictions, explanations, and generalizations based on past experience while growing in eagerness to learn about and discuss findings.	Logical thinking/Predicting	Wks 3-14,16,18-30
		7. Expand and explore knowledge of and abilities to observe, describe, discuss the natural world, including living and non-living things.	Logical thinking/Predicting	Wks 3-14,16,18-30
		8. Show knowledge of and respect for their body.	Sensory discrimination	Wks14-20
		9. Show knowledge of and respect for their world/environment exploration	Scientific exploration	Wks 3,4,8,13,18,19,24,25,27,30
		10. Demonstrate a growing awareness of concepts and language related to the passage of time, temperature, and property changes in matter.	Observing/Comparing Language development	Wks 3,8,13,16,24,27 Wks 1 - 30
		11. Show increased awareness and beginning understanding of changes in matter.	Scientific exploration	Wks 3,4,8,13,18,19,24,25,27,30
		12. Show increased awareness and beginning understanding of cause and effect relationships.	Logical thinking/Predicting	Wks 3-14,16,18-30

5. Technology					
AREA OF CHILD DEVELOPMENT	HIPPY Learning Goals	ALABAMA STANDARD	Skills Emphasized in HIPPY	Weeks Presented in HIPPY	
HIPPY DOES NOT INTRODUCE TECHNOLOGY	NA	1. Demonstrate an awareness of computers and the purpose they serve as a learning tool. 2. Show knowledge of computer usage through active and cooperative use of software programs. 3. Demonstrate growth in capacity to maintain concentration over time on a task, question, and set of directions or interactions, while using the compute, despite distractions, and interruptions.	NA <i>*HIPPY is not a center-based program and cannot address every standard</i>	NA	
6. Social and Emotional Development					
AREA OF CHILD DEVELOPMENT	HIPPY Learning Goals	ALABAMA STANDARD	Skills Emphasized in HIPPY	Weeks Presented in HIPPY	
SELF CONCEPT	<u>Self-Concept</u> develops a knowledge and understanding of their self and family <u>Positive Self Image</u> develops a sense of self worth through their experiences and through successful relationships with significant adults and other children	1. Develop and express awareness of self in terms of specific abilities, characteristics, and preferences.	Self awareness Emotional development	Wks 4,5,6,15,16,23,24	
		2. Demonstrates growing capacities for independence in a range of activities, routines, and tasks.	Social development	Wks 4,6,12,13,15,16,20,22,30	
		3. Demonstrate growing confidence in a range of abilities and is able to express a sense of satisfaction in accomplishments.	Emotional development Language development	Wks 4,5,6,15,16,23,24 Wks 1 - 30	
INITIATIVE	<u>Self-Control</u> regulates their own behaviors and express emotions in socially acceptable ways. <u>Cultural Awareness</u> respects the values, belief, and feelings of others and gains knowledge of different cultures.	4. Do things for herself.	NA		
		5. Choose challenging tasks to complete.	NA		
		6. Participate actively in make-believe play with others.	NA		
		7. Try or ask to try new things.	Language development	Wks 1 - 30	
		8. Organize play with other children.	NA		
		9. Focus attention on tasks.	NA		
		10. Say positive things about the future.	NA		
		11. Ask other children to play with him.	NA		
SELF-CONTROL		12. Show progress in expressing feelings, needs, and opinions in difficult situations and conflicts without harming themselves, others, or property.	Language development Emotional development	Wks 1 - 30 Wks 4,5,6,15,16,23,24	
		13. Show progress in playing cooperatively and interacting with other children without direct supervision.	Social development	Wks 4,6,12,13,15,16,20,22,30	

6. Social and Emotional Development - Continued

AREA OF CHILD DEVELOPMENT	HIPPY Learning Goals	ALABAMA STANDARD	Skills Emphasized in HIPPY	Weeks Presented in HIPPY
SELF-CONTROL	<p>Self-Concept develops a knowledge and understanding of their self and family</p> <p>Positive Self Image develops a sense of self worth through their experiences and through successful relationships with significant adults and other children</p>	14. Show progress in dealing with own feelings in age appropriate ways.	Emotional development	Wks 4,5,6,15,16,23,24
		15. Identify and label feelings.	Emotional development	Wks 4,5,6,15,16,23,24
		16. Show growth in understanding how actions affect others and begin to accept the consequences.	Social development	Wks 4,6,12,13,15,16,20,22,30
		17. Increasingly take responsibilities for choices.		
		18. Demonstrate increasing capabilities to follow rules and routines and use material purposefully, safely, and respectfully.	Emotional development Social development	Wks 4,5,6,15,16,23,24 Wks 4,6,12,13,15,16,20,22,30
		19. Demonstrate abilities to sustain interactions with peers by helping, sharing, and discussion.	Social development	Wks 4,6,12,13,15,16,20,22,30
COOPERATION	<p>Self-Control regulates their own behaviors and express emotions in socially acceptable ways.</p> <p>Cultural Awareness respects the values, belief, and feelings of others and gains knowledge of different cultures.</p>	20. Show increasing abilities to use compromise and discussion in working, playing and resolving conflicts with peers.	Emotional development Social development	Wks 4,5,6,15,16,23,24 Wks 4,6,12,13,15,16,20,22,30
		21. Show and awareness of and respect for the interest of others.	Emotional development Social development	Wks 4,5,6,15,16,23,24 Wks 4,6,12,13,15,16,20,22,30
		22. Demonstrate increased abilities to "give and take" in interactions, to take turns in games or using materials, and to interact without being overly submissive or directive.	Emotional development Social development	Wks 4,5,6,15,16,23,24 Wks 4,6,12,13,15,16,20,22,30
		23. Show an understanding and respect of the property of others.	Emotional development Social development	Wks 4,5,6,15,16,23,24 Wks 4,6,12,13,15,16,20,22,30
		24. Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults.	Social development	Wks 4,6,12,13,15,16,20,22,30
		25. Seek adult help when needed to resolve conflicts.	Emotional development	Wks 4,5,6,15,16,23,24
		26. Show progress in developing friendships with peers.	Social development	Wks 4,6,12,13,15,16,20,22,30
		27. Interacts easily with other children.	Social development	Wks 4,6,12,13,15,16,20,22,30
		28. Show progress in responding sympathetically to peers who are in need, upset, hurt, or angry; and in expressing empathy or caring for others.	Social development	Wks 4,6,12,13,15,16,20,22,30
		29. Demonstrate the ability to identify personal characteristics including gender, and family compositions.		
SOCIAL RELATIONSHIPS		30. Show progress in understanding similarities and respecting differences among people (i.e., gender, race, special needs, culture, language, family structure).		
KNOWLEDGE OF FAMILIES AND COMMUNITIES				

Group meetings are provided for children to participate in socialization activities, but not all children attend.

HIPPY is not a center-based program and cannot address every standard

6. Social and Emotional Development - Continued

AREA OF CHILD DEVELOPMENT	HIPPY Learning Goals	ALABAMA STANDARD	Skills Emphasized in HIPPY	Weeks Presented in HIPPY
KNOWLEDGE OF FAMILIES AND COMMUNITIES		31. Demonstrate a growing awareness of the concept of work and what is required to perform it.	Social development	Wks 4,6,12,13,15,16,20,22,30
		32. Express and understand concepts and language of space and direction in the context of their classroom, home and community.	Language development	Wks 1 - 30

7. Approaches to Learning

AREA OF CHILD DEVELOPMENT	HIPPY Learning Goals	ALABAMA STANDARD	Skills Emphasized in HIPPY	Weeks Presented in HIPPY
CREATIVITY AND CURIOSITY	<p>Self Expression develops the ability to express themselves creatively through a variety of creative activities.</p> <p>Exploring with Tools and Materials</p>	1. Choose to participate in an increasing variety of tasks and activities.	Creative thinking	Wks 9, 11,14,28,30
		2. Demonstrate increased abilities to make independent choices	Creative expression	Wks 1,4,6, 11, 13,14,15,17,20,21,25,27,28,29,
		3. Approach tasks and activities with increased flexibility, imagination, and inventiveness.	Self esteem	Wks4,5,6,15,16,23,24
REASONING AND PROBLEM SOLVING	experiments with using many different tools, materials and art form to express themselves creatively.	4. Demonstrate increased abilities to find more than one solution to a question, task, or problem.	Independent thinking	wks 6,12,13,14,16,17,19,20,22,26,28,29,30

8. Physical Health and Development

AREA OF CHILD DEVELOPMENT	HIPPY Learning Goals	ALABAMA STANDARD	Skills Emphasized in HIPPY	Weeks Presented in HIPPY
FINE MOTOR SKILL	<p>Fine Motor Control uses his/her fingers and hands in ways that develop small muscle control eye-hand coordination, strength control, and the ability to manipulate objects</p> <p>Gross Motor Control</p>	1. Demonstrate growing strength and dexterity.	Fine motor control	Wks 1 -30
		2. Use strength and control to perform simple tasks.	Fine motor control	Wks 1 -30
		3. Explore and manipulate objects in a variety of ways.	Fine motor control Eye-hand coordination	Wks 1 -30 wks 1 -30
		4. Use tools appropriately.	Fine motor control	Wks 1 -30
		5. Use eye-hand coordination to perform tasks.	Eye-hand coordination	wks 1 -30
GROSS MOTOR SKILL	strengthens his/her abilities to control, balance, and coordinate their bodies.	6. Walk, run, climb, jump, and hop with increased coordination, balance, and control.	Gross Motor control Gross Motor control	Wks 4,5,6,10, 13,15,16,23,24,26,27 Wks 4,5,6,10, 13,15,16,23,24,26,27
		7. Experiment with galloping and skipping.	Gross Motor control	Wks 4,5,6,10, 13,15,16,23,24,26,27
		8. Demonstrate increasing abilities to coordinate movements in throwing, catching, kicking, and bouncing balls.	Gross Motor control Gross Motor control	Wks 4,5,6,10, 13,15,16,23,24,26,27 Wks 4,5,6,10, 13,15,16,23,24,26,27
		9. Push, pull, twist, turn, curl, balance, and stretch with increased coordination of control.	Gross Motor control Gross Motor control	Wks 4,5,6,10, 13,15,16,23,24,26,27 Wks 4,5,6,10, 13,15,16,23,24,26,27

8. Physical Health and Development				
AREA OF CHILD DEVELOPMENT	HIPPY Learning Goals	ALABAMA STANDARD	Skills Emphasized in HIPPY	Weeks Presented in HIPPY
HEALTH STATUS AND PRACTICES	<u>Fine Motor Control</u> uses his/her fingers and hands in ways ways that develop small muscle control eye-hand coordination, strength control, and the ability to manipulate objects	10. Participate actively in games, outdoor play, and other forms of exercise that enhance physical fitness.	<i>Gross Motor control</i>	<i>Wks 4,5,6,10, 13,15,16,23,24,26,27</i>
	<u>Gross Motor Control</u> strengthens his/her abilities to control, balance, and coordinate their bodies.	11. Show a developing understanding of nutrition to dental health. 12. Show growing independence in hygiene, nutrition, and personal care when eating, dressing, washing hands, brushing teeth, and toileting. 13. Demonstrate and awareness and ability to follow basic health and safety rules such as fire safety, traffic and pedestrian safety, and respond appropriately to potentially substances, and activities. 14. Name most of the body parts. 15. Recognize common medical procedures. 16. Demonstrate and understanding of the common roles of a variety of health care professionals. 17. Try different foods willing.	Note: HIPPY des not have any skills addressed specifically in this area, but does offer extension activities at group meeting and outside speakers are brought in to address many of the areas i.e., Dentists, nurses, nutrition utilizing the cooperative extension services.	