



Georgia Early Learning Standards

Introduction

Bright from the Start: Georgia Department of Early Care and Learning (Bright from the Start) was authorized in April, 2004. It combined into one agency the Office of School Readiness, units from the Department of Human Resources and the Department of Education, and the Georgia Child Care Council. As such, Bright from the Start became responsible for child care and educational services for children from birth through school age throughout the state of Georgia.

In June, 2004 Bright from the Start formed an Advisory Committee to assist in developing a set of Early Learning Standards for infants, toddlers, and preschoolers. They invited representatives from the Board of Regents, the Professional Standards Commission, the Department of Technical and Adult Education, the Georgia Department of Education, the Georgia Association on Young Children, Smart Start Georgia, Head Start, public and private universities,

and the professional early childhood community at large to serve on the Committee.

The Committee's charge was to develop a set of appropriate, attainable learning goals for children from birth through age three that aligned with the existing Georgia Pre-kindergarten Content Standards for four year olds. The standards were to be consistent with research-based knowledge and "best practice" experience. A rigorous development and review process was also required.

Bright from the Start Commissioner Marsha H. Moore delegated three key staff members to oversee the development of the Georgia Early Learning Standards (GELS) initiative. Dr. Robert Lawrence, Director of Special Projects, Research and Accountability; Justine Strickland, Assistant Commissioner of Child Care Policy; and Carolyn Trammell, Director of the Division of Quality Initiatives, guided all phases of the Standards development to maintain consistency

with Bright from the Start's mission. They also actively participated in all development and review tasks to ensure the quality of the process.

To provide a national perspective to the project, Bright from the Start engaged Dr. Catherine Scott-Little, Assistant Professor in the Department of Human Development and Family Studies at the University of North Carolina at Greensboro (UNCG), as lead consultant. Dr. Scott-Little is also Research Scientist at the SERVE Center at UNCG and has extensive experience in the area of developing early learning standards. She has assisted other states in similar work. Her first role was to jump start the process by providing information gathered from other states and early learning initiatives. Thereafter, she continued to support the process by critiquing drafts, providing resource materials, conferring with Bright from the Start staff, offering advice on critical decisions, and maintaining a level of objectivity to keep the project on track.

To facilitate the development process, Bright from the Start engaged Dr. Marsha Kaufman-McMurrain as project manager. She is a former faculty member in the Department of Early Childhood Education at Georgia State University and has a wide range of experience with children, teachers, parents, and administrators at the preschool level. Dr. Kaufman-McMurrain's role was to coordinate the development of the Georgia Early Learning Standards from the draft phase through creation of the final document. Her tasks included gathering resources, creating working drafts and final copy, collating feedback from reviewers, facilitating meetings and statewide Feedback Forums, and maintaining liaison with all contributors.

The process of developing the Georgia Early Learning Standards involved five parts:

- Draft of GELS created by Bright from the Start and Advisory Committee
- Draft reviewed by a panel of statewide early childhood professionals and parents

- Draft reviewed by members of the public through Feedback Forums in four locations around the state
- Draft reviewed by a panel of national experts
- Final document adopted by Bright from the Start

The structure of the GELS is as follows:

- **Age Groups** – The birth through age three continuum is divided into four age groups
 - Infants (Birth to 12 months)
 - One year olds (12 to 24 months)
 - Two year olds (24 to 36 months)
 - Three year olds (36 to 48 months)
- **Domains and Foundations for Development and Learning** – Five areas are covered in each age group
 - Physical Development
 - Emotional and Social Development
 - Approaches to Learning
 - Language and Literacy Development
 - Cognitive Development
- **Standards** – General statements of skills, behaviors, and concepts that children develop within the particular domain; each standard is included in all age groups if it is developmentally appropriate
- **Indicators** – Components of each standard that indicate what children will work on at each age level to accomplish the standard
- **Sample behaviors** – Personalized examples of behaviors children *could* exhibit to demonstrate that they have achieved a skill or learned a concept; the words in **bold letters** indicate the skill or concept illustrated
- **Codes** – A series of letters and numbers following each entry for identification and training purposes



Georgia Early Learning Standards

Statement of Purpose

The goal of the Georgia Early Learning Standards is to promote quality learning experiences for children from birth through age three. The Standards address the question, “What should children from birth through age three know and be able to do?” They are a set of appropriate, attainable standards for Georgia’s youngest learners. At the same time they are designed to be flexible enough to support children’s individual rates of development, approaches to learning, and cultural context.

The standards are written as a continuum of skills, behaviors, and concepts that children develop throughout this time of life. They are divided into age groups for the user’s convenience and are *not* intended to be used for assessment purposes or as a curriculum. (See Appendix A.) These standards are voluntary and are not part of Georgia’s child care licensing regulations.

The Early Learning Standards align with Georgia’s Pre-K Content Standards and complete a seamless system of standards in Georgia from preschool

through college (P-16). (See Appendix B.) The Early Learning Standards are consistent with the Head Start Child Outcomes Framework and the National Association for the Education of Young Children’s Position Statements on Developmentally Appropriate Practice. (See Appendix C.)

The purposes of the Standards are to:

- Guide teachers who work with children from birth through three in providing quality learning experiences;
- Guide parents in supporting their children’s growth, development, and learning potential;
- Lay the groundwork for applying the standards in pre-service training, professional development, curriculum planning, and child outcome documentation; and
- Raise public awareness about the significance of the early years as the foundation for school success and lifelong learning and the importance of the teacher’s role in the process.



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Guiding Principles

Georgia's Early Learning Standards (GELS) are a guide to help teachers* and parents** offer meaningful learning experiences to children from birth through age three. The following generally accepted principles of child development are the foundation for the Early Learning Standards for our youngest children.

I Parents are a child's first and most consistent teacher.

From the moment a child is born parents play a major role in development. The quality of the relationship between parents and children influences the children's sense of security, their

self-confidence, the way they resolve conflicts, their development of new skills and capabilities, their self-respect, and how they respect others. The impact of this relationship lasts a lifetime.

Early education programs must recognize the significance of the parental role. Children benefit significantly when parents and teachers work together. Parents are the child's most consistent teacher. Throughout a child's educational career, from preschool through high school, many teachers will be involved. Parents, though, remain constant and make the key decisions for the child. They are the child's first and most important teacher.

**Note: Throughout this document, the term "teacher" refers to adults who work directly with children in group settings. This includes classroom teachers and teaching assistants, paraprofessionals, caregivers, family child care providers, home based teachers, and others who have direct contact with children in groups on a regular basis.*

***Note: The term "parent" refers to adults, most commonly family members, who are the primary caregivers of children in their home. This includes, mothers, fathers, grandparents, foster parents, stepparents, aunts, uncles, nannies, babysitters, and others who care for the child in the home on a regular basis.*

2 Each child develops at an individual rate and has personal approaches to learning.

Each child is unique. A mother will tell you how one of her children slept a lot as an infant while another seemed to be awake all the time. One was always babbling while the other had a quieter disposition. Just as the children's personalities are different, their rates of development vary as well. There is a wide range of "normal" growth, and it is important to be flexible in our expectations. Children are served best when their individuality is valued.

The skills and behaviors presented in the Georgia Early Learning Standards are arranged by age level to help teachers and parents organize their understanding of the skills. They are to be used to *inform* teachers and parents about what behaviors one might expect of young children as they develop.

The standards do not represent rigid expectations or requirements for what skills every child should master at a certain age. Instead, they should be used as a guide, with the understanding that children develop at different rates. Teachers and parents must become familiar with the full range of skills and behaviors included in the GELS. Then, they can encourage children to work toward the standards most suitable to their particular developmental stage and rate. (See Appendix A.)

Children with special needs have been considered in the development of these standards. Learning activities should be individualized, allowing children to begin working on a skill at their current level and challenging them to move forward. Individualized activities should also take into consideration children's varied interests and learning approaches. Children will choose activities that suit them best when given the opportunity. It is the teacher's job to plan a variety of experiences with different materials to accommodate individual differences among children.

3 Young children learn through developmentally appropriate play and social interaction.

"Play is a child's work," renowned psychologist Jean Piaget once said. Young children discover their world through play. When children are "just playing," they develop the foundations for reading, writing, and mathematics as they explore and experiment with objects and materials. They also develop the foundations for science and social studies by "playing with" materials and interacting with people around them.

Social development, particularly, occurs when children interact in play. If two children want to ride the same toy at the same time, they have to come up with a way to solve the problem. If two children disagree about whether there is enough room in their bucket for one more cup of sand, they have to come up with a way to find out the answer. Children learn about relationships, both cognitive and social, by working through such problems together.

4 Young children learn best when all aspects of development (physical, emotional and social, approaches to learning, language and literacy, and cognitive) are treated as interconnected.

Children are growing in all developmental areas at the same time. When an infant coos at her mother while reaching for a rattle and bringing it to her mouth, many developmental events are occurring. She is relating socially with her mother, making sounds that are the foundation for early language, physically grasping and manipulating an object, and cognitively exploring the nature of the world around her. The same is true when an older toddler scribbles with a crayon and tells his teacher it is a picture of his puppy. He is developing physical skills to hold the crayon and make marks on the paper, cognitive skills to represent his puppy in the drawing, and language skills to describe it to his teacher.

Development in one area influences the development in other areas. Language skills help

the child relate socially to others. Likewise, social skills help the child develop cognitive and language skills. Physical skills provide experiences that stimulate cognitive, language, and social development. Further, the individual strategies children use to approach learning impact all areas of development. In the young child these developmental areas are closely interrelated and teachers must plan learning experiences that foster the connections among them.

5 The child's family, educational setting, community, and culture shape the child's development.

Children are born into a family that is part of a community and a culture that is passed on from generation to generation. A family's cultural heritage establishes their values, beliefs, expectations, and childrearing practices. Cultural practices help determine feeding and sleeping patterns, rules for discipline, and the roles played by adults and children. The powerful influence of culture on early development is undeniable.

As communities in Georgia become increasingly diverse, teachers and families are challenged to learn about and become comfortable with each other. In the educational setting sensitivity and acceptance of the child's cultural background improve the quality of the child's learning experience and chances for success. Additionally, teachers must recognize how their own cultural heritage, native language, and family history influence their point of view. In order to support and teach children from families and cultures different than their own, teachers must be interested in learning about the families and willing to consider new perspectives.

6 Early learning experiences must support the diverse culture, home language, and individual learning potential of each child.

Travelers to foreign countries often experience "culture shock." They find themselves uncomfortable when they cannot speak the language, figure out how to use the money, or order unfamiliar food in a restaurant. They might be embarrassed to ask for help and feel people are

looking at them strangely. A child or parent who comes to a child care center where the language is different and the rules are brand new may have the same uneasy feelings.

Early learning programs must create an environment where children feel safe and comfortable. Teachers must be sensitive to cultural differences in childrearing and willing to talk openly with parents about mutual expectations. The goal of communication between the family and teacher should be to support the continuity of care from home to center.

Learning materials should reflect a diversity of cultures and include children with disabilities. Books and songs can celebrate different languages. Children whose home language is other than English can teach words to their classmates while their classmates are helping them learn English. Children with disabilities must be welcomed into classrooms with children their own age where they can teach the other children about their special abilities. The classroom or home care setting must be a place where children feel accepted, so they can learn and develop to their greatest potential.

7 Early learning experiences must draw on and enhance the connections between each family and the early childhood program.

Early learning programs are most effective when they offer quality educational activities and give special attention to the relationship between parents and children. Parental involvement in children's education has a significant impact on school achievement. When parents are involved in the educational program, children get the message that learning is important. Parents' involvement also communicates that the educational setting is a good place to be. As a result, programs need to develop partnerships with their parents and invite them to participate in the early childhood program. When parents and teachers work together it can be valuable for both. Parents can share with teachers about their child's likes and dislikes, their family routines, and other information that will help make learning experiences more meaningful.

Families of children with special needs have an especially valuable role in showing the teacher how best to work with their child. Teachers can share with parents about their child's accomplishments and how they get along socially. If a problem arises, teachers and parents who support each other will be able to solve it in the child's best interest. Early learning programs must find creative ways to reach out to families, honoring the primary and significant role of the family in the child's education.

8 Early childhood teachers play a powerful role in the education of young learners and deserve dignity and respect from the community at large.

Children often spend more time in a day with their teachers than their parents. As a result, early childhood teachers play a powerful and significant role in a child's life. Children learn how to learn from their teachers. They learn how to behave toward adults and how adults behave toward children from their teachers. They go to their teachers for comfort when they're hurt and for reassurance when they're scared. They want their teachers to be proud when they succeed and to help them try again when they don't. Teachers can influence whether a child has an "I can" or an "I can't" attitude. Many successful adults remem-

ber a teacher who saw something special about them. For all these reasons, and more, early childhood teachers deserve to be treated with dignity and respect by the community at large.

9 Quality early learning experiences for children are guided by research-based knowledge and practice.

The Georgia Early Learning Standards were developed using a wide variety of research-based sources. (See References.) Scholars have studied how young children learn and develop for many years. Numerous research projects have looked at the different aspects of child development and what practices support positive growth. Research tells us, for example, that children learn by actively exploring their environment. Learning activities that provide opportunities for children to move around and use their senses would be consistent with this research-based knowledge. On the other hand, activities that require youngsters to sit still and listen, rather than actively participate, would be inconsistent with it. Quality early learning experiences should be based on the findings of this research. Teachers and parents should look for educational programs and curricula that show how they use research-based knowledge to guide their work.



Georgia Early Learning Standards

Frequently Asked Questions

Why have learning standards?

In April 2004 the Georgia General Assembly created *Bright from the Start: Georgia Department of Early Care and Learning (Bright from the Start)* to focus on issues relating to care and education of Georgia's youngest children. The new department combined into one agency the Office of School Readiness, units from the Department of Human Resources and Department of Education, and the Georgia Child Care Council. The overall quality of all licensed child care centers, group and registered family day care homes, and the Georgia Pre-K Program is now the responsibility of this new department.

The development of the Georgia Early Learning Standards began in June 2004 to improve the quality of learning experiences for children from birth through age three. Although *program* standards existed through child care licensing

regulations, there was not a set of specific *learning* standards for this age group. Some of the reasons that led Bright from the Start to create a set of Early Learning Standards include:

- Standards provide a set of achievable, public goals that are commonly held to be suitable for young children;
- Standards serve as a foundation to connect what is taught with what is developmentally appropriate for early learners;
- Standards provide a framework to encourage consistency among early childhood programs across the state.

It is important to know that the Georgia Early Learning Standards (GELS) are *voluntary*. Their contribution to improving the educational quality of child care programming will depend on how widely they are used.

2 Who will use the standards?

The Georgia Early Learning Standards are written for teachers and parents of infants, toddlers, and preschoolers. Throughout the GELS, the word “teacher” is used to refer to all adults who work with young children in group settings. This includes center based teachers, assistant teachers, aides, paraprofessionals, caregivers, family child care providers, home based teachers, and others who work with children in these settings. Children learn from the adults who care for them; therefore, all these adults are referred to as “teachers.” The word “parent” refers to adults who care for children in the home a significant amount of time. This could include mothers, fathers, aunts, uncles, grandparents, babysitters, nannies, and other adults who may serve as a child’s primary caregiver.

In addition to teachers and parents, the GELS can be used by early childhood teacher educators at the college and technical school levels. They can serve as a resource for course development and curriculum selection. Instructors can challenge their students to develop learning experiences for classrooms and home settings that are consistent with the GELS.

Policymakers and the general public can use these standards to inform themselves about what young children should know and be able to do. They can refer to the GELS when making public policy decisions about quality care and education for children and their families from birth through age three.

3 How should the standards be used?

Teachers and parents can use the standards to inform themselves about commonly held expectations for children from birth through age three. At the same time, it is important that the standards be used with flexibility. Children develop at different rates and demonstrate accomplishments in different ways.

The “sample behaviors” included are only a few examples of how children *might* demonstrate a behavior. The order of the sample behav-

iors *roughly* corresponds to younger skills at the beginning of an age range and older ones at the end. It is important to say that this order is extremely variable. Skill development flows differently among children, and they often work toward several skills at the same time. The standards are written with the expectation that the majority of children will be comfortable with most of the skills and behaviors in a particular age range by the time they reach the end of that age range. We are looking for consistent progress across the domains, not the accomplishment of specific sample behaviors.

Each step a child takes toward achieving a skill or behavior is something to celebrate. It is important not to push children to accomplish skills before they are ready and, similarly, not to hold children back when they are ready to move forward. The standards, indicators, and sample behaviors should be used to help adults assist children to grow in their own unique ways.

Teachers can also use the standards as a resource for planning learning experiences. They can look for curriculum materials, learning activities, and assessment tools that could be used to help children learn skills and behaviors similar to those included in the standards. A well-planned classroom environment offers young children the opportunity to explore concepts and build skills in all the developmental areas represented in the GELS. Teachers can refer to the standards and other learning materials to be sure that the activities they plan are on a level that most children in each age group can achieve.

Further, teachers can use the standards to communicate with each other about learning goals throughout the age ranges. By becoming familiar with the standards, teachers will know what the children were working on before they entered their classroom and what they will be working on when they move to the next one. The GELS will provide teachers with a common vocabulary and set of expectations.

Parents can use the standards to guide them in choosing home learning activities and materials

suitable for young children. They can also use the standards to help choose a quality educational program outside the home. A parent can check to see whether a program includes the variety of learning experiences described in the GELS.

4 Is this an assessment tool?

No. Teachers and parents often wonder what infants, toddlers, and three year olds should be expected to do. The purpose of the GELS is to inform teachers and parents about the skills and behaviors that are typical of this stage of life, *not* to assess their performance.

The purpose of an assessment tool for children is to monitor development and learning in order to guide planning and decision making. The GELS were not designed to monitor children's progress and cannot be used for assessment. The purpose of the GELS is to set common expectations that can be achieved and observed in different ways through a rich variety of learning pathways.

5 Is this a curriculum for infants and toddlers?

No. The GELS are a list of standards, indicators, and sample behaviors that children in this age range begin to develop. A *curriculum* provides information about how children develop and learn, what children learn, the learning environment, the teacher's role, and the family's role. It is important for administrators and teachers to examine the match between the goals and objectives in the curriculum they choose and the standards and indicators included in the GELS. If there is not a good match, they should consider looking at other curricula for use in their programs.

6 How do the standards apply to children with special needs?

Children with special needs will work toward achieving the standards at their own rate and, perhaps, in different ways. *All* children of the same age benefit when those with special needs and those who are developing more typically are in classrooms together. Teachers and parents may require assistance from special education professionals to adjust the way they work with children with special needs.

For example, a child with a physical disability may need special equipment and support from adults when working toward the standards. A child with an intellectual disability might need teachers and parents to apply the standards with flexibility, allowing the child to work in small steps at a comfortable pace. A child with challenging social or emotional needs may require a teacher or parent to learn special behavioral strategies to help work toward the standards.

Children with disabilities must be welcomed into classrooms with children their own age where they can relate to their peers and teach them about their special abilities. The classroom or home care setting must be a place where children feel accepted, so they can learn and develop to their greatest potential.

For *all* children, it is important that the standards be applied with sensitivity and good judgment. A pediatrician or a special education professional should be consulted when a teacher or parent is concerned about a delay or a developmental problem. For assistance, parents with infants and toddlers can contact Parent to Parent, Inc. for information about Babies Can't Wait locations throughout the state of Georgia. Their phone number is 1-800-229-2038 or 770-451-5484 in metro Atlanta. You can also refer to their website at <http://health.state.ga.us/programs/bcw/>. Teachers can obtain assistance through their local child care Resource and Referral (R&R) agency. You can locate your local R&R online at www.gaccerra.org or by calling 1-800-466-5681. For additional resources and information call Bright from the Start at 1-888-442-7735 or 404-656-5957. You can also access their resources online at www.decal.state.ga.us, and click on "Special Needs" under "Families."

7 How do the standards apply to children from other cultures and whose families speak a language other than English?

Children develop similarly across cultures. However, different cultures have different expectations for certain behaviors. Some cultures expect children to look adults in the eye when

speaking while others do not. Cultures differ in when and how they expect children to use utensils when eating. People from different cultures may see each others' childrearing practices as more "strict" or "lenient" than their own. These are just a few examples of cultural differences. Teachers must become familiar with the cultural expectations of their students' families and then adjust the standards accordingly.

Similarly, children whose home language is other than English may be able to achieve some of the standards in that language before they can demonstrate it in English. A child who says "tres" when asked "How old are you?" is demonstrating the ability to "relate identifying information." Another child who holds up three fingers is demonstrating the same ability. There are many ways children can meet the standards, and speaking the child's home language is one of them. Teachers should encourage children to use their native language while learning English as well.

8 Why are the standards organized by age groups?

They are divided into the specific age groups known as Infants, 1 year olds, 2 year olds, and 3 year olds as a convenient organizational structure for teachers and parents. Children in child care settings are typically grouped by age, and teachers and parents often wonder what behaviors are common for children at certain ages. Further, other state learning standards such as the Georgia Pre-K content standards, the child care licensing regulations, and the K-12 standards are divided year by year. The Early Learning Standards are organized into age groups to make them easy to use and consistent with other standards in Georgia.

Be aware that children develop at different rates, and the age groups should be seen as flexible. It is best to view the standards as a continuum across the age groups. (See Appendix A.) A one year old child may still be working on a few behaviors in the infant range, for example. Or a two year old might be demonstrating some of the behaviors in the three year old range.

One could expect the majority of children to achieve most, but not necessarily all, of the standards in a particular age range by the time they reach the end of that age range. It is likely, though, that a child's skill development will differ in the various domains. An infant may accomplish most of the skills in the physical area, for example, while still working on several in the language domain.

Some children with special needs may never meet all the standards in a particular area of development due to their disability; however, it is important that they be included in settings with their same age peers. Teachers should look for *progress* toward achieving the skills and behaviors for children who are developing typically as well as those with special needs. To support children most effectively, teachers should become familiar with the whole set of behaviors throughout the birth through three age range, not just the ones that match the child's current age.

9 What are Domains and Foundations for Development and Learning?

The skills, concepts, and behaviors that children learn are often divided into categories. Although learning occurs in all of these areas at the same time, it is useful to study and explain them separately. Adults can better support the development of each child when they understand the predictable stages of growth and learning that take place in each area.

Think of a puzzle where each piece must be explored individually to take note of the shape, size, and color. Next, the pieces are fitted together, and the whole picture is revealed. Likewise, when we study the way children learn and develop, it is valuable to look at the different areas of development separately to be sure that we understand the importance of each. Then, as we look at the whole child, we can see more clearly how the pieces fit together to form a unique and wonderful little person.

In the Georgia Early Learning Standards, the different areas of development are called

Domains and Foundations for Development and Learning. They include Physical Development, Emotional and Social Development, Approaches to Learning, Language and Literacy Development, and Cognitive Development. They are described, briefly, below.

Physical Development involves the way children move their bodies. This includes moving large muscles, like arms and legs, to crawl, walk, run, and dance. It also includes using small muscles, like hands and fingers, to feed themselves, scribble with crayons, paint, and make finger movements as they sing songs. The Physical Development section of the GELS includes a standard and indicators relating to self-help skills which describe how children learn to take care of their physical needs such as feeding, dressing, and personal hygiene. Additionally, this section includes skills and behaviors concerning the way children learn to practice healthy and safe habits.

Emotional and Social Development is the area where children learn about themselves and how to get along with other people. Newborn babies do not have an awareness of being an individual person. As they grow they develop a sense of “me” that is separate from the adults who care for them. At the same time, they develop relationships with these important adults. Through play, youngsters learn how to relate to other children, and they gain confidence in their own abilities. As children mature emotionally and socially, they gain self-control. Their emotional and social development is further enhanced when they engage in creative displays of self-expression.

Approaches to Learning focuses on *how* children go about learning new skills and concepts rather than *what* skills and concepts they need to learn. Children approach learning in a variety

of ways. They are curious about their world and show this by “getting into things” - putting their hands in their food, putting toys in their mouth, stacking things up just to knock them down, climbing on furniture, or quietly sitting and examining a leaf.

They want to do things over and over – listening to the same story every night before bed, singing the same song many times in a row, or trying repeatedly to put a shape into a puzzle until it finally fits. They also find creative ways to solve problems – standing on a box to reach a toy, holding a block next to their ear and pretending it’s a telephone, or using a stick to dig in the dirt when there are no shovels to be found. To reach their learning potential, children need adults to support them in being curious, persistent, and creative learners.

Language and Literacy Development involves the way children learn to communicate with sounds and words, with gestures, and, eventually, to read and write. This involves both verbal and nonverbal behaviors. Babbling, talking, listening, using sign language, using gestures, singing songs, repeating rhymes, listening to stories, looking at books, scribbling, and drawing are some of the ways children learn language and early literacy skills.

Cognitive Development involves the way children use their minds to explore the world around them. Children use their senses to learn all about how things feel, sound, look, taste, and smell. They investigate how objects relate to one another, how things grow, who they are in the family and community, and how they fit into the world. These experiences form the basis for early mathematical and scientific thinking and a beginning understanding of social studies.

10 How do the Early Learning Standards relate to the Pre-K Content Standards?

A chart summarizing the relationship between the *Curriculum Areas* of the Georgia Pre-K Content Standards and the *Domains & Foundations for Learning and Development* of the Georgia

Early Learning Standards is below. A chart illustrating a more detailed alignment between the GELS, the Pre-K Content Standards, and Georgia's Kindergarten Performance Standards is found in Appendix B.

Georgia Pre-K Content Standards

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<i>Curriculum Areas</i>	<i>Domains & Foundations for Learning and Development</i>
Language & Literacy	Language & Literacy Development
Mathematics Science Social Studies	Cognitive Development
Creative Expression	Creative Expression is included as a standard within each domain
Social and Emotional	Emotional & Social Development
Physical Development	Physical Development
	Approaches to Learning

11 How do the Early Learning Standards relate to the Head Start Child Outcomes Framework?

Below is a chart summarizing the relationship between the *Domains* of the Head Start Child Outcomes Framework and the *Domains &*

Foundations for Learning and Development of the Georgia Early Learning Standards. A chart illustrating a more detailed alignment between the two documents is found in Appendix C.

Head Start Child Outcomes Framework

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<i>Domains</i>	<i>Domains & Foundations for Learning and Development</i>
Language Development Literacy	Language & Literacy Development
Mathematics Science	Cognitive Development
Creative Arts	Creative Expression is included as a standard within each domain
Social & Emotional Development	Emotional & Social Development
Physical Health & Development	Physical Development
Approaches to Learning	Approaches to Learning