



Domain 1: Approaches to Learning

Approaches to Learning: Foundational Skills

NOTE: In prekindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.

Engagement

1. Actively and confidently engages in play as a means of exploration and learning.
 - a) Interacts with a variety of materials through play.
 - b) Participates in multiple play activities with same material.
 - c) Engages in pretend and imaginative play – testing theories, acting out imagination.
 - d) Self-selects play activity and demonstrates spontaneity.
 - e) Uses “trial and error” method to figure out a task, problem, etc.
 - f) Demonstrates awareness of connections between prior and new knowledge.
2. Actively engages in problem solving.
 - a) Identifies a problem and tries to solve it independently.
 - b) Attempts multiple ways to solve a problem.
 - c) Communicates more than one solution to a problem.
 - d) Engages with peers and adults to solve problems.

Creativity and Imagination

3. Approaches tasks, activities and problems with creativity, imagination and/or willingness to try new experiences or activities.
 - a) Chooses materials/props and uses novel ways to represent ideas, characters, and objects.
 - b) Identifies additional materials to complete a task.
 - c) Experiments to further his/her knowledge.
 - d) Seeks additional clarity to further his/her knowledge.
 - e) Seeks out connections, relations and assistance from peers and adults to complete a task.
 - f) Communicates more than one solution to a problem.

Curiosity and Initiative

4. Exhibits curiosity, interest, and willingness in learning new things and having new experiences.
 - a) Asks questions using who, what, how, why, when, where, what if.
 - b) Expresses an interest in learning about and discussing a growing range of ideas.
 - c) Actively explores how things in the world work.
 - d) Investigates areas of interest.
 - e) Takes objects and materials apart and attempts to reassemble them (e.g., puzzles, models, nuts and bolts).
 - f) Seeks out activities and materials that support his/her curiosity.
 - g) Willingly engages in new experiences and activities.

Persistence

5. Demonstrates persistence.
 - a) Maintains focus on a task.
 - b) Seeks assistance when the next step seems unclear or appears too difficult.
 - c) Modifies strategies used to complete a task.



Domain 2: Physical Development and Health

Physical Development and Health: Foundational Skills

NOTE: In prekindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.

Physical Development

1. Uses senses to assist and guide learning.
 - a) Identifies sights, smells, sounds, tastes and textures.
 - b) Compares and contrasts different sights, smells, sounds, tastes, and textures.
 - c) Uses descriptive words to discuss sights, smells, sounds, tastes, and textures.
2. Uses sensory information to plan and carry out movements.
 - a) Demonstrates appropriate body awareness when moving in different spaces.
 - b) Exhibits appropriate body movements when carrying out a task.
 - c) Demonstrates awareness of spatial boundaries and the ability to work within them.
3. Demonstrates coordination and control of large muscles.
 - a) Displays an upright posture when standing or seated.
 - b) Maintains balance during sitting, standing, and movement activities.
 - c) Runs, jumps, walks in a straight line, and hops on one foot.

- d) Climbs stairs using alternating feet.
 - e) Puts on age appropriate clothing items, such as shirts, jackets, pants, shoes, etc.
4. Combines a sequence of large motor skills with and without the use of equipment.
- a) Navigates age appropriate playground equipment.
 - b) Peddles a tricycle.
 - c) Throws, catches or kicks a large, light-weight ball (8" - 10").
 - d) Participates in a series of large motor movements or activities such as, dancing, follow the leader, or Simon Says.
5. Demonstrates eye-hand coordination and dexterity needed to manipulate objects.
- a) Uses pincher grasp (index finger and thumb).
 - b) Demonstrates ability to engage in finger plays.
 - c) Uses materials such as pencils, paint brushes, eating utensils and blunt scissors effectively.

- d) Manipulates small objects with ease (fits objects into holes, strings wooden beads, stacks mini blocks, uses geo boards, etc.).
- e) Uses buttons, zippers, snaps, and hook and loop tape successfully.

Physical Fitness

- 6. Engages in a variety of physical fitness activities.
 - a) Engages in large motor activities (e.g., marching, hopping, running, jumping, dancing) in increasingly longer periods of time as skill and endurance develops.
 - b) Explores, practices, and performs skill sets: throwing, pushing, pulling, catching, balancing, etc.
 - c) Participates in activities designed to strengthen major muscle groups.
 - d) Participates in activities to promote balance and flexibility.

Health and Well Being

- 7. Demonstrates personal care and hygiene skills.
 - a) Demonstrates growing independence in using personal hygiene skills (e.g., washing hands, brushing teeth, toileting, etc.)
 - b) Exhibits self help skills when dressing, cleaning up, participating in meals, etc.
 - c) Recognizes and communicates when experiencing symptoms of illness.
 - 8. Demonstrates awareness and understanding of healthy habits.
 - a) Recognizes the importance of good nutrition, water, rest and sleep in order to be healthy.
 - b) Talks about food choices in relationship to allergies and overall health.
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- c) Relates healthy behaviors to good personal health (milk for strong bones, spinach for strong muscles).
- d) Describes the role of doctors, dentists and other health care workers in keeping him/herself healthy.

Health and Safety

- 9. Demonstrates awareness and understanding of safety rules.
 - a) Verbalizes and demonstrates safety rules such as holding an adult's hand when walking on sidewalks or near a street.
 - b) Communicates to peers and adults when observing unsafe behavior (e.g., Tommy is throwing rocks).
 - c) Understands that some practices could be unsafe (e.g., playing with matches, playing near a busy street, not wearing a bike helmet).
 - d) Demonstrates knowledge of bus safety (e.g., crosses in front of the bus after the driver signals, wears seatbelt).
- e) Participates in fire evacuation drills, understands what the alarm bell is and the need to go to a safe location, etc.
- f) Explains how to get help in emergency situations.



Domain 3: Social and Emotional Development

Social and Emotional Development: Foundational Skills

Note: In prekindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.

Self Concept and Self Awareness

1. Recognizes himself/herself as a unique individual having his/her own abilities, characteristics, feelings and interests.
 - a) Describes himself/herself using several different characteristics.
 - b) Identifies self as being part of a family and identifies being connected to at least one significant adult.
 - c) Demonstrates knowledge of his/her own uniqueness (talent, interests, preferences, gender, culture, etc.).
 - d) Exhibits self confidence by attempting new tasks independent of prompting or reinforcement.
 - e) Compares and/or contrasts self to others (e.g., physical characteristics, preferences, feelings, abilities).
 - f) Identifies the range of feelings he/she experiences, and that his/her feelings may change over time, as the environment changes, and in response to the behavior of others.

- g) Displays accomplishment, contentment, and acknowledgement when completing a task or solving a problem by himself/herself (e.g., wants to show a peer or adult).

Self Regulation

- 2. Regulates his/her responses to needs, feelings and events.
 - a) Expresses feelings, needs, opinions and desires in a way that is appropriate to the situation.
 - b) Appropriately names types of emotions (e.g., frustrated, happy, excited, sad) and associates them with different facial expressions, words and behaviors.
 - c) Demonstrates an ability to independently modify his/her behavior in different situations.

Relationships with Others

3. Demonstrates and continues to develop positive relationships with significant adults (primary caregivers, teachers and other familiar adults).
 - a) Interacts with significant adults.
 - b) Seeks guidance from primary caregivers, teachers and other familiar adults.
 - c) Transitions into unfamiliar setting with the assistance of familiar adults.
4. Develops positive relationships with their peers.
 - a) Approaches children already engaged in play.
 - b) Interacts with other children (e.g., in play, conversation, etc.).
 - c) Shares materials and toys with other children.
 - d) Sustains interactions by cooperating, helping, and suggesting new ideas for play.
 - e) Develops close friendship with one or more peers.
 - f) Offers support to another child or shows concern when a peer seems distressed.
5. Demonstrates pro-social problem solving skills in social interactions.
 - a) Seeks input from others about a problem.
 - b) Uses multiple pro-social strategies to resolve conflicts (e.g., trade, take turns, problem solve).
 - c) Uses and accepts compromise, with assistance.

Accountability

6. Understands and follows routines and rules.
 - a) Displays an understanding of the purpose of rules.

- b) Engages easily in routine activities (e.g., story time, snack time, circle time).
- c) Uses materials purposefully, safely and respectfully as set by group rules.
- d) With assistance, understands that breaking rules have a consequence.
- e) Applies rules in new, but similar situations.
- f) Demonstrates the ability to create new rules for different situations.

Adaptability

- 7. Adapts to change.
 - a) Easily separates himself/herself from parent or caregiver.
 - b) Transitions with minimal support between routine activities and new/unexpected occurrences.
 - c) Adjusts behavior as appropriate for different settings and /or events.
 - d) Uses multiple adaptive strategies to cope with change (e.g., seeking social support from and adult or peer, taking deep breaths, engaging in another activity).