

IDAHO EARLY LEARNING EGUIDELINES

DOMAIN 4: GENERAL KNOWLEDGE

SUB-DOMAIN: MATHEMATICS AND NUMERACY

- Goal 39: Children demonstrate understanding of numbers, ways of representing numbers, relationships among numbers, and number systems.
- Goal 40: Children demonstrate understanding of measurable attributes of objects and the units, systems, and processes of measurement (including size, volume, height, weight, length, area, and time).
- Goal 41: Children demonstrate understanding of patterns, relations, and functions used to organize their world and facilitate problem solving.

SUB-DOMAIN: SCIENCE

- Goal 42: Children observe, describe, and collect information by exploring the world around them.
- Goal 43: Children engage in exploring and making sense of the natural world by asking questions and making predictions about cause and effect relations that can lead to generalizations.

SUB-DOMAIN: SOCIAL STUDIES

- Goal 44: Children differentiate between people, places, activities, and events in the past and present that relate to self, group identity, and a sense of their community.
- Goal 45: Children demonstrate awareness and understanding of individual fairness, group rights, and responsibilities (democratic ideals) for membership and participation in group activities (successful citizenship).

SUB-DOMAIN: CREATIVE ARTS

- Goal 46: Children use creative arts to express and represent what they know, think, believe, or feel.
- Goal 47: Children demonstrate understanding and appreciation of creative arts.

DOMAIN 4: GENERAL KNOWLEDGE			
SUB-DOMAIN: MATHEMATICS AND NUMERACY			
NUMBER SENSE AND OPERATIONS			
GOAL 39: CHILDREN DEMONSTRATE UNDERSTANDING OF NUMBERS, WAYS OF REPRESENTING NUMBERS, RELATIONSHIPS AMONG NUMBERS, AND NUMBER SYSTEMS.			
Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
60 Months through Kindergarten	Counts with understanding and recognizes “how many” are in sets of objects, showing understanding of discrete numbers.	<ul style="list-style-type: none"> ▪ Shows verbal, symbolic, and physical representation of numbers up to ten. ▪ When asked, tells what number comes before or after a given number up to ten. ▪ Tells what number comes before or after a given number up to 20, with assistance. ▪ Demonstrates the difference between addition (more) and subtraction (take away), with assistance. ▪ Counts using one to one correspondence to answer “how many?” ▪ Demonstrates counting where quantity is not affected by the arrangement of the objects being counted. ▪ When counting items, counts each item only once and does not leave any out. ▪ Uses numbers to predict and make realistic estimates (e.g. “I think there are about 20 marbles in that jar.”). ▪ Helps another child count or group objects or solve a quantity based problem. ▪ Puts numeral cards in order 1 to 10. ▪ Uses number in daily functions and in meaningful ways. ▪ Demonstrates knowledge of numeration system 	<ul style="list-style-type: none"> ▪ Engage the child in activities and interactions that use numbers and counting (e.g. surveying each other about class activities, playing bank, post office, or cooking activities, or keeping a count of individual, physical, or academic accomplishments). ▪ Have children divide objects equally among a group of people (e.g. each child gets three crackers or five different color crayons). ▪ Use counting finger-plays, songs, and number rhymes, and repeat them frequently. ▪ Estimate how many objects there are and then count out loud. ▪ Child and adult pose math questions relevant to daily life (“How many days until your birthday? How many days until the field trip?”). ▪ Use printed numerals in meaningful ways (recording daily temperature for weather forecasts, posting prices for a lemonade stand or bake sale). ▪ Use pictures to represent real-life situations involving mathematical concepts (simple addition used in cooking recipes). ▪ Tell and retell stories and read books with numbers and counting. ▪ Model writing simple math equations that are relevant to real-life situations (e.g. create and record recipes).

		<p>by counting forward by ones to at least 31.</p> <ul style="list-style-type: none"> ▪ Identifies a penny as a value of money. ▪ By end of kindergarten year: ▪ Selects strategies appropriate for solving a problem. ▪ Uses concrete objects to illustrate the concepts of addition and subtraction. ▪ Counts to 100 by ones. ▪ Counts forward beginning from a given number (e.g. twenty one, twenty two...). ▪ Writes numerals from 0-20. ▪ Identifies whether the number of objects in one group is greater than, less than, or equal. ▪ Compares two numbers between 1 and 10 presented as written numerals. ▪ Represents addition and subtraction with objects, fingers, mental images, or drawings. ▪ Solves addition and subtraction word problems. ▪ For numbers less than or equal to ten, decomposes that number in more than one way. ▪ Fluently adds and subtracts within five. ▪ With assistance, composes and decomposes numbers from 11-19 into tens and ones. 	<ul style="list-style-type: none"> ▪ Plan small group times where children solve word problems, and document their findings using equations. ▪ Provide objects and opportunities for manipulating and arranging objects into groups and sub-groups and for counting. ▪ Count and provide opportunities to think and talk about number concepts in everyday conversations (e.g. "The bookshelf has room for books, but how many will fit?" "Shall we count the blocks you used for your building?").
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DOMAIN 4: GENERAL KNOWLEDGE**SUB-DOMAIN: MATHEMATICS AND NUMERACY****MEASUREMENT**

GOAL 40: CHILDREN DEMONSTRATE UNDERSTANDING OF MEASURABLE ATTRIBUTES OF OBJECTS AND THE UNITS, SYSTEMS, AND PROCESSES OF MEASUREMENT (INCLUDING SIZE, VOLUME, HEIGHT, WEIGHT, LENGTH, AREA, AND TIME).

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
<p>60 Months through Kindergarten</p>	<p>Orders objects according to spatial attributes using nonstandard and standard units of measurement.</p>	<ul style="list-style-type: none"> ▪ Compares objects by measurement attributes (e.g. longer/shorter, heavy/ light, or more/less). ▪ Uses multiple attributes for comparisons when sorting, classifying, and placing objects in a series (e.g. size, volume, height, weight, and length). ▪ Uses basic measurement with standard units in the customary and metric systems (e.g. inches using a ruler or measuring tape). ▪ Independently measures amounts and follows steps in simple experiments or cooking projects. ▪ Estimates everyday measures (e.g. how many steps are needed to walk across a street.) ▪ Uses conventional vocabulary of measurement ("pound," "inch," "cup"), though not always accurately. ▪ Uses basic time vocabulary (e.g. minute, hour). ▪ Names days of the week. ▪ Orders events in a day. ▪ Use comparison vocabulary for temperatures (hotter/colder). ▪ Reads calendar according to days, weeks, months. ▪ Directly compare two objects with a measurable attribute. 	<ul style="list-style-type: none"> ▪ Demonstrate, explain, and engage child in activities that measure with standard traditional measuring units (e.g. measure a table by inches using measuring tape). ▪ Provide a variety of measuring tools (tape measures, rulers, balance scales, measuring cups, or thermometers) and opportunities for child to select the tool needed for an appropriate measurement (e.g. using a scale to measure the apple's weight). ▪ Introduce charts and graphing for children to use as a way to show sequences and quantity comparisons. ▪ Provide calendar activities to describe and discuss events according to days, weeks, months. ▪ Celebrate anniversaries, such as 100 days in school, or a month completed, or 10 days of sunny days. ▪ Provide cooking experiences (including ethnic "home" foods) using written and picture recipes, sequences, and measurements with teacher support. ▪ Play measuring games (e.g. "Which is heavier?" "Which is longer?" or "How many steps?"). ▪ Use posters, rhymes, and songs to support understanding that standard units of measurement remain constant (a foot in measurement is always 12 inches). ▪ Provide opportunities to explore the concept that shape can change, but volume/amount remains constant (conservation of volume/mass). Include water and sand

		<ul style="list-style-type: none"> ▪ Understands that standard unit of measurement is common, to see which objects have "more" or "less." ▪ Classifies objects into given categories; count the numbers of objects in each category and sort the categories by count. 	<p>play with variable size containers, and play dough for rolling, patting, and mashing opportunities.</p> <ul style="list-style-type: none"> ▪ Pose many "What if you change..." and "How do you know..." questions about measurement and experiments with materials such as sand, water, and play dough. ▪ In dramatic play areas, include measuring tools, growth charts, dolls, and stuffed animals for weighing and determining height. Be sure to offer pencils and paper for recording findings.
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DOMAIN 4: GENERAL KNOWLEDGE**SUB-DOMAIN: MATHEMATICS AND NUMERACY****PROPERTIES OF ORDERING**

GOAL 41: CHILDREN DEMONSTRATE UNDERSTANDING OF PATTERNS, RELATIONS, AND FUNCTIONS USED TO ORGANIZE THEIR WORLD AND FACILITATE PROBLEM SOLVING.

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
<p>60 Months through Kindergarten</p>	<p>Sorts, classifies, and orders objects by a variety of attributes and paired common relations.</p>	<ul style="list-style-type: none"> ▪ Recognizes, names, compares, sorts, and creates two- and three-dimensional shapes (sphere, cube, and cone). ▪ Combines shapes to create two-dimensional figures. ▪ Investigates and predicts the results of putting together and taking apart two- and three-dimensional shapes. ▪ Describes characteristics of familiar geometric and non-geometric shapes in the environment, with assistance. ▪ Recognizes and creates shapes that have symmetry. ▪ Recognizes, describes, and extends patterns; and translates from one representation to another. ▪ Uses rules/generalizations to replicate patterns. ▪ Creates own patterns applying determined rules or generalizations. 	<ul style="list-style-type: none"> ▪ Provide construction materials of varying sizes and shapes for multiple purposes (color strips of paper used to create weaving patterns). ▪ Play games with visual patterns like cards, dominoes, and dice for child to recognize pattern arrangements representing specific quantities. ▪ Help the children carry out and make graphs of surveys for likes/ dislikes (e.g. survey child's favorite item from the lunch menu). ▪ Record daily lunch count or weather forecasts and complete data analysis to reveal patterns. ▪ Help child draft/illustrate picture recipes for other children to use. ▪ Play classification games that encourage child to describe, compare/contrast, match, and identify objects simultaneously. ▪ Ask child to use ordinal numbers (first, second, third) to describe or retell stories and events. ▪ Challenge child to make predictions concerning functional patterns in daily routines and activities (e.g. "What might happen if we don't count how many want milk for lunch?"). ▪ Provide opportunities for child to observe functional patterns when adding/subtracting.

DOMAIN 4: GENERAL KNOWLEDGE			
SUB-DOMAIN: SCIENCE			
SCIENTIFIC INQUIRY			
GOAL 42: CHILDREN OBSERVE, DESCRIBE, AND COLLECT INFORMATION BY EXPLORING THE WORLD AROUND THEM.			
Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
60 Months through Kindergarten	Collects, categorizes, and describe objects and observations to organize knowledge and experiences about the natural world.	<ul style="list-style-type: none"> ▪ Uses observations, descriptions, and predictions to explain the natural world. ▪ Has a repertoire of words and tools to collect information and organize findings. ▪ Has a repertoire of words and tools to document results of observations and experimentations. ▪ Makes comparisons and contrasts based on observations and vocabulary that includes descriptive and comparative words. ▪ Collects and categorizes everyday objects, events, and experiences from the natural world to independently function (e.g. helps with food preparation, seeing how ingredients can be combined successfully, or gathers flowers for a bouquet and observes what happens if they have no water). ▪ Makes drawings of observed objects or events (e.g. spider webs). ▪ Uses non-fiction picture books and electronic resources to gather information about objects or topic. ▪ Makes inferences, drawing more meaning from what is visible than what is said, and predicts future events. ▪ Describes event/objects using comparison of prediction and observed outcome (e.g. "If we put the hard potato in the oven, it will become soft. If 	<ul style="list-style-type: none"> ▪ Continue to invite curiosity and interest through experiences that encourage the child to explore, describe, and classify living and nonliving items through increasingly descriptive categories (e.g. sand and water as it runs through fingers; sounds of different animals; making different size bubbles with household items). ▪ Provide opportunities to organize, discuss, and draw conclusions based on observations about living and nonliving things using investigative tools (looking at a caterpillar's sections through magnifier; weighing ingredients that one might use for cooking, counting the number of people who use a piece of outside play equipment during outside time). ▪ Provide child with bubble solution and challenge them to find items in the classroom that will make bubbles. ▪ Encourage child to make own photos, drawings, stories, or books about living and nonliving things. ▪ Help children use digital technology to gather pictures or information about natural phenomenon. ▪ Provide cooking experiences and talk about measurement, changes when ingredients are mixed, and sources of heat making change (baking, boiling, and frying). ▪ Introduce unfamiliar foods at snack and mealtime, offering small group activities where children study that food prior to eating.

		<p>we put the hard bread in the oven, it will become soft. But, no, the potato became soft, but the bread became harder.”).</p> <ul style="list-style-type: none"> ▪ Uses scientific tools, such as locomotion devices (gears and pulleys), technological tools, and measurement devices. ▪ Classify objects into given categories; count the numbers of objects in each category and sorts the categories by number. 	<ul style="list-style-type: none"> ▪ Provide opportunities for child to describe living and nonliving items in a museum type center, or make a digital video interview of the child telling what they know. ▪ Carry out projects where children tell what they know about an item or event in the natural world, and what they would like to find out. Ask them to brainstorm how they might find out what they want to know, and then plan lessons that help them explore the topic. ▪ Provide child with an assortment of investigative tools and devices to explore and describe, draw, and write about (e.g. magnifiers, binoculars, telescopes, and microscopes; weights and balancing scales; tubes and funnels; bicycle chain and gear sprockets; animal guide books, or internet resources). ▪ Encourage child to discuss how we get food from plants, animals, farms, and fields. ▪ Brainstorm with the children about what they will need to plant a flowerbed or vegetable garden. Help them get those items and build the garden. ▪ Offer tools for measuring moisture content of soil. Let children use, read, and document their findings. Note that they may want to do this repeatedly, so offer lots of different pots of soil, with varying amounts of moisture. ▪ Encourage child to observe patterns and make predictions (e.g. “What happens to the lima bean planted in soil if it does not get any water?”). ▪ Help child organize needed materials (paper, markers, crayons, and scissors to draw or create collage life cycles of insects, animals, and plants). ▪ Read and reread life cycle books such as, The Hungry Caterpillar. ▪ Provide child with the needed writing materials to document, visually organize (create charts, graphs, tables), and display observation results (measuring the height of a sprouted lima bean; daily temperature pattern for one week).
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DOMAIN 4: GENERAL KNOWLEDGE			
SUB-DOMAIN: SCIENCE			
SCIENTIFIC INQUIRY—THINKING, ASKING, ACTING, AND SOLVING PROBLEMS			
GOAL 43: CHILDREN ENGAGE IN EXPLORING AND MAKING SENSE OF THE NATURAL WORLD BY ASKING QUESTIONS AND MAKING PREDICTIONS ABOUT CAUSE AND EFFECT RELATIONS THAT CAN LEAD TO GENERALIZATIONS.			
Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
60 Months through Kindergarten	Plan and conduct intentional investigations to explore questions or problems.	<ul style="list-style-type: none"> ▪ Combines sensory exploration with intentional, specific strategies to solve problems and make predictions that lead to generalizations about phenomenon and objects. ▪ Uses investigative tools (magnifiers, magnets, pulleys, and string) to gather information and extend understanding. ▪ Uses books and electronic information to gather information about a favorite topic (e.g. spiders, cranes, recipes). ▪ Makes inferences, predictions, and generalizations based on observations and experiences. ▪ Makes drawings with some labels and dictates words for adult to write about events and observations. ▪ Makes observations and notes over several days of an experiment (beans sprouting). ▪ Increasingly tries an experiment more than once or twice. ▪ Compares predictions with actual observations. ▪ Asks questions about objects, organisms, and events in the environment. ▪ Makes predictions about the environment and generalizes outcomes to the natural world. ▪ Displays curiosity and interest to organize and 	<ul style="list-style-type: none"> ▪ Create an environment that inspires child to have ideas and figure out how to do something. ▪ Encourage child to try out ideas, make mistakes, and develop contradictions. ▪ Provide child with an assortment of investigative tools and devices to explore and make predictions and generalizations about observations (magnifiers, binoculars, telescopes, and microscopes; weights and balancing scales; tubes and funnels; bicycle chain and gear sprockets; animal guide books). ▪ Offer sensory table play with increasingly complex tools and measuring options (e.g. things with holes that float and sink, tubes and pipes, containers with marked measure, or variety of sizes and styles of squirt bottles). ▪ Offer recipes in word and picture formats and help children alter or vary the recipe ingredients, based on predictions about what they might like to combine, or add to a recipe (e.g. raisins to a bread recipe, or items to include for making a pizza or taco). ▪ Encourage child to act on their own observations of patterns, make predictions, draw pictures, and write stories or recipes that reflect outcomes (how to make thicker pancakes; how to make thinner pancakes). ▪ Provide opportunities and resources for getting more information (e.g. books and computer resources).

		<p>plan observations, explorations, and experiments with living and nonliving things and events in the environment.</p> <ul style="list-style-type: none"> ▪ Takes responsibility for living things in keeping with expectations of the culture. ▪ Uses gathered information (data) to construct and communicate reasonable explanations. 	<ul style="list-style-type: none"> ▪ Ask questions for further explorations, “What will happen to the cars if you make the block ramp higher or longer?” Provide child with an assortment of investigative tools to draw and write about their observations, predictions, and generalizations (“Which items are magnetic and which items are not?”). ▪ Support persistence and trying an experiment over and over to get same or different results. Ask real questions and listen to children’s answers. Record their ideas and post these near the experiment. ▪ Take digital pictures and videos and help children put the pictures in sequence and suggest narration for the sequences. Display the results. ▪ Listen to and discuss stories that illustrate everyday changes from the environment (e.g. seasons, growing plants, animals, food) and then make material available for children to illustrate their thoughts and dictate their stories. Help children think about what specific things they saw and discussed and then help them make generalizations about general situations that are similar.
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DOMAIN 4: GENERAL KNOWLEDGE

SUB-DOMAIN: SOCIAL STUDIES

Social studies are defined as the integrated study of the social sciences. The social studies curriculum draws upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, sociology, and world affairs (Idaho State Department of Education Social Studies Position Statement, 2010-2016).

Children learn about society, government, and civic behavior through personal experiences as a family member, as a classroom member, and as a member of the community in which they live. Children start to learn about democracy by having many opportunities to live, work, and resolve problems with others. Early childhood experiences help children understand and respect their own history, how people are similar and different from each other, and how people in communities help each other.

DOMAIN 4: GENERAL KNOWLEDGE			
SUB-DOMAIN: SOCIAL STUDIES			
SOCIAL STUDIES			
GOAL 44: CHILDREN DIFFERENTIATE BETWEEN PEOPLE, PLACES, ACTIVITIES, AND EVENTS IN THE PAST AND PRESENT THAT RELATE TO SELF, GROUP IDENTITY, AND A SENSE OF THEIR COMMUNITY.			
Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
60 Months through Kindergarten	Construct understanding about group membership across family, community, school, and culture as they recognize characteristics of self	<ul style="list-style-type: none"> ▪ Expands on and maintains trusting relationships with familiar and unfamiliar peers and adults across settings, routines, and activities. ▪ Recognize self in multiple roles as a member of family, classroom, and community (e.g. brother and son, boy and kindergartener, t-ball player and gymnast.) ▪ Identifies simple aspects of own culture (e.g. foods, clothing, celebrations). ▪ Engages in sophisticated role play with themes 	<ul style="list-style-type: none"> ▪ Assure that children in a group know and use each other's names. ▪ Find ways to build a sense of community through activities that respect and reflect each child's home environment. ▪ Talk to and listen respectfully to each child. ▪ Model respect for diversity. ▪ Encourage child to explore and discuss physical commonalities and differences (e.g. skills and abilities)

	and others.	<p>and plots.</p> <ul style="list-style-type: none"> ▪ Negotiates role play activity and responsibilities according to simple logic and perspective taking (e.g. "I'll be mommy because I'm a girl; you be daddy because you're a boy."). ▪ Recognizes and generalizes shared and different characteristics in relation to others (e.g. everyone has hair but with different colors, textures, length; some children run fast; some children have trouble running). ▪ Makes inferences, predictions, and generalizations about people, activities, group membership, and events based on observations and participation in past and present activities and routines. ▪ Explains roles and jobs of community workers within systems of service (e.g. mail delivery system, waste disposal system). ▪ Recognizes and associates different relatives with different locations. ▪ Shares and discusses similarities and differences in family travel with peers and adults. ▪ Examines and explores various family roles in other families to see how they differ from or are the same as their own. ▪ Expresses increased understanding of different people, places, and regions as experienced through books, videos, and television. ▪ Expands use of vocabulary associated with time (e.g. "now," "then," "before," "after," "today," "yesterday," and "tomorrow"). ▪ Identifies current events in the community and in other areas or regions. ▪ Uses common technological devices (cell phone, cameras, gears, hinges, microwave, and computers) as appropriate to family cultural values. ▪ Describes and explains how machines, inventions, and technology are used in the home (toaster, vacuum, can opener). ▪ Records and discusses calendar and historical 	<p>and observable characteristics). Be mindful and careful of children's sensitivities to being different.</p> <ul style="list-style-type: none"> ▪ Provide opportunities to explore how each person is special and unique within the classroom. ▪ Observe and discuss how people of all ages may use adaptive equipment in many settings. ▪ Prepare, sample, and discuss different foods, including familiar and unfamiliar foods. Engage parents for information about children's favorite recipes and foods at home, and your center's food service staff for preparing the food. ▪ Explore different ways families in your program celebrate holidays and special occasions. ▪ Explore and discuss different family structures (size and type of members) using family photos. ▪ Share stories, pictures, and music of your life, family, and culture. ▪ Plan for a variety of diverse literature, field trips, and visitors to stimulate thinking about culture and group identification. ▪ Tell stories and read books and poetry that reflect the cultural heritage of the United States - present, past, real, and fiction. ▪ Teach songs that are reflective of history and heritage of the United States. ▪ Invite older family members (parents or grandparents) to describe and discuss historical lifestyles or events (what it was like when grandpa was in grade school). ▪ Identify community workers (sales clerk, mail carrier) to respond to children's questions regarding how these jobs are performed and the tools they use. Plan ahead for the visits with the children asking them what they know and what they want to learn from the visitor. Follow up with more activities and documentation of what the children learned when the visit is completed. ▪ Use various art forms (dramatic play, blocks, sand, painting, or music) to express different roles and tools needed. ▪ Explore simple machines in guided learning centers (toaster, microwave, egg beater, or turkey baster).
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		<p>events (yesterday, last week, month, or year).</p> <ul style="list-style-type: none"> ▪ Recognizes that people meet their needs by sharing, trading, and using money to buy goods and services. ▪ Identifies different means and characteristics of transportation used today to travel from place to place. 	<ul style="list-style-type: none"> ▪ Make a collage of machines used at school and at home. ▪ Provide children opportunities to describe what they see and pass on their way to school. ▪ Use flannel boards and building blocks to make three dimensional maps that show location of items in a room or show how the playground looks. ▪ Make and use a map of a familiar area such as child's home, neighborhood, school, or classroom. Identify the globe as a model of the Earth. ▪ Graph ways that child or others have traveled.
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DOMAIN 4: GENERAL KNOWLEDGE

SUB-DOMAIN: SOCIAL STUDIES

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DOMAIN 4: GENERAL KNOWLEDGE			
SUB-DOMAIN: SOCIAL STUDIES			
SOCIAL STUDIES			
GOAL 45: CHILDREN DEMONSTRATE AWARENESS AND UNDERSTANDING OF INDIVIDUAL FAIRNESS, GROUP RIGHTS, AND RESPONSIBILITIES (DEMOCRATIC IDEALS) FOR MEMBERSHIP AND PARTICIPATION IN GROUP ACTIVITIES (SUCCESSFUL CITIZENSHIP).			
Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
60 Months through Kindergarten	Regulates behavior, emotions, and actions to successfully and cooperatively participate with familiar and unfamiliar people,	<ul style="list-style-type: none"> ▪ States and carries out most rules at home, school, and community. ▪ Regulates own behavior, emotions, and actions needed to participate cooperatively in most activities with peers and adults. ▪ States own feelings, needs, and opinions. ▪ Begins to recognize others' feelings, needs, and 	<ul style="list-style-type: none"> ▪ Provide a consistent, predictable, caring, responsive environment for child. ▪ Talk to and listen respectfully to all children. ▪ Model respect for diversity. ▪ Take the lead when identifying, explaining, and discussing group procedures used within the learning community; elaborating on their own thoughts, feelings,

	<p>objects, and across settings.</p>	<p>opinions (perspective taking).</p> <ul style="list-style-type: none"> ▪ With adult assistance, negotiates rules for games and fairness with peers. ▪ Discusses how groups make decisions and solve problems. ▪ Recognizes others' perspectives and uses that understanding to stand up for fairness. ▪ Identifies ways to be helpful to family and school. ▪ Independently cooperates with others in classroom routines and activities. ▪ Manages transitions and changes in routines throughout the day. ▪ Demonstrates ways to be helpful to the environment and the community, and understands why it is important. ▪ Explains how community helpers work to help others, and responds to their roles and settings when needed. ▪ Names rules and explains the rationale for the rules, and why self and others should follow the rule, though the child may not always abide by the rule. 	<p>reactions, and ideas.</p> <ul style="list-style-type: none"> ▪ Consistently model empathy, understanding, and self-control. ▪ Emphasize socially and culturally appropriate ways to express emotions. ▪ Pose "what if" and "do you remember when" questions about fairness for others. ▪ Encourage and coach active conflict resolution between peers, modeling empathy and understanding. ▪ Conduct group meetings, encouraging active selection of topics and participation in discussions related to justice, fairness, community welfare, and individual rights within real-life contexts that allow for leadership experiences. ▪ Create, discuss, and negotiate meaningful classroom jobs that foster respect and responsibility. ▪ Create community projects (e.g. cleanup playground, recycling). ▪ Provide materials (photographs, books, posters, games, puzzles, foods, dolls) that reflect home, family, community, and the world. ▪ Observe and discuss real-world rules and regulations, including consequences of following or not following the rules (e.g. traffic signs, public library lending rules, stealing, or acting out in crowded places). ▪ Identify and discuss community leaders and responsibilities (mayor, police captain, librarian, fire station captain) with opportunities for dramatic play of those roles.
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DOMAIN 4: GENERAL KNOWLEDGE**SUB-DOMAIN: CREATIVE ARTS****EXPRESSION AND REPRESENTATION****GOAL 46: CHILDREN USE CREATIVE ARTS TO EXPRESS AND REPRESENT WHAT THEY KNOW, THINK, BELIEVE, OR FEEL.**

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
60 Months through Kindergarten	Displays a repertoire of skills for using tools for art, music, and words to express knowledge, thoughts, and feelings.	<ul style="list-style-type: none"> ▪ Responds to and creates music and rhythms to express thoughts, feelings, and energy. ▪ Expresses feelings and ideas using art, music, drama, and movement. ▪ Uses simple instruments such as rhythm sticks, tambourines, or drums to create rhythm, beat, and patterns. ▪ Shows interest in more complicated instruments (e.g. guitar, keyboards, marimba, drums). ▪ Makes up songs, rhyming verses, repetitive rhythmic patterns, and story lines to tell and retell events and express feelings. ▪ Plans and works alone and with others in a variety of art projects. ▪ Shows persistence and elaboration when engaging in artistic projects. ▪ Uses poetry as a springboard to drama. ▪ Illustrates ideas then dictates narration for the picture. ▪ Uses novel ways to use objects and media for creative expression (e.g. combining paper cups, collage scraps, and carpentry to make a mobile). 	<ul style="list-style-type: none"> ▪ Offer an assortment of art materials in readily available spaces and places. ▪ Provide time and space for artistic expression daily. ▪ In curriculum planning, assure that creative arts are included for both structured and unstructured activities. ▪ Intentionally plan for creative arts activities both indoors and outdoors. ▪ Display art projects completed by child, as well as copies of classic art, if possible. ▪ Take child on trips to museums and community centers to view what other people have created and to share ideas and feelings about art. Offer reproductions and art books when museums are not available. ▪ Take child to music, dance, and theatre performances. ▪ Develop a classroom stage for children's presentations. Include digital videos, microphones, and curtains for an environment that encourages performance. ▪ Encourage child to draw, paint, sing, or move the way he/she feels. ▪ Introduce child to more complex musical instruments (guitar, piano) and instruments from diverse cultures. ▪ Display children's efforts for dictation and illustrations of ideas, stories, and events in public settings and in a child's personal portfolio. ▪ Read aloud original and classic poetry to children, varying tone and cadence as you read.

			<ul style="list-style-type: none">▪ Teach children to write and recite their own poetic rhyming or prose.
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DOMAIN 4: GENERAL KNOWLEDGE			
SUB-DOMAIN: CREATIVE ARTS			
UNDERSTANDING AND APPRECIATION			
GOAL 47: CHILDREN DEMONSTRATE UNDERSTANDING AND APPRECIATION OF CREATIVE ARTS.			
Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
60 Months through Kindergarten	Chooses and expresses opinions about aesthetic likes and dislikes, recognizes familiar cultural forms, and is willing to explore new forms.	<ul style="list-style-type: none"> ▪ Describes all art forms and considers potential intentions of the artist. ▪ Appreciates the artistic creations of others; the skill of a dancer; or someone's ability to play a musical instrument, sing, or act. ▪ Exhibits excitement when a picture or sculpture reminds him/her of people, objects, or events in own life. ▪ Comments on the artwork of other children, asking simple questions about methods used and noticing details. ▪ Demonstrates understanding of artistic roles in pretend play scenarios (e.g. pretends to be a ballerina or painter). ▪ Communicates preferences in types of artistic activities. 	<ul style="list-style-type: none"> ▪ Provide an environment that is aesthetically pleasing, with attention to color, light, clutter, and structures. ▪ Take child on field trips to museums or street fairs and encourage child to identify his/her favorite painting or object and discuss why. ▪ Talk about feelings and opinions after seeing a performance or looking at a piece of art. ▪ Provide child with experiences of art forms and performing groups from their own and other cultural backgrounds. ▪ Expose children to dance, musical and theatre events, and performances (e.g. community programs, school performances, fairs, and traditional cultural presentations). ▪ Provide children with time, space, and materials to re-create their own expression following a performance, film, or art event. ▪ Offer opportunities for children to explore and create art, music, and drama in everyday classroom activities. ▪ Invite performing artist to the classroom, and have them perform for the children (e.g. an artist creates a canvas painting from start to finish during work time; a ballerina comes in warm-up suit, applies makeup and adds tutu, then dances a ballet; a sculptor creates a piece from beginning to end).