

# Appleton Area School District Birth Through Age Three Early Childhood Standards & Curriculum



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*Spanish*

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*Hmong*

*Tsev kawm ntawv hauv Appleton tsis cais tawm menyuam kawm ntawv los ntawm qhov yog poj niam los txiv neej, haiv neeg, cev nqaij daim tawv txawv, kev teev hawm, lub hnuv nyoog, keeb tiv ntawm haiv neeg, poj koob yawm txwv, kev ntseeg, lub cev tsis tab seeb, muaj txij nkawm los yog leej niam leej txiv, hloov lub cev poj niam mus ua txiv neej hloov txiv neej lub cev mus ua poj niam, tus yam ntxwv poj niam los txiv neej, hais lus coj li poj niam los txiv neej los yog cev nqaij daim tawv, lub hlwb kev xav, tus xeeb ceem kev xav los yog muaj qhov ua rau kawm tsis tau ntawv nyob rau cov khoo ka kawm ntawv los yog tej kev ua ub ua no.*

## **AASD Birth Through Age Three Early Childhood Standards & Curriculum**

**Description** Since a young child's learning is best accomplished through play, developmentally appropriate practice forms the backbone of our environments and interactions for our birth to age three students. Appropriate practices must be in place to facilitate the learning potential of each of our students assuring the balance necessary between the communication, social-emotional, motor and cognition domains of development. A high quality environment, within which a young child learns is crucial to accomplishing the milestones put forth through our supports. Learning experiences from birth are driven by the individual child's interests and encourage creativity, curiosity, exploration and problem solving, and foster a love of learning.

**Required Assessments** Teaching Strategies Gold (TSG)

**Board Approved** March 10, 2003

**Revised** *Pending approval July 24, 2017*

### **AASD Birth Through Age Three Guiding Principles**

**The principles are guided by the current Wisconsin Model Early Learning Standards and specifically represent the beliefs and values we hold regarding young children.**

- All children are capable and competent learners. Learning begins at birth for all children in all settings.
- A child's early learning and development is multidimensional.
- Children are individuals who develop at various rates.
- Children learn best in a high quality environment. The context of a high quality environment includes organization of space, interactions, learning experiences and a schedule for children.
- Children learn through play and the active exploration of their environment.

- Children develop through individual stages immersed with culture, diversity and ability.
- Children exhibit a range of skills and competencies within any domain of development.
- Relationships with adults and others are critical beginning at birth.
- Children learn best when the adult instructing them has knowledge of child growth and development and consistent expectations which are essential to maximizing educational experiences.
- Parents are children's primary and most important caregivers and educators.

**Developmental Domains & Subdomains - Wisconsin Model Early Learning Standards (Fourth Edition; December 2013):**

- I. **Health and Physical Development** - Physical Health and Development, Motor Development, Sensory Organization
- II. **Social and Emotional Development** - Emotional Development, Self-Concept, Social Competence
- III. **Language Development and Communication** - Listening and Understanding, Speaking and Communicating, Early Literacy
- IV. **Approaches to Learning** - Curiosity, engagement, and persistence; Creativity and Imagination; Diversity in Learning
- V. **Cognition and General Knowledge** - Exploration, discovery, and problem solving; Mathematical Thinking, Scientific Thinking

## **I. Health/Physical Development (Motor Development and Sensory Organization)**

**Description:** Children's future health and well-being are directly related to the development and strengthening of their large and small muscles, involvement in sensory experiences, and the practicing of healthy behavior. Good physical health and motor development allows for full participation in learning experiences. While engaging in active movement and exploration and encountering a variety of situations and new challenges, the child's brain and body are learning to work together smoothly. *(WI Model Early Learning Standards, Fourth Edition)*

### **Children in Wisconsin will:**

- Be physically healthy and will be able to effectively care for their own physical needs
- Develop and refine their use of small and gross motor skills
- Integrate input from all sensory systems and learn to respond appropriately and automatically within their environment

*(WI Model Early Learning Standards, Fourth Edition)*

### **AASD students who are college and career ready in Health and Physical Development will...**

- Become competent in many and proficient in a few forms of physical activity
- Become physically fit
- Participate regularly in physical activity
- Acquire and analyze information relevant to current health issues and practices
- Understand their potential for total health and well-being
- Develop and maintain lifelong physical, emotional, social, and intellectual health practices
- Develop decision-making and life management skills that improve quality of life and facilitate the realization of personal lifestyle goals
- Become aware of personal responsibility for the promotion and maintenance of individual, family, and societal health.
- Value physical activity and its contribution to a healthy lifestyle

Essential Learning Objectives	Developmental Continuum of Performance Indicators	Assessment/Reference (TSGold)
<p><b>Demonstrates behaviors to meet self-help and physical needs</b></p> <p>WMELS Reference I.A.EL.1a</p>	<p><b>Student performance measures:</b></p> <ul style="list-style-type: none"> <li>● Indicates needs and wants</li> <li>● Participates as adult attends to needs</li> <li>● Seeks to do things for self</li> <li>● Demonstrates confidence in meeting own needs</li> </ul>	Objective 1c
<p><b>Demonstrates behaviors to meet safety needs and healthy lifestyle</b></p> <p>WMELS Reference I.A.EL.2 WMELS Reference I.A.EL.3</p>	<p><b>Student performance measures:</b></p> <p>Safety:</p> <ul style="list-style-type: none"> <li>● Shows preference for parent(s) or primary caregiver</li> <li>● Shows awareness of new/uncomfortable situations or strangers</li> <li>● Shows awareness of danger in harmful situations and begins to recognize simple rules</li> </ul> <p>Health:</p> <ul style="list-style-type: none"> <li>● Depends on adult to care for personal hygiene and exercise needs</li> <li>● Shows awareness of personal hygiene and exercise</li> <li>● Begins to take responsibility for personal hygiene and exercise needs</li> </ul>	Objective 1b, 1c & 29
<p><b>Moves with strength, control, balance, coordination, locomotion and endurance</b></p> <p>WMELS Reference I.B.EL.1.a WMELS Reference I.B.EL.1.b</p>	<p><b>Student performance measures:</b></p> <ul style="list-style-type: none"> <li>● Manipulates objects with hands</li> <li>● Rolls over, crawls</li> <li>● Walks and climbs on low objects</li> <li>● Walks up and down stairs one step at a time with adult assistance</li> </ul> <ul style="list-style-type: none"> <li>● Sits independently with balance</li> <li>● Stands without support</li> <li>● Squats without falling</li> </ul>	Objective 4, 5, 6

	<ul style="list-style-type: none"> <li>• Walks, runs, climbs, jumps, skips, and hops with control</li> <li>• Throws objects with strength and control</li> </ul>	
<p><b>Exhibits eye hand coordination, strength, control, and object manipulation</b></p> <p>WMELS Reference I.B.EL.2</p>	<p><b>Student performance measures:</b></p> <ul style="list-style-type: none"> <li>• Tracks objects visually and focuses on an object or person</li> <li>• Reaches for and grasps objects</li> <li>• Coordinates eyes with hands and uses both hands with intention and purpose</li> <li>• Performs simple fine motor skills and manipulates smaller objects with increasing control</li> </ul>	Objective 7a & 7b

## II. Social and Emotional Development (Self-Concept, Social Competence)

**Description:** Social and emotional competence is developed from infancy, through the toddler and preschool years, and beyond. Children’s early relationships are the foundation for social and emotional competence and affects all other developmental domains. Social competence is the ability to achieve personal goals in social interactions while maintaining positive relationships with others. *(WI Model Early Learning Standards, Fourth Edition)*

**Children in Wisconsin will:**

- Demonstrate emotional competence and self-regulation
- Have a personal sense of well being
- Form and maintain secure relationships and gain understanding of social systems

*(WI Model Early Learning Standards, Fourth Edition)*

**AASD students who are college and career ready in Social Emotional Development will...**

- Demonstrate a personal sense of well being
- Form and maintain secure positive relationships with others

- Gain an understanding of social systems
- Understand the perspective and feelings of others
- Achieve personal goals in social interactions while maintaining positive relationships with others
- Demonstrate emotional competence and the self-regulation needed to succeed in social settings

Essential Learning Objectives	Developmental Continuum of Performance Indicators	Assessment/Reference (TSGold)
<p><b>Engages in social interaction and plays with others and respect others, self and property</b></p> <p>WMELS Reference II.C.EL.2</p>	<p><b>Student performance measures:</b></p> <ul style="list-style-type: none"> <li>● Shows interest in being with others</li> <li>● Begins to engage in short play interactions with others</li> <li>● Participates in parallel play with others for longer periods of time.</li> <li>● Participates in cooperative play with others</li> </ul>	<p>Objective 2a-d Objective 3a</p>
<p><b>Expresses a wide range of emotions</b></p> <p>WMELS Reference II.A.EL.1</p>	<p><b>Student performance measures:</b></p> <ul style="list-style-type: none"> <li>● Uses facial expressions and body movements to express comfort or discomfort</li> <li>● Displays a variety of emotions</li> <li>● Uses words and gestures to express more complex emotions</li> </ul>	<p>Objective 1a</p>
<p><b>Engages in Social Problem-Solving behavior and learns to resolve conflict</b></p> <p>WMELS Reference II.C.EL.4</p>	<p><b>Student performance measures:</b></p> <ul style="list-style-type: none"> <li>● Shows awareness of tension and stressful situations</li> <li>● Imitates how others solve problems</li> <li>● Experiments with trial-and-error approaches to solve simple problems and conflicts</li> </ul>	<p>Objective 1b Objective 3a &amp; 3b</p>
<p><b>Demonstrates understanding of rules and social expectations</b></p> <p>WMELS Reference II.C.EL.3</p>	<p><b>Student performance measures:</b></p> <ul style="list-style-type: none"> <li>● Tests adults' reactions to his or her behavior and understands what "no" means</li> <li>● Demonstrates understanding of simple rules related primarily to personal health and safety</li> <li>● Remembers and follows simple group rules and displays appropriate social behavior</li> </ul>	<p>Objective 3a &amp; 3b Objective 1b</p>

### III. Language Development/Communication (Listening/Understanding, Speaking/Communicating, Early Literacy)

**Description:** Language development is reflected in children’s progress toward acquiring skills in the areas of listening and understanding, speaking and communicating, and early literacy. Language development occurs in the context of relationships, encompasses all forms of communication, both verbal and nonverbal, and moves children along the continuum of early literacy. *(WI Model Early Learning Standards, Fourth Edition)*

**Children in Wisconsin will:**

- Convey and interpret meaning through listening and understanding
- Convey and interpret meaning through speaking and other forms of communicating
- Have the literacy skills and concepts needed to become successful readers and writers

*(WI Model Early Learning Standards, Fourth Edition)*

**AASD students who are college and career ready in Language Development/Communication will...**

- Demonstrate independence
- Build strong content knowledge
- Respond to the varying demands of audience, task, purpose, and discipline. Comprehend as well as critique
- Value evidence
- Use technology and digital media strategically and capably
- Come to understand other perspectives and culture

#### 1. Listening and Understanding

Essential Learning Objectives	Developmental Continuum of Performance Indicators	Assessment/Reference (TSGold)
<b>Derives meaning through listening to communications of others and sounds in the environment</b>	<b>Student performance measures:</b> <ul style="list-style-type: none"> <li>● Turns toward source of sound</li> <li>● Attends to same situation or object as another person</li> </ul>	Objective 8a



<p>WMELS Reference III.A.EL.1</p>	<ul style="list-style-type: none"> <li>● Enjoys short stories, rhymes, finger plays, songs and music</li> <li>● Shows understanding of concept words and sequence of events</li> </ul>	
<p><b>Listens and responds to communication with others</b></p> <p>WMELS Reference III.A.EL.2</p>	<p><b>Student performance measures:</b></p> <ul style="list-style-type: none"> <li>● Responds to voices and intonation of familiar adults and children</li> <li>● Participates in turn-taking, alternating listening and responding</li> <li>● Responds appropriately when asked to identify familiar objects/person/body parts or when asked to run, walk, jump</li> <li>● Responds to increasingly complex language structures, including comments, requests, and questions</li> </ul>	<p>Objective 8a</p>
<p><b>Follows directions of increasing complexity</b></p> <p>WMELS Reference III.A.EL.3</p>	<p><b>Student performance measures:</b></p> <ul style="list-style-type: none"> <li>● Responds to simple requests</li> <li>● Understands and carries out a one-step direction</li> <li>● Understands and carries out two-step direction</li> </ul>	<p>Objective 8b</p>

## 2. Speaking and Communicating

<p><b>Essential Learning Objectives</b></p>	<p><b>Developmental Continuum of Performance Indicators</b></p>	<p><b>Assessment/Reference</b></p>
<p><b>Uses gestures and movements (non-verbal) to communicate</b></p> <p>WMELS Reference III.B.EL.1</p>	<p><b>Student performance measures:</b></p> <ul style="list-style-type: none"> <li>● Uses gestures and movements to get attention, request objects, protest or to draw attention to an object in the environment</li> <li>● Uses gestures for greetings and conversational rituals</li> <li>● Uses movement or behavior to initiate interaction with a person, animal or object</li> </ul>	<p>Objective 7a &amp; 9a</p>
<p><b>Uses vocalizations and spoken</b></p>	<p><b>Student performance measures:</b></p>	<p>Objective 9b &amp; 9c</p>

<p><b>language to communicate. Language Form (Syntax)</b></p> <p>WMELS Reference III.B.EL.2a</p>	<ul style="list-style-type: none"> <li>● Uses cries, coos, and other noises to communicate</li> <li>● Makes vowel and consonant sound combinations and engages in vocal play (babbling)</li> <li>● Uses one word</li> <li>● Uses two to three word phrases and sentences</li> <li>● Uses plurals, pronouns, past tense</li> </ul>	
<p><b>Uses vocalizations and spoken language to communicate. Language Content (Semantics)</b></p> <p>WMELS Reference III.B.EL.2b</p>	<p><b>Student performance measures:</b></p> <ul style="list-style-type: none"> <li>● Uses a word to represent a particular person or object</li> <li>● Uses words for protests and greetings</li> <li>● Uses words to represent various objects</li> <li>● Uses a word to relate to itself or something else</li> <li>● Uses a category of words that shows awareness of common aspects among objects</li> </ul>	<p>Objective 9a &amp; 9b</p>
<p><b>Uses vocalizations and spoken language to communicate. Language Function (Pragmatics)</b></p> <p>WMELS Reference III.B.EL.2c</p>	<p><b>Student performance measures:</b></p> <ul style="list-style-type: none"> <li>● Seeks attention through vocalizations or actions</li> <li>● Directs attention to an object</li> <li>● Engages in a short dialogue of a few turns</li> <li>● Determines how much information a listener needs based on an awareness of listener’s role and understanding</li> <li>● Modifies language when talking to younger child</li> <li>● Initiates conversation, responds to conversations, and stays on topic for multiple exchanges</li> </ul>	<p>Objective 9b &amp; 10b</p>

### 3. Early Literacy

Essential Learning Objectives	Developmental Continuum of Performance Indicators	Assessment/Reference
<p><b>Develops ability to detect, manipulate, or analyze the auditory parts of spoken</b></p>	<p><b>Student performance measures:</b></p> <ul style="list-style-type: none"> <li>● Enjoys and responds to frequently said sounds ,</li> </ul>	<p>Objective 15a-c</p>

<p><b>language</b></p> <p>WMELS Reference III.C.EL.1</p>	<p>words and rhymes</p> <ul style="list-style-type: none"> <li>● Imitates sounds</li> <li>● Repeats words in rhymes and actions</li> <li>● Requests and joins in saying favorite rhymes and songs that repeat sounds and words</li> <li>● Recognizes and matches sounds and rhymes in familiar words</li> </ul>	
<p><b>Understands concept that the alphabet represents the sounds of spoken language and the letters of written language</b></p> <p>WMELS Reference III.C.EL.2</p>	<p><b>Student performance measures:</b></p> <ul style="list-style-type: none"> <li>● Explores, repeats, imitates alphabet related songs and games</li> <li>● Recognizes the difference between letters and other symbols</li> <li>● Recognizes letters and their sounds in familiar words, especially in own name</li> </ul>	<p>Objective 16a &amp; 16b</p>
<p><b>Shows appreciation of books and understands how print works</b></p> <p>WMELS Reference III.C.EL.3</p>	<p><b>Student performance measures:</b></p> <ul style="list-style-type: none"> <li>● Explores and enjoys books</li> <li>● Points to and names pictures in a book when asked</li> <li>● Looks at picture books and asks questions or makes comments</li> <li>● Understands that print in a book carries a message</li> <li>● Views one page at a time from the front to the back of the book</li> </ul>	<p>Objective 17a &amp; 17b Objective 18a-c</p>
<p><b>Uses writing to represent thoughts or ideas</b></p> <p>WMELS Reference III.C.EL.4</p>	<p><b>Student performance measures:</b></p> <ul style="list-style-type: none"> <li>● Begins to use writing tools to make marks</li> <li>● Scribbles and makes unconventional shapes</li> </ul>	<p>Objective 19a-c</p>

## IV. Approaches to Learning

### (Curiosity, Engagement and Persistence, Creativity/Imagination, Diversity in Learning)

**Description:** Children’s approaches to learning are often determined by their openness to and curiosity about new tasks and challenges, task persistence, and attentiveness, reflection and interpretation of experiences, imagination and invention, and individual temperament. Approaches to learning encompass attitudes, habits, and learning styles. Young children benefit most from meaningful hands-on experiences and nurturing interactions where the intrinsic joy of learning is emphasized and valued. *(WI Model Early Learning Standards, Fourth Edition)*

#### Children in Wisconsin will...

- Use curiosity, engagement and persistence to extend their learning
- Use invention, imagination, and play to extend their learning
- Engage in diverse approaches to learning that reflect social and cultural contexts such as biology, family history, culture, and individual learning styles

*(WI Model Early Learning Standards, Fourth Edition)*

#### AASD students who are college and career ready in Approaches to Learning will...

- Persist in their learning
- Engage in new experiences willingly
- Extend learning through inventiveness and imagination
- Engage in diverse approaches to learning
- Utilize past knowledge to inform new learning through problem solving and discovery
- Express self in ways that reflect temperament and interests

Essential Learning Objectives	Developmental Continuum of Performance Indicators	Assessment/Reference (TSGold)
<b>Displays curiosity, risk taking, willingness to engage in new experiences</b>	<b>Student performance measures:</b> <ul style="list-style-type: none"> <li>● Exhibits brief interest in people and things in their surroundings</li> </ul>	Objective 11d & 11e

<p>WMELS Reference IV. A.EL.1</p>	<ul style="list-style-type: none"> <li>● Shows growing eagerness and delight in self, others, and in surroundings</li> <li>● Attends for longer periods of time and shows preference for some activities</li> <li>● Is curious about and willing to try new and unfamiliar experiences and activities within their environment</li> </ul>	
<p><b>Engages in meaningful learning through attempting, repeating, experimenting, refining, and elaborating on experiences and activities</b></p> <p>WMELS Reference IV A.EL.2</p>	<p><b>Student performance measures:</b></p> <ul style="list-style-type: none"> <li>● Attempts a new skill when encouraged and supported by a safe and secure environment</li> <li>● Attempts a new skill in a variety of environments</li> <li>● Repeats an action many times to gain confidence and skill</li> <li>● Experiments and practices to expand skill level</li> </ul>	<p>Objective 11a-e</p>
<p><b>Expresses self creatively through music, movement and art</b></p> <p>WMELS Reference IV.B.EL.2</p>	<p><b>Student performance measures:</b></p> <ul style="list-style-type: none"> <li>● Attends to or responds to movement, music and visual stimuli</li> <li>● Shows a preference towards certain types of movement, music, and visual stimuli</li> <li>● Explores the process of using a variety of artistic materials, music, and movement</li> <li>● Expresses self (ideas, feelings, and thoughts) through a variety of artistic media, music and movement</li> </ul>	<p>Objectives 33-36</p>
<p><b>Engages in imaginative play and inventive play through interactions with people materials and the environment</b></p> <p>WMELS Reference IV.B.EL.1</p>	<p><b>Student performance measures:</b></p> <ul style="list-style-type: none"> <li>● Watches and imitates the actions of others</li> <li>● Uses objects in pretend play as they are used in real life, and gradually begins to substitute one object for another in pretend play</li> <li>● Recreates and acts out real-life and fantasy experiences in pretend play</li> <li>● Engages in elaborate and sustained imaginative play and can distinguish between real-life and fantasy</li> </ul>	<p>Objective 14a &amp; 14b</p>

<p><b>Exhibits persistence in learning and flexibility</b></p> <p>WMELS Reference IV. A.EL.3</p>	<p><b>Student performance measures:</b></p> <ul style="list-style-type: none"> <li>● Attends to sights and sounds and persists with (continues in) activity only when supported by adult interaction</li> <li>● Focuses on activity but may be easily distracted</li> <li>● Persists with activity independently until goal is reached</li> </ul>	<p>Objectives 11b &amp; 11e</p>
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## **V. Cognition & General Knowledge (Exploration, Discovery, Problem Solving)**

**Description:** Children are engaged in and appreciate the arts as an organizing framework for expressing ideas and feelings. Primary components include mathematics and logical thinking, scientific thinking, and problem-solving. Children acquire knowledge by linking prior experiences to new learning situations. As a child applies and extends prior knowledge to new experiences, he or she refines concepts or forms new ones. Cognition is a fluid process by which children use thinking skills to conceptually develop a construct of the world, thus enabling active learning. General knowledge is a product of cognition, which expands and grows through learning and self-expression.

*(WI Model Early Learning Standards, Fourth Edition)*

### **Children in Wisconsin will...**

- Develop their capacity to use cognitive skills as a tool to acquire knowledge and skills. These skills include reasoning, reflection, and interpretation.
- Understand and use early mathematical concepts and logical thinking processes to extend their learning.
- Understand and use scientific tools and skills to extend their learning.

*(WI Model Early Learning Standards, Fourth Edition)*

**AASD students who are college and career ready in Cognition and General Knowledge will...**

- Become mathematical and scientific problem solvers
- Learn to communicate mathematically and scientifically
- Make mathematical and scientific connections based on experiences, understanding and curiosity
- Realize that science includes questioning, forming hypotheses, collecting and analyzing data, reaching conclusions, evaluating results, and communicating procedures and findings to others
- Use science to explain and predict changes that occur around them

Essential Learning Objectives	Developmental Continuum of Performance Indicators	Assessment/Reference (TSGold)
<p><b>Understands new meanings as memory increases</b></p> <p>WMELS Reference V.A.EL.2</p>	<p><b>Student performance measures:</b></p> <ul style="list-style-type: none"> <li>• Observes and imitates sounds and movements</li> <li>• Understands that objects and people continue to exist when they are removed from the child's immediate environment</li> <li>• Remembers and recalls events</li> <li>• Recognizes functional uses of items in the environment</li> <li>• Practices and applies new information or vocabulary to an activity or interaction</li> </ul>	Objective 12a & 12b
<p><b>Applies problem solving skills</b></p> <p>WMELS V.A.EL.3</p>	<p><b>Student performance measures:</b></p> <ul style="list-style-type: none"> <li>• Demonstrates awareness of a problem</li> <li>• Uses an object or part of an object and moves around large objects</li> <li>• Asks questions, seeks information, and tests out possibilities</li> <li>• Determines and evaluates solutions</li> <li>• Makes statements and appropriately answers questions that require reasoning about objects, situations, or people</li> </ul>	Objective 11b & 11c
<p><b>Demonstrates an understanding of numbers and counting</b></p>	<p><b>Student performance measures:</b></p> <ul style="list-style-type: none"> <li>• Explores numbers and imitates counting</li> </ul>	Objective 20a-c

<p>WMELS Reference V.B.EL.1</p>	<ul style="list-style-type: none"> <li>● Arranges sets of objects in 1:1 correspondence</li> <li>● Can rote count and counts concrete objects to 5 and beyond</li> <li>● Recognizes some numerals and associates number concepts with print materials in a meaningful way</li> </ul>	
<p><b>Explores, recognizes, and describes, shapes and spatial relationships</b></p> <p>WMELS Reference V.B.EL.3</p>	<p><b>Student performance measures:</b></p> <ul style="list-style-type: none"> <li>● Explores shapes and spatial relationships</li> <li>● Recognizes basic shapes</li> <li>● Assembles puzzles of at least 5-10 intersecting pieces</li> </ul>	<p>Objective 21a &amp; 21b</p>
<p><b>Uses observation to gather information. Makes hypothesis and predictions</b></p> <p>WMELS Reference V.C.EL.1 WMELS Reference V.C.EL.3</p>	<p><b>Student performance measures:</b></p> <ul style="list-style-type: none"> <li>● Shows awareness of differences in their environment (smell, touch, sight, sound, taste)</li> <li>● Recognizes and responds to differences in the environment</li> <li>● Purposefully seeks information through observation to satisfy curiosity or need for answers</li> <li>● Locates object hidden from view</li> <li>● Creates mental images of objects and people not in immediate environments</li> <li>● Asks questions, seeks information, and tests out possibilities</li> </ul>	<p>Objective 24</p>