

# The TeachSmart® Learning System by Hatch®

## Correlated to the Arizona Early Learning Standards

### Developmental / Content Area: Social-Emotional Development

Arizona Early Learning Standard	TeachSmart® Learning System
<b>Concept 1: Self-Awareness</b>	
<b>The child demonstrates an awareness of his or her self</b>	
Demonstrates self-confidence	✓
Makes personal preferences known to others	✓
Demonstrates knowledge of self-identity	✓
Shows an awareness of similarities and differences between self and others	
<b>Concept 2: Recognition and Expression of Feelings</b>	
<b>The child recognizes and expresses feelings of self and others</b>	
Associates emotions with words and facial expressions	✓
Identifies and describes own feelings	✓
Demonstrates refusal skills by saying, "No" to/in harmful situations	
Expresses empathy for others	✓

### Developmental/Content Area: Social Interaction with Others

Arizona Early Learning Standard	TeachSmart® Learning System
<b>Concept 1: Separation</b>	
<b>The child demonstrates the ability to separate from familiar adults</b>	
Interacts with others when family member is nearby	✓
Separates from family members without undue stress	
Seeks comfort and security from familiar adults	
<b>Concept 2: Cooperation</b>	
<b>The child demonstrates the ability to give and take during social interactions</b>	
Responds when adults or other children initiate interactions	✓
Initiates and sustains positive interactions with adults and friends	✓
Demonstrates positive ways to resolve conflict	✓

### Developmental/Content Area: Responsibility for Self and Others

Arizona Early Learning Standard	TeachSmart® Learning System
<b>Concept 1: Self-Control</b>	
<b>The child follows and understands rules and routines in various environments</b>	
	✓



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### Developmental/Content Area: Responsibility for Self and Others

Arizona Early Learning Standard	TeachSmart® Learning System
Manages transitions, daily routines and unexpected events	✓
Understands and follows rules in the learning environment	✓
Accepts the consequences of actions positive or negative	✓
Adjusts behavior for alternate activities and in different settings of the learning environment	✓
<b>Concept 2: Respect</b>	
<b>The child acknowledges the rights and property of self and others</b>	
Asks permission before using items that belong to others	
Defends own rights and the rights of others	
Uses courteous words and actions	
Participates in cleaning up the learning environment	✓
Shows respect for learning materials and toys	✓

### Developmental/Content Area: Approaches to Learning

Arizona Early Learning Standard	TeachSmart® Learning System
<b>Concept 1: Curiosity</b>	
<b>The child is inquisitive about new experiences</b>	
Selects an activity when choices are provided	✓
Shows interest in learning new things and trying new experiences	✓
Expresses interest in people	✓
Asks questions to get information	✓
<b>Concept 2: Initiative</b>	
<b>The child demonstrates independence</b>	
Initiates interaction with others	✓
Makes decisions independently	✓
Develops independence during activities, routines and play	✓
<b>Concept 3: Persistence</b>	
<b>The child demonstrates the ability to maintain and sustain a challenging task</b>	
Continuously attends to a task	✓
Copes with frustration or disappointment	✓
<b>Concept 4: Creativity</b>	
The child demonstrates the ability to express his/her own unique way of seeing the world	✓



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Arizona Early Learning Standard	TeachSmart® Learning System
Uses imagination to generate new ideas	✓
Appreciates humor	
<b>Concept 5: Problem-Solving</b>	
<b>The Child demonstrates the ability to seek solutions to problems</b>	✓
Recognizes problems	✓
Tries to solve problems	✓
Seeks adult assistance when support is requested	✓
Works to solve a problem independently	✓
<b>Concept 6: Confidence</b>	
<b>The child demonstrates self-assurance in a variety of circumstances</b>	✓
Expresses opinions or ideas	✓
Views self as competent and skilled	✓
Is willing to take risks and consider a variety of alternatives	✓

### Developmental/Content Area: Language and Literacy

Arizona Early Learning Standard	TeachSmart® Learning System
<b>Concept 1: Oral Language Development</b>	
<b>The child listens with understanding to directions, stories, and conversations</b>	✓
Comprehends finger-plays, rhymes, chants, poems, conversations	✓
Follows directions that involve one step / two steps / a series of unrelated sequences of action	✓
<b>Concept 2: Speaking and Communicating</b>	
<b>The child uses verbal and nonverbal communication to share ideas for a variety of purposes (eg ask questions, express needs, and obtain information)</b>	✓
Communicates needs, wants, and thoughts, through non-verbal gestures, actions, or expressions	✓
Recites finger plays, rhymes, songs, or short poems	✓
Makes relevant responses to questions and comments from others	✓
Is understood when sharing experiences, ideas, and feelings with others through the use of language and gestures	✓
Initiates conversations	✓
Uses appropriate <b>tone</b> and <b>inflection</b> to express ideas, feelings, and needs	
Sustains or expands conversations	✓



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### Developmental/Content Area: Pre-Reading Process

Arizona Early Learning Standard	TeachSmart® Learning System
<b>Concept 1: Print Awareness</b>	
<b>The child knows that print carries messages</b>	✓
Distinguishes between print and pictures	✓
Identifies signs, symbols, and labels in the environment	✓
Recognizes that letters are grouped to form words	✓
Knows that each spoken word can be written and read	✓
Recognizes own written name	✓
Recognizes written names of friends and families	✓
Seeks information in printed materials	✓
<b>Concept 2: Book Handling Skills</b>	
<b>The child demonstrates how to handle books appropriately and with care</b>	
Holds a book right side up with the front cover facing the reader, carefully turning the pages one page at a time	
Identifies where in the book to begin reading	✓
Understands a book has a title	✓
<b>Concept 3: Sounds and Rhythms of Spoken Language (Phonological Awareness)</b>	
<b>The child hears and understands the different sounds of spoken language</b>	✓
Recognizes words that rhyme in familiar games, songs, and stories	✓
Invents rhymes and repetitive phrases	✓
Identifies syllables in words by snapping, clapping, or other rhythmic movement	✓
Identifies syllables in words by snapping, clapping, or other rhythmic movement	✓
Recognizes when different words begin or end with the same sound (phonemic awareness)	✓
<b>Concept 4: Letter Knowledge</b>	
<b>The child demonstrates knowledge of the alphabet</b>	✓
Discriminates letters from other shapes and symbols	✓
Identifies similarities and differences in letters	✓
Identifies letters in familiar words, including those in own name	✓
Recognizes and names at least ten (10) letters of the alphabet	✓
Makes some letter-sound matches (phonics)	✓
<b>Concept 5: Vocabulary Development</b>	
<b>The child understands and uses increasingly complex vocabulary</b>	✓



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### Developmental/Content Area: Pre-Reading Process

Arizona Early Learning Standard	TeachSmart® Learning System
Identifies familiar objects, people, and events	✓
Describes familiar objects, people, events, and their attributes with general and specific words and phrases	✓
Uses new and expanding vocabulary and grammar, including: <ul style="list-style-type: none"> <li>• positional and directional words (eg in, on, out, under, off, beside, behind)</li> <li>• temporal words (eg before-after )</li> <li>• comparative words (eg faster-slower, heavier-lighter)</li> </ul>	✓
Uses multiple word sentences with grammatical complexity to describe ideas, feelings, activities, and experiences	✓
Uses rare words (uncommon words) in communication	
<b>Concept 6: Comprehending Stories</b>	
The child shows an interest in books and comprehends stories read aloud	✓
Takes an active role in reading activities	✓
Asks and answers a variety of questions about stories told or read aloud	✓
Relates stories to life experiences and feelings	✓
Makes predictions from what is seen in illustrations or heard from stories	✓
Makes connections between events in a story	✓
Retells a story in sequence with prompting or props	✓

### Developmental/Content Area: Pre-Writing Process

Arizona Early Learning Standard	TeachSmart® Learning System
<b>Concept 1: Written Expression</b>	
<b>The child uses writing materials to communicate ideas</b>	✓
Uses a variety of writing tools, materials, and surfaces to create drawings or symbols	✓
Dictates thoughts, ideas, and stories to adults	✓
Produces scribbles and letter-like forms to represent words, convey ideas, or tell a story	✓



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### Developmental/Content Area: Mathematics - Number Sense and Operations

Arizona Early Learning Standard	TeachSmart® Learning System
<b>Concept 1: Number Sense</b>	
<b>The child uses numbers and counting as a means to determine quantity and solve problems</b>	✓
Uses number words in the context of daily routines, activities, and play	✓
Uses and creates symbols to represent numbers	✓
Counts groups of objects using one-to-one correspondence	✓
Compares two sets of objects using terms such as more, fewer, or the same	✓
Counts a collection of up to 10 items using the last counting word to tell, "How many?"	✓
Identifies numerals 1-10	✓
Matches numerals to the quantities they represent	✓
<b>Concept 2: Numerical Operations</b>	
<b>The child uses numbers and counting as a means to compare quantity and understand number relationships</b>	✓
Describes changes in two or more sets of objects when they are combined	✓
Describes changes in a set of objects when they are separated into parts	✓

### Developmental/Content Area: Data Analysis

Arizona Early Learning Standard	TeachSmart® Learning System
<b>Concept 1: Data Collection and Organization</b>	
<b>The child collects, organizes, and displays relevant data</b>	✓
Gathers data about self or the environment	✓
Organizes and displays information by shared attribute or relationship	✓
<b>Concept 2: Data Analysis*</b>	
<b>The child uses data to see relationships and make sense of the environment</b>	✓
Uses descriptive language to compare data in picture graphs or other concrete representations	✓



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### Developmental/Content Area: Patterns

Arizona Early Learning Standard	TeachSmart® Learning System
<b>Concept 1: Patterns</b>	
<b>The child recognizes, copies, and creates patterns</b>	✓
Copies simple patterns	✓
Extends simple patterns	✓
Creates simple patterns	✓

### Developmental/Content Area: Geometry and Measurement

Arizona Early Learning Standard	TeachSmart® Learning System
<b>Concept 1: Spatial Relationships and Geometry</b>	
<b>The child demonstrates an understanding of spatial relationships and recognizes attributes of common shapes</b>	✓
Demonstrates understanding of positional terms (eg, between inside, under, behind)	✓
Identifies or names basic shapes (eg circles, cylinders, squares, cubes, triangles) found in the environment	✓
Represents shapes found in the environment	✓
Compares and describes attributes of two- and three dimensional objects using own vocabulary	✓
Describes the position or location of objects in relation to self or to other objects	✓
<b>Concept 2: Measurement</b>	
The child uses measurement to make and describe comparisons in the environment	✓
Compares objects using nonstandard units of measurement (eg hands, bodies, containers)	✓
Compares objects and uses terms such as longer-shorter, hotter colder, and faster-slower	✓
Uses various standard measuring tools for simple measuring tasks	
Uses appropriate vocabulary to describe time and sequence related to daily routines	✓



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### Developmental/Content Area: Mathematics - Structure and Logic

Arizona Early Learning Standard	TeachSmart® Learning System
<b>Concept 1: Logic and Reasoning</b>	
The child recognizes and describes relationships among/between objects relative to their observable attributes	✓
Matches and sorts objects by one attribute (eg, size, color, shape, use)	✓
Matches and sorts objects by two or more attributes (eg, by size and by color)	✓
Describes relationships between groups of objects	✓

### Developmental/Content Area: Science (Inquiry)

Arizona Early Learning Standard	TeachSmart® Learning System
<b>Concept 1: Observations, Questions, and Hypotheses</b>	
The child asks questions and makes predictions based on observations of events in the environment	✓
Demonstrates curiosity about objects, living things, and other natural events in the environment	✓
Uses one or more senses to observe and explore objects, living things, and natural events in the environment	✓
Examines attributes of objects, living things, and natural events in the environment	✓
Describes changes in objects, living things, and the natural events in the environment	✓
Observes and describes the relationships between objects, living things and natural events	✓
Responds to questions about relationships of objects, living things, and events in the natural environment	✓
Asks questions about relationships of objects, living things, and natural events in the environment	✓
Predicts the outcome of investigation based on observation	✓
<b>Concept 2: Investigation (Scientific Testing)</b>	
The child tests predictions through exploration and experimentation	✓
Uses a variety of appropriate tools and materials to complete a planned task or investigation	
Test predictions through active experimentations	✓
Changes experiment plan if results are different than expected and continues testing	✓
Persists with an investigation despite distractions and interruptions	
<b>Concept 3: Analysis and Conclusions</b>	



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### Developmental/Content Area: Science (Inquiry)

Arizona Early Learning Standard	TeachSmart® Learning System
The child forms conclusions about his/her observations and experimentations	✓
Compares and contrasts the attributes of objects and living things	✓
Uses a variety of materials to record and organize data	
Identifies cause and effect relationships	✓
Forms logical conclusions about investigations	✓
<b>Concept 4: Communication</b>	
The child describes, discusses or presents predictions, explanations and generalizations	
Shares known facts about objects, living things, and other natural events in the environment, through words or pictures	✓
Describes attributes of objects, living things and natural events (eg weight, texture, flavor, scent, flexibility, and sound)	✓
Displays and interprets data	✓
Presents scientific ideas in a variety of ways	✓

### Developmental/Content Area: Social Studies (American History)

Arizona Early Learning Standard	TeachSmart® Learning System
<b>Concept 1: Research Skills</b>	
<b>The child demonstrates an understanding that information can be obtained from a variety of sources to answer questions about one's life</b>	✓
Child seeks information from a variety of sources (ie people, books, videos, globes, maps, calendars, etc)	✓
Child relates past events with current events or activities	✓
Child uses time related words such as yesterday/today/tomorrow	✓
Child demonstrates awareness of technology and how it is used to get information	✓

### Developmental/Content Area: World History

Arizona Early Learning Standard	TeachSmart® Learning System
<b>Concept 1: Diversity (Contemporary World)</b>	
<b>The child recognizes that he lives in a place with many people, and that there are people and events in other parts of the world</b>	✓



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### Developmental/Content Area: World History

Arizona Early Learning Standard	TeachSmart® Learning System
Child recognizes that places where people live are made up of individuals from different cultures and who speak different languages	✓
Child discusses and asks questions about similarities and differences in other people	✓
Child discusses events happening in her/his neighborhood or other parts of the world	✓
Child describes some characteristics (eg clothing, food, jobs) of the people in his/her community	✓

### Developmental/Content Area: Civics and Government

Arizona Early Learning Standard	TeachSmart® Learning System
<b>Concept 1: Rights, Responsibilities and Roles of Citizenship</b>	
<b>The child demonstrates a sense of belonging to the community and contributes to its care</b>	✓
Child demonstrates responsible behaviors	✓
Child shows an understanding of how to care for the environment	
Child recognizes the importance of his/her role as part of a group	✓
Child demonstrates choice by voting	✓

### Developmental/Content Area: Geography

Arizona Early Learning Standard	TeachSmart® Learning System
<b>Concept 1: The World in Spatial Terms</b>	
<b>The child demonstrates an awareness of location and spatial relationships</b>	✓
Child uses words to describe directionality and/or location	✓
Child names the city/state in which he/she lives	
Child describes some physical features (eg bodies of water, mountains, weather) of the environment in which he/she lives	✓
<b>Concept 2: Family Identity ( Human Systems)</b>	
The child recognizes self as a member of a family	✓
Child views self as a member of the family unit	✓
Child can identify family members (mother, father, sister, brother, grandparents, cousins, etc)	✓
Child describes/discusses own family's cultural or family traditions	✓



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### Developmental/Content Area: Geography

#### Arizona Early Learning Standard

#### TeachSmart® Learning System

Child identifies similarities and differences in her family composition and the families of others

Child shows knowledge of family members' roles and responsibilities in the home



### Developmental/Content Area: Economics

#### Arizona Early Learning Standard

#### TeachSmart® Learning System

#### Concept 1: Foundations of Economics

**The child demonstrates knowledge of the interactions between people, resources, and regions**

Child demonstrates awareness that money is used to purchase goods and services

Child shows an understanding that adults work to earn money to buy things such as groceries

Child recognizes that people rely on others for goods and services such as farm goods, mail delivery, safety or health care

### Developmental/Content Area: Physical & Motor Development

#### Arizona Early Learning Standard

#### TeachSmart® Learning System

#### Concept 1: Gross Motor Development

**The child moves with balance and control**

Moves with control (ie walks, runs, skips, jumps, gallops, hops)

Moves with balance



#### Concept 2: Gross Motor Development

Child demonstrates coordination of body movements

Coordinates movements to perform tasks

Exhibits body awareness

Exhibits body spatial awareness



#### Concept 3: Fine Motor Development

The child uses fingers and hands to manipulate tools and materials

Uses hands and fingers to manipulate a variety of tools and materials, (ie crayons, markers, chalk, sponges, paint brushes, scissors, pencils, silverware)

Uses eye-hand coordination to perform simple tasks



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### Developmental/Content Area: Physical & Motor Development

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#### TeachSmart® Learning System

Manipulates smaller objects, tools and instruments that require wrist and squeezing motions



Uses fine motor skills in daily living

### Developmental/Content Area: Health

#### Arizona Early Learning Standard

#### TeachSmart® Learning System

#### Concept 1: Hygiene and Health Practices

Child demonstrates knowledge of personal health practices and routines

Demonstrates hygiene practices

Demonstrates healthy practices:

- Nutrition
- Physical Activity
- Rest and Relaxation



### Developmental/Content Area: Safety

#### Arizona Early Learning Standard

#### TeachSmart® Learning System

#### Concept 1: Safety, Injury Prevention

Child demonstrates knowledge of personal safety practices and routines

Demonstrates Environmental Safety Practices

- Water and sun safety
- Animal and plant safety, specific to child's environment
- Fire and gun safety
- Playground safety
- Tool safety

Demonstrates Street Safety Practices

- Crossing street
- Car safety

Demonstrates Personal Safety Practices

- "Good/Bad" touching
- Stranger Dangers
- Knows personal information
- Poison

Demonstrates Emergency Safety Practices

- Emergency Routines



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### Developmental/Content Area: Visual Arts

Arizona Early Learning Standard	TeachSmart® Learning System
<b>Concept 1: Creating Art</b>	
<b>The child uses a wide variety of materials, media, tools, techniques and processes to explore and create</b>	
Uses a variety of materials/media to create original works of art (ie paper, rocks, sand, clay, plaster, fabric, fiber, salt, dough, crayons, markers, paint, chalk, charcoal, pencils, glue, and cardboard)	
Uses a variety of tools to create original works of art (ie cotton swabs, small/large brushes, drinking straws, sponges, sticks, fly swatters, stamps, fingers, scissors, plastic needles, rollers, and stapler)	
Uses a variety of techniques and processes to create original works of art (ie drawing, painting, sculpting, printing, weaving, braiding, cutting, construction, collage, bending, folding, sewing, tearing, stapling, and taping)	
Uses lines, forms, shapes, colors and texture to create personal art work	✓
Creates art work with details which represent the child's ideas, experiences and feelings	✓
Creates art in two and three dimensions	
<b>Concept 2: Art in Context</b>	
The child uses art as he/she begins to make sense of the environment and community	
Participates in creative art activities that are part of the child's community and culture	
Participates in visual art activities that are part of other cultures	
<b>Concept 3: Art as Inquiry</b>	
The child reflects upon, describes and analyzes the characteristics and qualities of his work and the work of others	✓
Describes personal art work	✓
Expresses creative and personal choices when engaging in art activities	✓
Responds to the art work of self and others through making comments or asking questions	✓
Describes the details observed in art work	✓

### Developmental/Content Area: Music and Creative Movement

Arizona Early Learning Standard	TeachSmart® Learning System
<b>Concept 1: Creating Music and Movement</b>	
<b>The child uses a wide variety of instruments, techniques and music to explore and create</b>	
Experiments with a variety of instruments, vocalizations, sounds or creative movements	



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### Developmental/Content Area: Music and Creative Movement

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Creates music/movement that represents child 's ideas, experience and/or feelings	
Sings/moves to familiar rhymes, songs, and/or chants	✓
Uses familiar songs, rhymes or chants to create her own musical/movement improvisations	✓
<b>Concept 2: Music and Creative Movement in Context</b>	
The child uses creative movement and music as he/she begins to make sense of the environment and community	
Listens/responds to different types of music, (eg rock, classical, jazz, reggae, Native American chants, gospel, bluegrass, lullabies, marches and country music)	✓
Uses creative movement and dance to interpret the mood of various types of music and stories	
Joins in music and movement activities that are part of the child's community and culture	
Creates music and movement activities that express the experiences of their own culture and the culture of others	
<b>Concept 3: Music and Creative Movement as Inquiry</b>	
The child responds to music and creative movement through various means	
Talks about music or movement	✓
Describes music or movement of self and others	✓
Expresses creative and personal choices when engaging in music or movement activities	
Responds to music or movement of self and others by noticing details commenting and questioning	

### Developmental/Content Area: Dramatic Play

Arizona Early Learning Standard	TeachSmart® Learning System
<b>Concept 1: Creating Dramatic Play</b>	
<b>The child uses dramatic play and props to explore and create</b>	✓
Participates in dramatic play activities	✓
Assumes roles from daily activities using a variety of props	✓
Dramatizes familiar stories	✓
Takes on more than one dramatic play role at a time	
Pretends an object exists without using a prop	
<b>Concept 2: Dramatic Play in Context</b>	



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The child uses dramatic play as he/she begins to make sense of his/her environment and community	✓
Demonstrates an understanding of behaviors important to specific roles	✓
Demonstrates an understanding of the sequence of events	✓
Negotiates roles, relationships, and actions during dramatic play activities	
Develops a repertoire of roles, actions, and behaviors that reflect diversity in the community	
Participates in dramatic play situations that reflect the routines, rituals, and celebrations of community and culture	
<b>Concept 3: Dramatic Play as Inquiry</b>	
The child responds to dramatic play experiences	✓
Talks about dramatic play experiences	✓
Adds details and new elements to dramatic play situations over time	✓
Respects the ideas and suggestions of others during dramatic play	✓
Responds to the performance of others	✓



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