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**TITLE 126
LEGISLATIVE RULE
BOARD OF EDUCATION**

**SERIES 440
Early Learning Standards Framework
Content Standards and Learning Criteria
for West Virginia Pre-Kindergarten (WV Pre-k) (2520.15)**

§126-440-1. General.

1.1. Scope. Policy 2520.15 defines the content standards and learning criteria for WV Pre-k as required by W. Va. 126CSR28, West Virginia Board of Education Policy 2525, West Virginia's Universal Access to Pre-kindergarten System, and W. Va. 126CSR42, West Virginia Board of Education Policy 2510, Assuring the Quality of Education: Regulations for Education Programs, and related to W. Va. 126CSR16, West Virginia Board of Education Policy 2419, Regulations for the Education of Exceptional Students. Policy 2510 provides a definition of a delivery system for, and an assessment and accountability system for, a thorough and efficient education for West Virginia public school students.

1.2. Authority. W. Va. Constitution, Article XII, §2, W. Va. Code §§16-3-4, 18-2-5, 18-2E-1, 18-5-18c, et seq., 18-5-17, and 18-5-44.

1.3. Filing Date. September 9, 2010.

1.4. Effective Date. October 12, 2010.

1.5. Repeal of Former Rule. This legislative rule repeals and replaces W. Va. 126CSR440, West Virginia Board of Education Policy 2520.15, Early Learning Standards Framework Content Standards and Learning Criteria for West Virginia Pre-Kindergarten (WV Pre-K), filed February 13, 2004, and effective June 1, 2004.

§126-440-2. Purpose.

2.1. This policy defines the content standards and learning criteria for WV Pre-k programs as required by West Virginia Board of Education Policies 2510 and 2525, and related to Policy 2419.

126-440-3. Incorporation by Reference.

3.1. A copy of the Early Learning Standards Framework is attached and incorporated by reference into this policy. Copies may be obtained in the Office of the Secretary of State and in the West Virginia Department of Education, Office of Instructional Services.

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Early Learning Standards Framework

Children benefit from high quality preschool experiences, which can take place in a variety of settings that include an enriched environment that supports maximum development and optimizes learning opportunities. In March 2002, the West Virginia legislature passed Senate Bill 247 that became West Virginia Code §18-5-44, a mandate for high quality early education programs for all four-year-old children and three year old children with identified special needs. These early education programs are now known as West Virginia Pre-kindergarten (WV Pre-k). To support the provision of enriched environments for young children, a collaborative group of West Virginia early education professionals developed the Early Learning Standards Framework, a document that is developmentally appropriate and based on what preschool children should know and learn. The standards are designed to serve as early learning guidelines for all children ages three through five regardless of the setting.

The West Virginia Early Learning Standards are grounded in scientific research of child development, children's approaches to learning and effective educational practices. Vital to implementing these standards is the ability to teach using appropriate strategies. The foremost goal for West Virginia's children is to be lifelong learners. Young children live in a society where information is constantly changing and the ability to function well in an increasingly global economy is essential. Children must have the ability to continuously learn. Therefore, it is essential that children develop skills which allow them to become competent, independent learners capable of higher intellectual functions. To fulfill this role, teachers of young children must also be lifelong learners, continuously building their professional knowledge and functional competencies based on current research.

The Early Learning Standards Framework is intended to guide practitioners in offering high quality early education environments and educational experiences that are responsive to individual children and maximize learning and skill development. Using this standards framework, educators can plan high quality learning experiences designed to promote school readiness skills for all children, including children with disabilities. The framework is not designed as an assessment tool, nor should it be used as a way to delay the entry of eligible children into kindergarten.

The Early Learning Standards Framework is considered an integral part of an inter-related comprehensive curriculum and assessment system as defined by West Virginia Board of Education Policy 2525.

Guiding Principles.

The West Virginia Board of Education has the responsibility for establishing high quality standards pertaining to all educational standards in all education programs (W. Va. Code §18-9A-22). Several guiding principles frame the design of the West Virginia Early Learning Standards and describe an approach that promotes lifelong learning competencies.

1. **Representation and symbolic thinking is an essential element in providing high quality early education programs.** The ability to pretend and use symbols is at the foundation for symbolic and abstract thought leading to the development of academic skills such as math, science, and literacy. Children use representation and symbolic thinking across all domains to develop understanding of concepts and generalizations

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from concrete to abstract. The experiences that lead to a child's ability to think abstractly are embedded in the curriculum through opportunities for active exploration, pretend play, and symbolic communication.

Promoting advanced play by assisting young children to use objects symbolically to represent other objects and/or actions and to use language to create pretend situations is vital. Children do not have to have exact props or play situations but rather the opportunity to invent with materials, words. For example, instead of native costumes -- pieces of fabrics that can represent various outfits is more beneficial.

2. **Children are active learners.** Children learn through active involvement (exploring, playing, manipulating, and problem-solving). Young children construct their own knowledge as well as benefit from instructions by more competent peers and adults. Therefore, opportunities must be available through spontaneous play, teacher-directed activities, projects of in-depth studies, and collaboration with peers in inclusive settings. Whether child-guided or teacher guided, the most significant educational experiences are those that engage children's minds. Content does not have to be entertaining but it must be meaningful and significant to the participants. It is more than content; it is the process of learning that is so critical.
3. **Development and learning are interrelated.** Early learning and areas of development interact and influence each other. The dynamic interaction of all domains of development must be considered. All domains are interrelated and experiences related to the Early Learning Standards Framework must be integrated and offered daily or frequently.

Teachers of young children must adjust their teaching to fit the child. Often teachers rationalize that development must come first, which reduces teaching to presenting materials that a child already knows. On the other hand, teachers can not completely ignore the child's developmental level. For example, children must master language before thinking logically. Adjusting for each child is challenging but necessary for teachers of young children.

4. **Each child is an individual learner.** Children go through similar stages of development but at individual rates. All children within an age group should not be expected to arrive at early learning expectations at the same time or with the same degree of proficiency.
5. **Children with special needs and English Language Learners develop best in inclusive early education settings.** The early learning standards are best taught from intentional adult guidance and planned assistance in environments conducive to the various learners. Attention to individual variation is critical. Individualized modifications and adaptations provide each child with the opportunities to reach his or her full potential.
6. **Family engagement is critical.** The family is the child's first and most important teacher and integral to the child's success. Teachers work collaboratively with parents and establish a frequent two-way communication with them.

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7. **Development and learning are embedded in culture.** Early education settings and programs must be purposefully planned to expand the child's awareness and understanding of cultures and people different from his/herself.

Culture influences cognition. The way the child thinks, remembers, listens and communicates is a reflection of the social context (family and society) in which the child lives. Therefore, the teacher must embed within the environment, aspects of the various cultures represented into the classroom. Cultural aspects must be included in a nature kind of way---not by isolated activities. Each child's home culture and language are brought into classroom as part of the shared culture of the class.

8. **Young children learn by experiencing the world in which they live.** The classroom environment is a key factor in providing high quality learning experiences for young children. Classrooms should be designed and equipped in a manner that supports discovery, small group and individual learning, exploration, problem solving, and development. The early childhood classroom must be a community of learners. In order to facilitate this, teachers must know the children and families well so they can plan ways for children to work and play together collaboratively.
9. **School Readiness is a multi-faceted definition and approach.** It includes a child's physical growth and development, social and emotional development, language development and cognitive competencies, as well as the capacity of families, community and schools to support children's learning and development.

Because each child develops at an individual rate and has a variety of experiences, children enter school with varied levels of skills and learning experiences. Besides academic benchmarks, there are a range of learning skills and developmental milestones that are essential to children's future success in school and life. These school readiness indicators include:

- Child's health and physical development
- Social and emotional development
- Language development and communication
- Academic competencies, including cognition, general knowledge and approaches to learning

School Readiness Performance Indicators are domain areas identified in four of the early learning standards domains -- social and emotional development, language and communication, math and science. These domain areas, along with the child's immunization and health and physical development report, as required for school entry, will create a WV School Readiness Report.

10. **Assessment of early learning standards is a systematic, performance-based measure using student data collected through observation and work samples.** Assessment is across all domains, informs instruction and guides children's development and learning. Comprehensive, performance-based assessment is necessary due to children's day to day changes, interests and strengths. This assessment approach informs teaching, as well as provides a meaningful approach to communicating to parents about their child's growth and development.

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As referenced in WVBE Policy 2525, Section 10.3, on-going, authentic assessment is required. Progress monitoring of the identified school readiness performance indicators shall be reported to the WVDE no fewer than three times during the school year as part of the WV Early Learning Scale Assessment. This assessment shall be research based, correlated to the Head Start Child Outcomes and will be correlated to the Office of Special Education Programs (OSEP) Child Outcomes. This assessment and reporting system will provide WV Universal Pre-K classrooms with a WV School Readiness Report to drive instruction, inform families of progress, assist with transition to Kindergarten, and provide information for program improvement for comprehensive school readiness.

Definitions

1. **Domains:** Child development can be organized in broad categories of learning called domains. All domains are interrelated and experiences related to the Early Learning Standards Framework should be integrated and offered daily. The framework is organized in the following domains: Social and Emotional, Language and Literacy, Mathematics, Science, The Arts and Physical Health and Development.

Learning domains in early childhood are less about content than they are about process and approach. During the early childhood years, children are building the foundations for all future learning. Therefore, the standards that West Virginia has set forth should be thought as the experiences that need to be provided rather than the outcomes that children must obtain.

2. **Domain Areas:** Groups of related early learning standards and expectations are listed under domain areas. Domain areas are highlighted on the left and numbered within the framework.

3. **Clusters:** Early learning standards that are summarized and grouped together form a cluster. Clusters are bolded within the standards and summarize the numbered standards that follow.

4. **Early Learning Standards:** The early learning standards are skills and knowledge children should develop and acquire within the context of the standard. The standards do not dictate curriculum or teaching methods, but support each child's individual rate of development within a curricular framework and early educational experience. Progress toward meeting the standard will be measured along a developmental continuum within the state adopted early education assessment system.

How to Read the Early Learning Standards Framework

Example from Social and Emotional Development:

| Domain: Social and Emotional Development | |
|---|--|
| 1. Domain Area: <i>Self-Concept</i> | Development of self-concept <ol style="list-style-type: none">1. Describe self by using several basic characteristics.2. Demonstrates growing confidence in a range of abilities and expresses pride in accomplishments.3. Develops growing capacity for independence in a range of activities, routines, and tasks. Development of self-expression and self-awareness <ol style="list-style-type: none">4. Demonstrates progress in expressing needs, wants and feelings appropriately.5. Acts out roles by imitating typical actions associated with the roles. |

Domain Area (with red arrow pointing to the left column)

Cluster (with red bracket on the right side of the table)

Standard (with red arrow pointing to the right column)

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SOCIAL AND EMOTIONAL

Social and emotional development lays the foundation for all learning. Progressive physical, cognitive and academic development depends on a child's ability to intentionally engage in learning activities through a variety of modalities. Essential to this process is the child's ability to self-regulate and persist in activities when challenged with new experiences. A child who is not constantly confronted with the need to overcome behavioral obstacles has more physical and emotional energy to actively participate in their learning process. Active learning is achieved through a child's ability to solve problems within the context of positive relationships, communicate their needs effectively and evaluate themselves to enable them to reach deeper to stretch their growth and development. Effective teaching strategies help children develop strong self-regulation which in turn prepares young children to succeed in school. These processes must be the primary goals for young children and incorporated into all early learning standards.

*Social and emotional domain areas identified for school readiness report:

Development of self-concept

Development and demonstration of pro-social behaviors in social relationships

Development of cooperation skills in social relationships

Development of independence and intrinsic motivation to learn

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| Domain: Social and Emotional Development | |
|---|--|
| <p>1. Domain Area: <i>Self-Concept</i></p> | <p>Development of self-concept</p> <ol style="list-style-type: none"> 1. Describe self by using several basic characteristics. 2. Demonstrates growing confidence in a range of abilities and expresses pride in accomplishments. 3. Develops growing capacity for independence in a range of activities, routines, and tasks. <p>Development of self-expression and self-awareness</p> <ol style="list-style-type: none"> 4. Demonstrates progress in expressing needs, wants and feelings appropriately. 5. Acts out roles by imitating typical actions associated with the roles. |
| <p>2. Domain Area: <i>Social Relationships</i></p> | <p>Development and demonstration of pro-social behaviors</p> <ol style="list-style-type: none"> 1. Develops positive relationships with children and adults. 2. Shows empathy and caring for others. 3. Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully. 4. Shows progress in developing and sustaining friendship with peers. 5. Manages transitions and begins to adapt to change in routines. <p>Cooperation</p> <ol style="list-style-type: none"> 6. Uses appropriate communication skills to initiate or join classroom activities. 7. Engages in cooperative group play. 8. Begins to share materials and experiences and take turns. 9. Uses and accepts negotiation, compromise, and discussion to resolve conflicts. 10. Accepts guidance and directions from a variety of familiar adults. 11. Follows basic routines and rules for play and group participation. |
| <p>3. Domain Area: <i>Knowledge of Family and Community</i></p> | <p>Progression of understanding of their role in the family and community</p> <ol style="list-style-type: none"> 1. Understands and describes the interactive roles and relationships among family members. 2. Identifies and describes roles and relationships of community members. 3. Understands similarities and respects differences among people, such as genders, race, special needs, cultures, language, and family structures. 4. Identifies themselves as a member of groups within a community. 5. Identifies and describes locations and places in their environment. |
| <p>4. Domain Area: <i>Dispositions to Learning</i></p> | <p>Intrinsic Motivation for Learning</p> <ol style="list-style-type: none"> 1. Participates in a variety of classroom activities and tasks. 2. Develops increased ability to make independent choices. 3. Approaches tasks and activities with flexibility, imagination, and inventiveness. 4. Persists in and completes tasks, activities, projects, and experiences. 5. Demonstrates increasing ability to set goals and develop and follow through on plans. 6. Maintains increasing concentration over a reasonable amount of time despite distractions and interruptions. |

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LANGUAGE AND LITERACY

Oral language, communication and the ability to interpret meaning from written text is essential to social and emotional competency and successful engagement in society. During the preschool years critical foundational skills for language and literacy are developed. As children build on these skills during the elementary years, language and literacy competency increasingly serves as an approach to learning academic content. The importance of oral and written communication emphasizes the need for educators to address this learning domain aggressively to minimize the risk in terms of future learning outcomes.

Much of academic learning requires children to become increasingly competent in using symbols to represent ideas. Competent readers are individuals that can interpret meaning from written symbols. Competent writers can use symbols to represent their thoughts. . Mathematical and scientific thinking requires the ability to think in the abstract which stems from the ability to pretend. In preschool, this essential approach to learning is promoted through a curriculum that provides children with ample time to play and pretend. Imagination and creativity, essential competencies for intuitive learning are cultivated through an environment rich in open-ended play materials and equipment supported by high quality teacher-child interactions.

*Language and literacy domain areas identified for school readiness report:

Utilization of receptive and expressive language for a variety of purposes
Comprehension and collaboration in listening and speaking
Development of foundational skills for reading, including development of print concepts,
phonological awareness, and word recognition
Development of writing skills

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| Domain: Language and Literacy | |
|--|--|
| <p>1. Domain Area:</p> <p><i>Listening and Speaking</i></p> | <p>Utilization of receptive and expressive language for a variety of purposes</p> <ol style="list-style-type: none"> 1. Demonstrates an increasing ability to attend to and understand communication. 2. Communicates needs and wants through a variety of verbal and symbolic forms. 3. Understands and uses increasingly complex and varied vocabulary/sentences in listening and speaking. <p>Comprehension and collaboration</p> <ol style="list-style-type: none"> 4. Comprehends and expands on oral language. 5. Participates in conversations with peers and adults about topics of interest. 6. Listens to others and takes turns speaking. 7. Asks questions to get information, seeks help, or clarifies something that is not understood. |
| <p>2. Domain Area:</p> <p><i>Foundational Skills for Reading</i></p> | <p>Print Concepts</p> <ol style="list-style-type: none"> 1. Holds book upright and identifies the front and back of a book. 2. Progresses in learning how to handle and care for books; knows how to view one page at a time in sequence from front to back; and understands that a book has a title, author, and illustrator. 3. Demonstrates increasing awareness of concepts of print, such as reading moves from top to bottom and from left to right, speech can be written down, and print conveys a message. 4. Develops an awareness of environmental print such as signs, letters, newspapers, lists, messages, and menus. 5. Knows that letters of the alphabet are a special category of visual graphics that can be individually named. 6. Recognizes and names letters such as those in his/her name, names of family and friends, and those seen in environmental print. 7. Recognizes words as units of print that are separated by spaces. <p>Phonological Awareness</p> <ol style="list-style-type: none"> 8. Listens to and identifies sounds that are in the environment. 9. Shows growing ability to hear and discriminate separate syllables in words. 10. Progresses in recognizing matching sounds and rhymes in familiar words, games, songs, stories, and poems. 11. Shows growing awareness of beginning and ending sounds of words. <p>Word Recognition</p> <ol style="list-style-type: none"> 12. Recognizes a word as a unit of print. 13. Recognize words such as his/her name, names of family and friends, and familiar environmental print. |

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| <p>3. Domain Area:</p> <p><i>Literature</i></p> | <p>Key Ideas and Details</p> <ol style="list-style-type: none">1. Shows growing interest and involvement in listening to and discussing a variety of fiction and nonfiction books and poetry.2. Looks through books independently and asks to have books read to them.3. Recognizes story elements such as characters, sequence of events, and theme of a story.4. Demonstrates progress in retelling and dictating stories from books and experiences; acts out stories in dramatic play; asks to take home books; goes to the library; and engages in pretend reading with other children. <p>Integration of Knowledge and Ideas</p> <ol style="list-style-type: none">5. Engages in questioning, reflecting, and relating a story to personal experiences including use of new vocabulary. |
| <p>4. Domain Area:</p> <p><i>Writing</i></p> | <p>Text Type and Purposes</p> <ol style="list-style-type: none">1. Progresses from using scribble shapes or pictures to represent ideas, to using letter-like symbols or invented spelling, to copying or writing familiar words such as his/her own name.2. Uses a combination of drawing, dictating, and writing to communicate ideas, thoughts, and feelings.3. Demonstrates an understanding that writing relays a message that can be read.4. Begins to use functional print in play.5. Uses a variety of writing tools and materials, such as pencils, crayons and computers.6. Begins to recognize that writing patterns progress from top to bottom, left to right, and words are separated by spaces. |

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MATHEMATICS

Mathematical thinking is a process and a core component of cognition. Young children need to analyze mathematical challenges where collaboration in creative mathematical thinking is encouraged. Formulating, representing, and solving simple mathematical problems through creative thinking is imperative to the building of the competent lifelong learner. Mathematics is the ability to think logically, plan, solve problems, reason, make predictions, and notice patterns. When given the opportunity, young children use symbolic thinking to represent their thoughts and this becomes a natural springboard for higher level thinking in all domains. Young children construct mathematical concepts and processes through everyday experiences in quality learning environments.

Historically, early childhood education has focused on providing a nurturing environment with an emphasis on social-emotional development where academic content primarily concentrated on language and literacy development. Although this is also necessary, research states that early childhood is the time for building a foundation of mathematical thinking. Early childhood teachers are agents of cultural transmission, which includes conveying attitudes about mathematics. For young children mathematical thinking is vital and practical applications of mathematics are essential. Mathematical thinking is an approach to learning.

*Mathematics domain areas identified for school readiness report:

Development of number counting and cardinality

Development of number operations

Development of measurement skills and utilization of data

Development of shapes and spatial reasoning

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| Domain: Mathematics | |
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| <p>1. Domain Area:</p> <p><i>Number – Counting and Cardinality</i></p> | <p>Number Names</p> <ol style="list-style-type: none"> 1. Develops increased ability to counts in sequence to ten and beyond. 2. Begins to identify number symbols one to ten. <p>Counting To Tell the Number of Objects</p> <ol style="list-style-type: none"> 3. Uses one-to-one correspondence in counting objects and matching groups of objects. 4. Matches quantity with number symbols. <p>Comparing and Ordering Numbers</p> <ol style="list-style-type: none"> 5. Uses comparative words such as more, less, fewer, equal to. 6. Begins to recognize the order of numbers, e.g. before, after and between. |
| <p>2. Domain Area:</p> <p><i>Number – Operations and the Problems they Solve</i></p> | <p>Composing and decomposing numbers; addition and subtraction</p> <ol style="list-style-type: none"> 1. Develops increased ability to recognize addition as putting objects together and subtraction as taking objects apart. 2. Identifies parts in relationship to the whole. |
| <p>3. Domain Area:</p> <p><i>Measurement and Data</i></p> | <p>Direct Measurement</p> <ol style="list-style-type: none"> 1. Understand that objects have measurable attributes, such as length or weight. A single object might have several measurable attributes of interest. 2. Estimates the size of objects in comparison to a common unit of measurement, such as more/less, short/tall, long/short, big/little, and light/heavy. 3. Begins to construct a sense of time through participation in daily activities. <p>Representing and Interpreting Data</p> <ol style="list-style-type: none"> 4. Classify objects according to common characteristics, such as color, size, or shape. 5. Begins to incorporate estimating and measuring activities into play. 6. Begins to recognize and interpret information presented in tables, graphs and symbols. |
| <p>4. Domain Area:</p> <p><i>Geometry</i></p> | <p>Shapes, their attributes, and spatial reasoning</p> <ol style="list-style-type: none"> 1. Recognizes, duplicates, and creates simple patterns using a variety of materials. 2. Progresses in ability to recognize terms of directionality, order, and positions of themselves and objects in their environment, such as up, down, over, under, top, bottom, inside, outside, in front, and behind. 3. Recognizes, describes, compares, and names common shapes. 4. Determines whether or not two shapes are the same size and shape. |

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SCIENCE

Scientific thinking in early childhood programs builds on children's prior experiences, backgrounds and early theories. Children's fundamental math concepts of one-to-one correspondence, counting; classifying; and measuring are used to support scientific experimentation, investigation and inquiry, resulting in the development of new understandings of the world. These fundamental concepts are best developed through active exploration of naturalistic, informal, and structured learning experiences. Teachers must expand on children's curiosity and encourage them to pursue their own questions and develop their own ideas in a risk-free environment and assist children to reflect on their observations. Teachers need to document children's experiences, hypotheses, and have children share and discuss them with others. Scientific thinking is an approach to learning.

*Science domain areas identified for school readiness report:

Development of foundational knowledge of scientific inquiry
Utilization of Inquiry

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| Domain: Science | |
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| <p>1. Domain Area: <i>Science as Inquiry</i></p> | <p>Foundational Knowledge of Scientific Inquiry</p> <ol style="list-style-type: none"> 1. Expresses wonder and asks questions about the world around them. 2. Observes and discusses similarities and differences among objects and materials, including cause and effect 3. Investigates and problem solves through active exploration of the environment. 4. Progresses in ability to describe and discuss predictions, explanations, and generalizations. <p>Utilization of Inquiry</p> <ol style="list-style-type: none"> 5. Uses senses and a variety of tools to gather information, investigate materials, and observe processes and relationships 6. Collects, describes, and records information through a variety of means to lead to new understanding of the world around them. |
| <p>2. Domain Area: <i>Scientific Knowledge</i></p> | <p>Understanding the living and physical world</p> <ol style="list-style-type: none"> 1. Observes and describes the immediate and familiar world, such as the natural world, materials, living things, and natural processes. 2. Shows increased awareness and beginning understanding of changes in materials and cause-effect relationships, such as recognize that materials can exist in several physical states. 3. Demonstrates expanding knowledge of and respect for the environment. |

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THE ARTS

The arts include opportunities for children to engage in creative expression and aesthetic appreciation in such forms as dramatic play, music, dance, visual arts and other creative outlets for expression. Imagination and creativity are the foundation for new ideas and builds skills that are needed for problem solving, conflict resolution, and lifelong learning. Teachers must respect and support long term creative projects by offering children opportunities to continue to work on their projects. As children experience opportunities to express themselves through artistic representation, development is enhanced in every domain. Creative thinking is an approach to learning.

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| Domain: The Arts | |
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| <p>1. Domain Area:</p> <p><i>Music and Movement</i></p> | <p>Self Expression</p> <ol style="list-style-type: none"> 1. Participates in music activities, including listening, singing and finger plays. 2. Creates music through a variety of techniques. <p>Foundations of Music and Movement</p> <ol style="list-style-type: none"> 3. Demonstrates an understanding of movement as it relates to music. 4. Uses a variety of instruments including non-traditional and natural objects. 5. Responds to and identifies particular musical elements such as rhythm and style. |
| <p>2. Domain Area:</p> <p><i>Visual Art</i></p> | <p>Self Expression</p> <ol style="list-style-type: none"> 1. Progresses in ability to express emotion and communicates ideas through creative artwork. 2. Demonstrates growing ability to plan, work independently, and demonstrate care and persistence in a variety of art project. 3. Develops growing ability to create artwork that reflects an idea, theme, or story. <p>Foundations of Visual Arts</p> <ol style="list-style-type: none"> 4. Explores color and texture using different mediums, including clay, natural materials, wood, paper, crayons, chalk, paint, glue, paste, etc. 5. Begins to demonstrate increased detail in a variety of artwork, including drawings, paintings, models, and other multi-dimensional artwork. |
| <p>3. Domain Area:</p> <p><i>Dramatic Play</i></p> | <p>Self Expression</p> <ol style="list-style-type: none"> 1. Participates in a variety of dramatic play activities throughout the day in a variety of settings that becomes more extended and complex. 2. Expresses ideas, feelings, and emotions through dramatic play. 3. Shows growing creativity and imagination in using materials and assuming roles, e.g. interaction with costume pieces, props, puppets, fabric, etc. 4. Tells and re-enacts stories and experiences through dramatic play. |

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PHYSICAL HEALTH AND DEVELOPMENT

Becoming proficient, coordinated, and skillful involves the interplay between children's emerging physical capacities, a result of their growth and maturation, and the skills that develop from adult instruction and opportunities to practice new skills. Play is necessary and essential in early childhood, but children also need planned activities with clear instructions to further refine their new abilities. Teachers must plan for active play indoors and outdoors, and be aware of the different capabilities and interests of children in their classroom. Promoting physical skill development through daily activities helps young children to develop competence and confidence and sets the pattern for lifelong healthy practices. Children need access to a variety of materials and objects to help them with both gross and fine motor activities.

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| Domain: Physical Health and Development | |
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| <p>1. Domain Area: <i>Fine Motor</i></p> | <p>Fine Motor Development</p> <ol style="list-style-type: none"> 1. Demonstrates increased ability, strength, dexterity, and control to manipulate and use tools such as scissors, staplers, hammers, and fastening tools. 2. Demonstrates increased accuracy of eye-hand coordination and use of opposing hand movements to build with blocks, string beads, cut with scissors, or put together puzzles. 3. Progress in ability to use writing, drawing and art tools, including pencils, markers, chalk, paint brushes, and various types of technology. 4. Begins to demonstrate self help skills such as buttoning and zipping. |
| <p>2. Domain Area: <i>Gross Motor</i></p> | <p>Gross Motor Development</p> <ol style="list-style-type: none"> 1. Demonstrates increased control and proficiency in walking, running, jumping, hopping, skipping, marching, and galloping. 2. Demonstrates increased abilities to coordinate movements in throwing, catching, kicking, bouncing balls, and ascending and descending stairs. 3. Moves with emergent balance on lines, balance beams, curbs, riding equipment, and play structures. |
| <p>3. Domain Area: <i>Health and Safety Practices</i></p> | <p>Healthy Development</p> <ol style="list-style-type: none"> 1. Demonstrates ability to identify and make healthy food choices. 2. Participates actively in games, outdoor play and other forms of exercise that enhances physical fitness. 3. Exhibits increased physical growth, strength, stamina, endurance and flexibility. 4. Demonstrates growing independence in daily health routines and habits in hygiene, nutrition and personal care when eating, dressing, washing hands, brushing teeth, and toileting. 5. Demonstrates an understanding of the need for different apparel in different climates and weather conditions. <p>Safety Practices</p> <ol style="list-style-type: none"> 6. Participates in safety games, songs and stories. 7. Recognizes symbols indicating danger. 8. Follows classroom and community safety rules, such as fire drills, traffic and pedestrian safety, and responding appropriately to potentially harmful objects, substances, and activities. |