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Approaches to Learning

Strand: 1.0 — Motivation to Learn

Sub-Strand — Curiosity and Interest

Foundation 1.1 Curiosity and Interest

Early (3 to 4 ½ Years)

Express interest in some familiar and new objects, people, and activities in their immediate environment. Seek information by exploring with their senses, describing their observations, and asking simple questions.

Later (4 to 5 ½ Years)

Express interest in a broader range of familiar and new objects, people, and activities by exploring more extensively with their senses, describing their observations in greater detail, and asking more detailed questions.

Sub-Strand — Initiative

Foundation 1.2 Initiative

Early (3 to 4 ½ Years)

Demonstrate initiative by starting activities (such as simple play scenarios), initiating social interactions (such as helping others), and seeking solutions to problems.

Later (4 to 5 ½ Years)

Demonstrate initiative by starting activities (such as detailed and more complex play scenarios), initiating social interactions (such as helping others) more often, and seeking solutions to problems more persistently.

Sub-Strand — Engagement

Foundation 1.3 Engagement

Early (3 to 4 ½ Years)

Actively engage by focusing and concentrating on activities for brief periods of time with adult support.

Later (4 to 5 ½ Years)

Actively engage by focusing and concentrating on activities for longer periods of time with less adult support.



Sub-Strand — Perseverance

Foundation 1.4 Persisting Despite Difficulties

Early (3 to 4 ½ Years)

Demonstrate persistence, with adult support, when engaging in an activity despite encountering setbacks or boredom. Make an effort, with adult support, to cope with emotions that arise (for instance, frustration, sadness, anger, excitement), although may shift to another activity after a short while.

Later (4 to 5 ½ Years)

Demonstrate persistence for longer periods of time when engaging in an activity despite encountering setbacks or boredom. More consistently cope with emotions that arise (for instance, frustration, anger, sadness, excitement) and can continue engaging in an activity with less adult support.

Strand: 2.0 — Executive Functioning

Sub-Strand — Working Memory

Foundation 2.1 Working Memory

Early (3 to 4 ½ Years)

Hold approximately one to two pieces of information in their mind for a short time and use the knowledge to guide behavior when performing tasks and engaging in play, with adult support.

Later (4 to 5 ½ Years)

Hold approximately two to three pieces of information in their mind for longer periods of time and use the knowledge to guide behavior when engaging in multistep tasks and more complex play, with less adult support.

Sub-Strand — Inhibitory Control

Foundation 2.2 Managing Impulsive Behaviors

Early (3 to 4 ½ Years)

Demonstrate emerging ability to manage habitual reactions (habits that are not useful in a particular context), impulsive behaviors (acting on a whim), and delaying gratification (resisting temptation for an instant reward) with adult support.

Later (4 to 5 ½ Years)

Manage habitual reactions (habits that are not useful in a particular context), impulsive behaviors (acting on a whim), and delaying gratification (resisting temptation for an instant reward) with less adult support.